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Memo

To Board of Education

From Kyla Johnson-Trammell - Superintendent
Kelly Krag-Arnold, Brett Noble, and Elizabet Wendt - Office of Charter Schools

Board Meeting Date November 18, 2020

Subject Charter Renewal Request – Lighthouse Community Charter School

Action Vote

Background Lighthouse Community Charter School has requested renewal consideration and is eligible for a 5-year renewal of its charter term that would begin on July 1, 2021. The school submitted its renewal petition to the District on October 1, 2020 and had a public hearing at a Board meeting on October 21, 2020.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the Lighthouse Community Charter School renewal petition.

Strengths:

- A consistent upward trajectory among most key student groups; State test proficiency rates for economically disadvantaged African American students, economically disadvantaged Latinx students, and English Learner students at Lighthouse were higher than the OUSD average for these groups in all years of the charter term
- Strong CORE growth in Math for all years of the charter term
- Stable enrollment and high year-over-year student retention rates, indicating strong demand and satisfaction from families.
- The School Quality Review revealed a commitment to deeply

held shared core values among staff, school leaders, families, students, and the governing board.

Additionally, the following challenges were noted, which will be areas for staff to continue monitoring over the next charter term if the school is approved:

- High suspension rates, which increased 6 percentage points to 11% in 2018-19, as well as a disproportionately high suspension rate for African American students at the school (21% in 2018-19).
- Students with disabilities have not experienced the same upward trajectory in academic performance as other key student groups at the school.

Fiscal Impact

N/A

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation



Legislative File	
File ID Number:	20-2018
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By:	er

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Office of Charter Schools Staff – Sonali Murarka, Brett Noble, Elizabet Wendt, Kelly Krag-Arnold
DATE: November 18, 2020
SUBJECT: Lighthouse Community Charter School Renewal Request

School Overview

School Name:	Lighthouse Community Charter School		
Charter Operator:	Lighthouse Community Public Schools		
Year Opened:	2001	Previous Renewal Year(s):	2006, 2011, 2016
Neighborhood:	Edgewater	Campus Address:	444 Hegenberger Rd. 94621
Board District:	District 7	Attendance Area(s):	Brookfield/Madison Upper
Current Grades Served:	K-8	Current Enrollment: ¹	506
Current Authorized Grades:	K-8	Current Authorized Enrollment:	490

Staff Recommendation

Staff recommends **Approval** of the renewal petition for Lighthouse Community Charter School (“Lighthouse” or “Charter School”) for 5 years, beginning July 1, 2021 until June 30, 2026, to continue serving up to 490 students in grades K-8.

Criteria for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, the Office of Charter Schools determines whether the charter school has met the following renewal criteria:

- I. Has the Charter School Presented a Sound Educational Program?
- II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- III. Is the Petition Reasonably Comprehensive?
- IV. Is the School Serving All Students Who Wish to Attend?

Procedure

- 1) The Office of Charter Schools conducted a virtual site visit on September 25, 2020. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board

¹ Per first month statistical report submitted to OUSD (as of August 21, 2020)

members) and classroom observations. The team also conducted a review of the school's documents, policies, financials, and renewal petition.

- 2) The charter school submitted a renewal request to the District on October 1, 2020.
- 3) The initial public hearing was held on October 21, 2020.
- 4) Staff findings were made public by the 15-day posting requirement, which was November 3, 2020.
- 5) The decision public hearing is being held on November 18, 2020.

Summary of Findings

Below is a staff summary of the school's primary strengths and challenges.

Strengths

- A consistent upward trajectory among most key student groups; state test proficiency rates for economically disadvantaged African American students, economically disadvantaged Latinx students, and English Learner students at Lighthouse were higher than the OUSD average for these groups in all years of the charter term.
- Strong CORE growth in Math for all years of the charter term.
- Stable enrollment and high year-over-year student retention rates, indicating strong demand and satisfaction from families.
- The School Quality Review revealed a commitment to deeply held shared core values among staff, school leaders, families, students, and the governing board.

Challenges

- High suspension rates, which increased 6 percentage points to 11% in 2018-19, as well as a disproportionately high suspension rate for African American students at the school (21% in 2018-19).
- Students with disabilities have not experienced the same upward trajectory in academic performance as other key student groups at the school.

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students.² The Education Code outlines a three-tiered system for most³ charter schools seeking renewal as well as corresponding criteria and conditions for evaluating the soundness of a school’s educational program.⁴

A. Renewal Tier Analysis

The following table outlines the State School Dashboard criteria used by the State Department of Education to determine the charter school’s renewal tier.

State Dashboard Criteria for Determining Renewal Tier <i>(Note: “Academic Indicators” referenced below refer to the ELA, Math, English Learner Progress⁵, and College and Career Readiness indicators on the State Dashboard)</i>	2018	2019	Criteria Tier <i>(Middle unless both years—and both sub-criteria for Criteria 2—are either all High or all Low.)</i>	Renewal Tier <i>(Middle unless either Criteria Tier is High or Low, in which case this is the same.)</i>
Criteria 1: Performance level on all schoolwide state indicators is: <ul style="list-style-type: none"> All Green or Blue (High), All Red or Orange (Low), or Any other combination of colors (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	Middle	Middle	Middle	Middle
Criteria 2a. Schoolwide status for all academic indicators is: <ul style="list-style-type: none"> Same or higher than state average (High), Same or lower than state average (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	Low	Low	Middle	
Criteria 2b. For each academic indicator, of student groups that underperformed statewide relative to the state average: <ul style="list-style-type: none"> Majority (50% or more) of groups at school received colors that are higher than the student group’s state average status (High), Majority (50% or more) of groups at school received colors that are lower than the student group’s state average status (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two of the identified underperforming student groups for at least two academic indicators.)</i>	Middle	Middle		

Figure 1. Source: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

² EC §47605(c)(1)

³ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

⁴ EC §47607(c)(2) and EC §47607.2

⁵ For the English Learner (EL) Progress Indicator, status level was used as a proxy for color on the 2019 Dashboard for schools that had at least 30 EL students with results. Specifically, Very High/High and Very Low/Low status levels on the EL progress indicator were used as proxies for Blue/Green and Red/Orange colors, respectively.

As indicated in the table above, the charter school met the State’s criteria for the Middle renewal tier. The table below outlines renewal conditions and additional academic evaluation criteria applicable to this renewal tier and corresponding evidence considered related to the soundness of the charter school’s educational program, as outlined in the subsequent sections.

Middle Renewal Tier – Renewal Conditions and Additional Academic Evaluation Criteria	Evidence Considered to Assess Soundness of the School’s Educational Program
<ul style="list-style-type: none"> - May renew for 5 years or may deny only upon making written findings that: <ol style="list-style-type: none"> 1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, AND 2. The closure is in the best interest of the pupils, AND 3. The decision provided greater weight to performance on measurements of academic performance (if applicable). - Shall consider schoolwide performance and performance of all student groups on both state and local indicators included in the State Dashboard, providing greater weight to performance on academic indicators. - Shall also consider clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school OR b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. 	<ul style="list-style-type: none"> • School Performance Analysis and Local Indicators • Comparison of Academic Performance for Key Student Groups • Additional Verified Data Provided by School • School Quality Review Rubric Ratings

Figure 2. Source: Education Code §47607.2(b)

B. School Performance Analysis and Local Indicators

As mentioned previously, for schools meeting the Middle renewal tier criteria, the District is required to consider the school’s performance on State Dashboard indicators, providing greater weight to performance on academic indicators.

School Performance Analysis

The District’s School Performance Analysis (SPA) was developed to serve as a tool for determining whether district and charter schools meet a minimum performance threshold on a variety of indicators based on State Dashboard and CORE Academic Growth⁶. For each indicator, a determination is made as to whether the school met the threshold both (a) schoolwide, and (b) for an “equity” category consisting of a combination of historically underserved student groups. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, the SPA does not apply to schools that did not receive a dashboard color on at least half of the applicable indicators, including at least one academic indicator (typically due to having too few students).

Based on data available at the time of this report, Lighthouse met the minimum performance threshold for all of the past three years for which data is available, as summarized in the following table.

⁶ The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. It is designed to measure the impact of educators on student growth. Additional information regarding the model can be found at <https://coredistricts.org/faqs/>.

Indicator	2017		2018		2019	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met	Met	Met	Met	Met	Met
Mathematics	Met	Met	Met	Met	Met	Met
Suspension	Met	Met	Met	Met	Not Met	Not Met
Chronic Absenteeism	-	-	Met	Met	Met	Met
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	Met (Met 100%; 6 of 6)		Met (Met 100%; 8 of 8)		Met (Met 75%; 6 of 8)	

Figure 3. Source: California School Dashboard; CORE Index Dashboard

Detailed data that was used to determine whether the charter school met the threshold for 2019 (the most recent year for which data was available) is included in the following two tables.

SCHOOLWIDE			
ACADEMIC INDICATORS			
<i>To meet, school must have either California School Dashboard Color Orange or higher or CORE Growth Level Medium or higher (i.e. > 30th percentile).</i>			
English Language Arts State Test	Dashboard Color	Orange <i>DFS⁷ = -34.4; declined 3.5 points</i>	Met
	CORE Growth Level	Medium <i>50th percentile</i>	
Mathematics State Test	Dashboard Color	Yellow <i>DFS = -37.4; increased 11 points</i>	Met
	CORE Growth Level	High <i>76th percentile</i>	
CULTURE/CLIMATE INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	Red <i>11.2% suspended once; increased 6.0%</i>	Not Met
Chronic Absenteeism	Dashboard Color	Orange <i>11.0% chronically absent; increased 2.9%</i>	Met

Figure 4. Source: California School Dashboard; CORE Index Dashboard

⁷ Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student's score with the "Standard Met" threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, "Using scale scores, rather than reporting on the percent of students who performed at or above the "Standard Met", provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments." (<https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>)

EQUITY

To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on either Dashboard Color or CORE Growth Level metric.

Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color (DFS; change)	Orange -56.6; ↓22.8	Orange -38.0; ↓2.7	-	Orange -39.4; ↓0.3	Orange -52.4; ↓1.1	Red -92.6; ↓2.0	-	-	Met (4 of 5)	Met
	CORE Growth Level (percentile)	Medium 61%	Medium 49%	-	Medium 50%	-	-	-	-	Met (3 of 3)	
Mathematics State Test	Dashboard Color (DFS; change)	Yellow -65.6; ↑12.4	Yellow -39.2; ↑10.9	-	Yellow -40.0; ↑14.2	Yellow -46.5; ↑12.9	Yellow -81.3; ↑9.6	-	-	Met (5 of 5)	Met
	CORE Growth Level (percentile)	High 85%	High 75%	-	High 77%	-	-	-	-	Met (3 of 3)	
Suspension	Dashboard Color (% suspended once; change)	Red 21.4%; ↑10.9%	Red 10.4%; ↑5.5%	-	Red 11.8%; ↑6.5%	Red 10.7%; ↑5.5%	Red 15.3%; ↑4.3%	-	-	Not Met (0 of 5)	
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	Orange 14.3%; ↑5.2%	Orange 10.7%; ↑2.5%	-	Orange 11.4%; ↑2.5%	Orange 10.1%; ↑0.7%	Orange 14.0%; ↑9.3%	-	-	Met (5 of 5)	

Figure 5. Source: California School Dashboard; CORE Index Dashboard

State Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the Dashboard. The school uses self-reflection tools included within the Dashboard to report its progress on the local indicators. If a charter school does not submit results to the Dashboard by the given deadline, including completing the self-reflection tool, the school's State Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.⁸

⁸ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

Local Indicator	2017	2018	2019
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met
Parent and Family Engagement	Met	Met	Met
Local Climate Survey	Met	Met	Met
Access to a Broad Course of Study ⁹	-	Met	Met

Figure 6. Source: California School Dashboard

C. Comparison of Academic Performance for Key Student Groups

The following comparison of academic performance is included to further assess the charter school’s academic progress and whether continued operation is in the best interests of its students. The figures below compare the school’s performance (average of ELA and Math) to the District average¹⁰ for the following five student groups: Economically Disadvantaged students, Economically Disadvantaged Black/African American students, Economically Disadvantaged Hispanic/Latinx students, Special Education students, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for Special Education students, progress levels for English Learners). As shown in the figures below:

- For all three years of the term, economically disadvantaged African American students, economically disadvantaged Latinx students, and English Learners at Lighthouse outperformed the district average by an increasingly large margin. In 2018-19, these student groups at Lighthouse were performing 8-10 percentage points above the district average.
- During the charter term, students with disabilities at Lighthouse performed slightly above the district average in two years and slightly below the district average in one year.

Economically Disadvantaged Students

In the most recent year for which results were available, Lighthouse had 283 Economically Disadvantaged students with state test results (ELA/Math average).

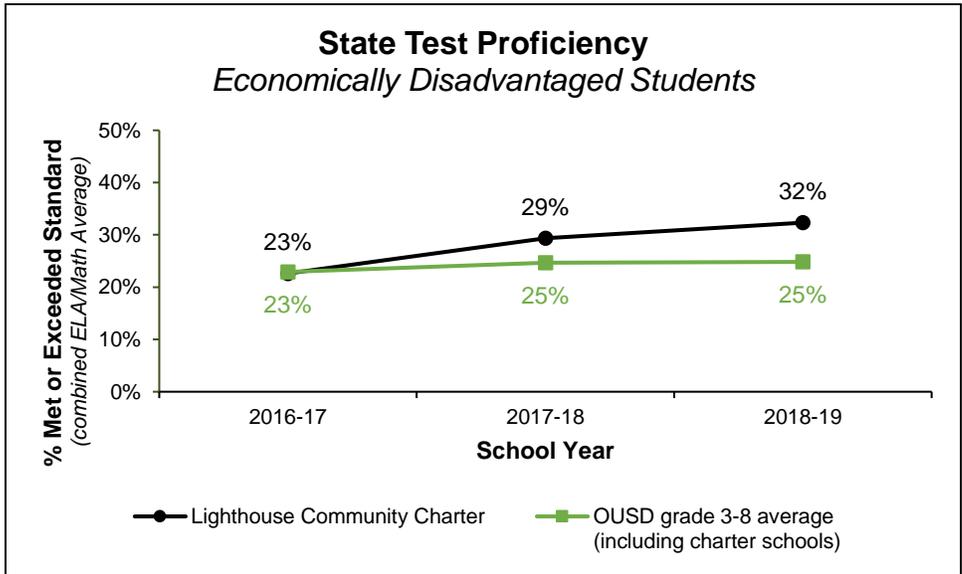


Figure 7. Source: CAASPP Research Files

⁹ This local indicator was not included on the 2017 dashboard.

¹⁰ Including both OUSD district-run schools and OUSD-authorized charter schools. Alternative schools that qualify for the Dashboard Alternative School Status (DASS) program are excluded from the comparison charts in this section.

Black/African American Students (Economically Disadvantaged only)

In the most recent year for which results were available, Lighthouse had 28 Economically Disadvantaged Black/African American students with state test results (ELA/Math average).

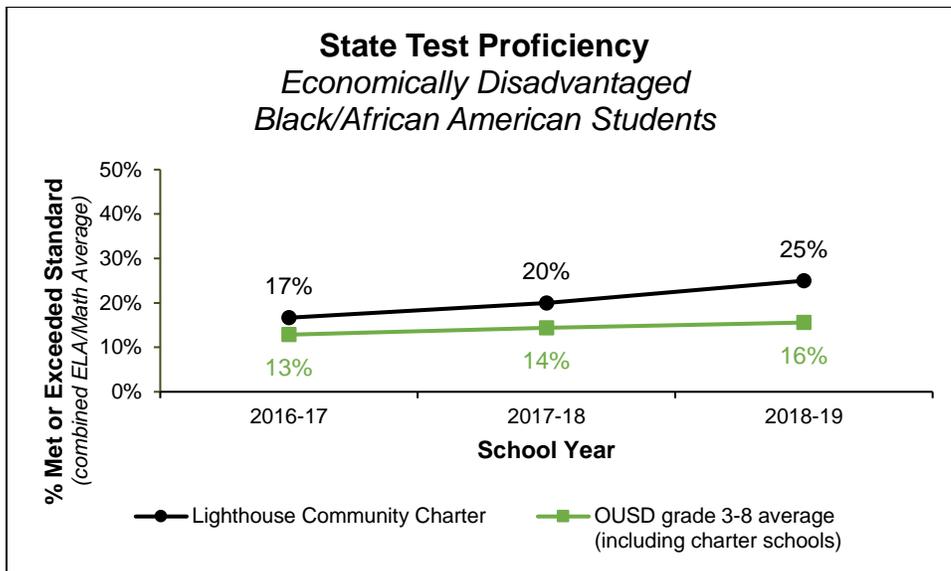


Figure 8. Source: CAASPP Research Files

Hispanic/Latinx Students (Economically Disadvantaged only)

In the most recent year for which results were available, Lighthouse had 238 Economically Disadvantaged Hispanic/Latinx students with state test results (ELA/Math average).

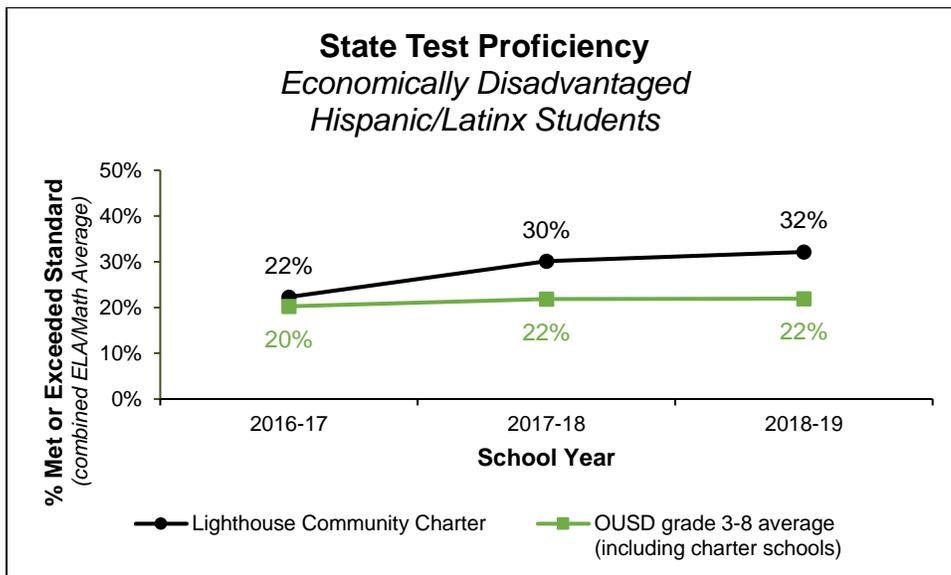


Figure 9. Source: CAASPP Research Files

Special Education

In the most recent year for which results were available, Lighthouse had 44 Special Education students with state test results (ELA/Math average).

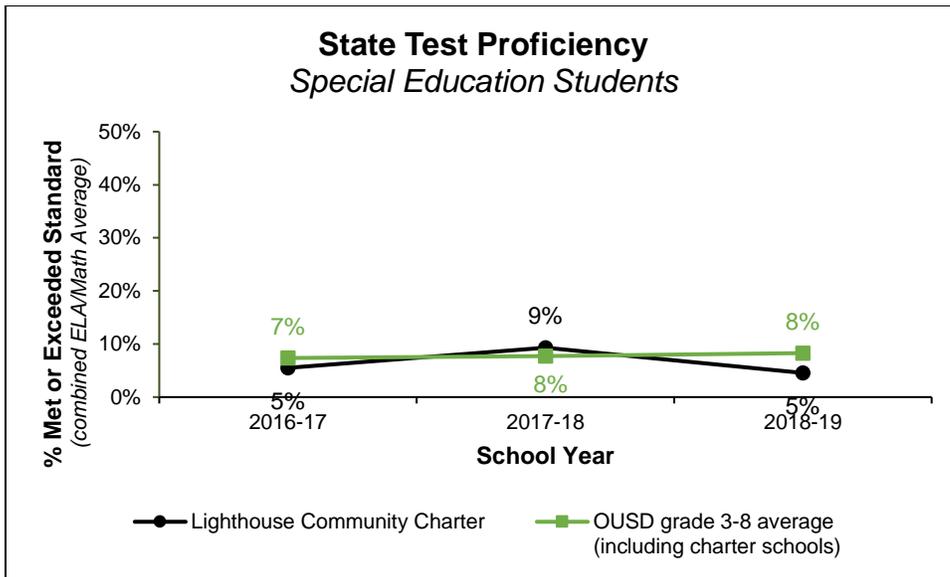


Figure 10. Source: CAASPP Research Files

English Learner

In the most recent year for which results were available, Lighthouse had 174 English Learner students with state test results (ELA/Math average).

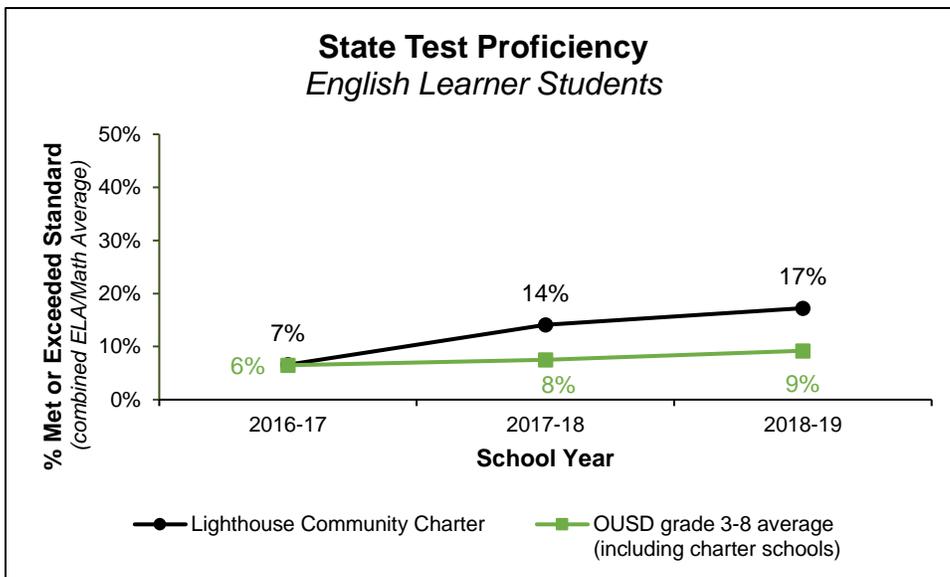


Figure 11. Source: CAASPP Research Files

D. Additional Verified Data

For schools meeting the Middle or Low renewal tier criteria, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data¹¹, showing either of the following:

¹¹ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Prior to January 1, 2021, the State Board of Education will establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. Once defined, only data sources adopted by the State Board may be used as verified data. However, prior to this happening, a charter school may present data consistent with the above description of verified data.

- The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

CORE Growth

The charter school referenced and District staff considered CORE Academic Growth data as verified data for the current renewal cycle. As explained previously, this measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth) CORE categorizes growth percentile rankings as follows:

- Low growth: 30% or below
- Medium growth: above 30% and less than or equal to 70%
- High growth: above 70%

The chart below shows the charter school’s schoolwide CORE growth percentiles for the past three years for ELA and Math. Lighthouse has had consistently above average growth in Math including high growth in 2017 and 2019. In ELA, it had medium growth in all three years, including below average growth in 2017, above average growth in 2018, and average growth in 2019.

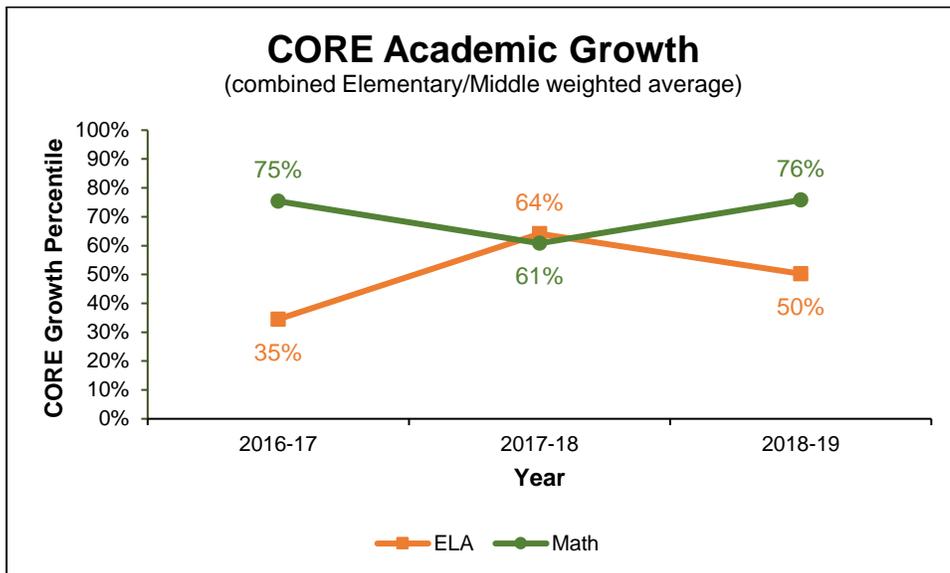


Figure 12. Source: CORE Index Dashboard

The following table shows CORE growth percentiles for key student groups. Since the majority of students at the school are Hispanic/Latinx and socioeconomically disadvantaged, these numbers are all within 2 percentage points of the corresponding schoolwide average. English Learners have had medium growth in ELA (varying between above and below average) and consistently high growth in Math. In 2019, the only year for which results were available, African American middle school students had medium/above average growth in ELA and high growth in Math.

Subject	Student Group	CORE Growth Percentile (combined Elementary/Middle weighted average)		
		2016-17	2017-18	2018-19
ELA	Black/African American	*	*	61%**
	Hispanic/Latinx	35%	65%	49%
	Socioeconomically Disadvantaged	34%	65%	50%
	English Learner	34%	64%	41%
Math	Black/African American	*	*	85%**
	Hispanic/Latinx	73%	61%	75%
	Socioeconomically Disadvantaged	74%	61%	77%
	English Learner	77%	71%	71%

Figure 13. Source: CORE Index Dashboard

* Not enough students with scores for data to be made publicly available

** African American results for 2018-19 are only for middle school students. There were not enough African American students with scores in the elementary school for data to be made publicly available for this group.

Based on the CORE growth data presented above, showing generally above average (and in some cases high) growth, the charter school appears to be achieving measurable increases in academic achievement.

E. School Quality Review Rubric Ratings

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2020 and includes virtual classroom observations and focus group interviews with school leadership, students, families, staff, and Board members. The team also reviewed information from the charter school's performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric¹². Ratings range from 1 (low) to 4 (high):

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	3.5
	1B: Leadership & Governance	3.5
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.5
	2B: Multi-Tiered Systems of Support	3.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	3.3
	3B: Evidence-Based Professional Collaboration	3.0
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.7
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.5

1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Figure 14. Source: Assessment by the SQR review team after site visit conducted on September 25, 2020.

¹² The full SQR Rubric used for this evaluation can be found at <https://www.ousdcharters.net/renewing-charter-schools.html>.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹³ Evidence considered for this criteria include:

- Financial condition
- Enrollment and Average Daily Attendance
- Enrollment demographics
- Compliance with regulatory elements (including notices of concern, website posting, and teacher credentialing)
- Board health and effectiveness

A. Financial Condition

The charter school is in good financial standing with a healthy ending fund balance. The school had deficit spending greater than 20% of its fund balance in 2017-18, but has not had any deficit spending in other years. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of \$6,857,772 for the charter management organization, Lighthouse Community Public Schools, and its charter schools.

Financial Indicator	2016-17	2017-18	2018-19	2019-20
Ending Fund Balance	\$783,015	\$630,218	\$701,903	\$907,234
Deficit Spending	\$0	(\$152,797)	\$0	\$0
Deficit-to-Ending Fund Balance Ratio	0.00%	-24.25%	0.00%	0.00%
Debt Ratio	0.42	0.46	0.46	N/A
3% Reserve	Yes (11.7%)	Yes (9.9%)	Yes (10.0%)	Yes (13.3%)
Audit Opinion	Unmodified	Unmodified	Unmodified	N/A
Major Audit Finding	No	No	No	N/A

Figure 15. Source: 2016-17 thru 2018-19 Annual Audit Reports, 2019-20 State Unaudited Actuals Report

¹³ EC §47605(c)(2)

B. Enrollment and Average Daily Attendance (ADA)

Total Enrollment and ADA by Year

The school's enrollment has been very stable over the course of the charter term. As of August 2020, the charter school reported an enrollment of 506 and an ADA of 478 for the current school year.

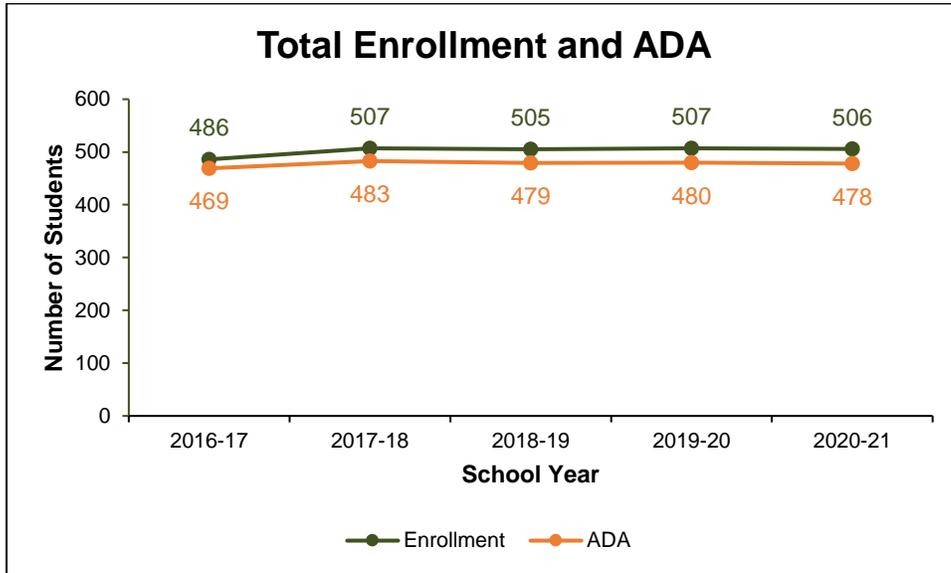


Figure 16. Source: 2016-17 thru 2019-20 Enrollment – CDE Downloadable School Enrollment Data Files; 2016-17 thru 2019-20 ADA – P-Annual State Report; 2020-21 Enrollment and ADA – first month statistical report submitted to OUSD (as of August 21, 2020)

Enrollment by Grade Level

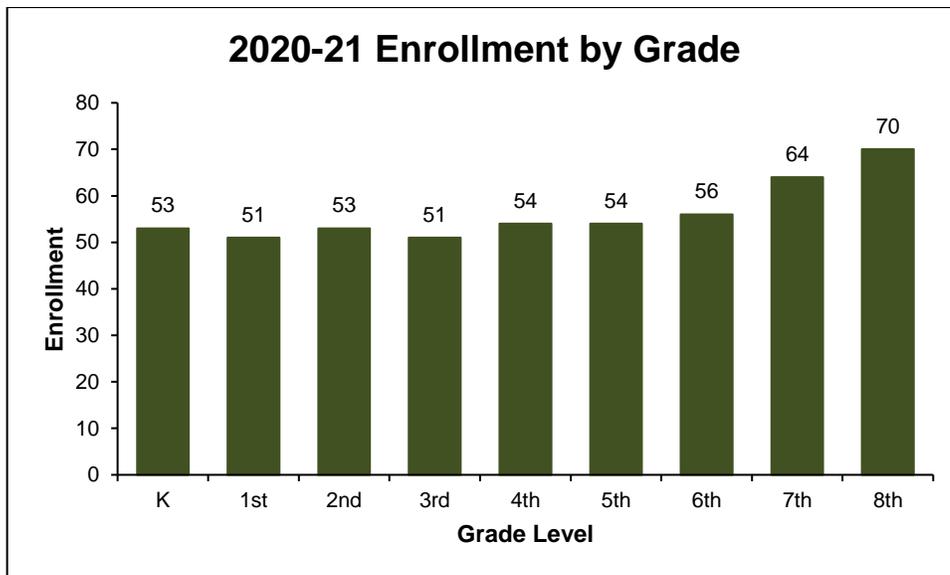


Figure 17. Source: First month statistical report submitted to OUSD (as of August 21, 2020)

Student Retention

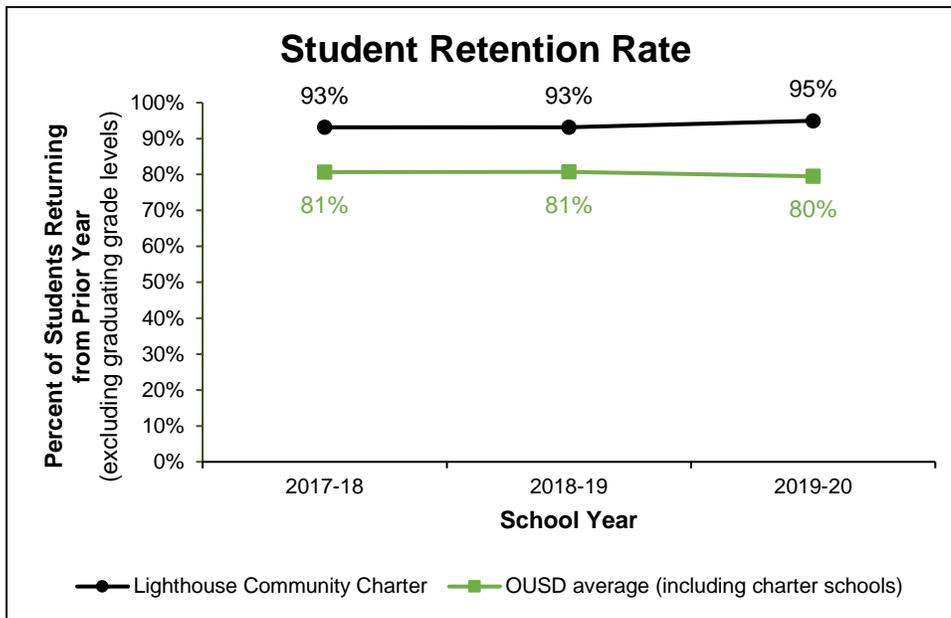


Figure 18. Source: Charter Schools - Annual Fall Census Day student-level enrollment reports submitted to OUSD; District-Run Schools: Annual Fall Census Day enrollment data

C. Enrollment Demographics of Key Student Groups

Proposed Target Student Population

The charter school's existing petition indicates that the school "has a particular focus on the neighborhood of East Oakland..." and states that it "will actively recruit students from Oakland who have traditionally been underserved. This includes but is not limited to students of color, English Language Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods." (pg. 8). The proposed renewal petition includes similar language and further defines its target student population by stating that it will also "have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes in East Oakland, African American students, and unsheltered students." (pg. 62)

Admission Preferences

The charter school's admissions preferences included in its petition, which were most recently updated via a material revision approved by the OUSD Board in February 2020 are listed below.

1. A sibling to a current LCCPS student in either the K-8 Lighthouse Community Charter School and/or the 9-12 Lighthouse Community Charter School to keep families together
2. Not to exceed 5% of the total enrollment; a child of a school faculty, staff, board, to honor those committed to public education
3. Students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lighthouse is located
4. Students living in the 94621 or 94603 zip code
5. A sibling of a Lighthouse alum
6. Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland Unified School District
7. All other applicants

The charter school has submitted a material revision request 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. This material revision is scheduled to be considered by the District Board subsequent to the decision on the charter school's renewal.

Enrollment Demographics Comparison

As indicated above, Lighthouse’s primary target student population include students from zip codes 94621 and 94603. Therefore, the combined enrollment demographics of District schools located in these zip codes is included in the table below in addition to demographics of the charter school and OUSD as a whole.

2019-20 Charter School and Districtwide Enrollment Demographics				
Student Group Type	Student Group	Charter School	OUSD schools in 94621 and 94603¹⁴	OUSD¹⁵
Race/Ethnicity	Hispanic/Latinx	83%	74%	47%
	Black/African American	10%	17%	22%
	Asian	1%	3%	12%
	White	4%	1%	10%
	Two or More Races	2%	1%	4%
	Other Race/Ethnicity	1%	2%	2%
	Not Reported	0%	2%	2%
Other Student Groups	Socioeconomically Disadvantaged	86%	91%	73%
	English Learners	53%	52%	31% (K-8 only: 34%)
	Special Education	10%	13%	13% (excluding charter schools: 14%)

Figure 19. Source: *Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education – OUSD Department of Research, Assessment, and Data*

English Learner Enrollment by English Language Proficiency Assessment for California (ELPAC) Level

The following table shows a comparison of the distribution of English Learners by ELPAC Level for both the charter school and all OUSD students in comparable grade levels. This provides additional context about the level of need for English Learners at the charter school, but does not provide any indication as to how well the charter school is serving these students. The English Learner Progress indicator on the State Dashboard is a more appropriate metric for evaluating how well English Learners are being served by the school.

ELPAC Level	% of English Learners by ELPAC Level in 2019	
	Charter School	OUSD Grades K-8 (including charter schools)
Level 4 – Well Developed	20%	12%
Level 3 – Moderately Developed	51%	35%
Level 2 – Somewhat Developed	26%	33%
Level 1 – Beginning Stage	4%	21%

Figure 20. Source: *2018-19 Summative ELPAC Results*

¹⁴ Includes 16 OUSD-operated schools serving students in grades K-8 located in these zip codes. Specifically, ACORN Woodland, Brookfield, Coliseum College Prep, Community United, East Oakland Pride, Elmhurst United, Encompass, Esperanza, Futures, Greenleaf, Korematsu, Madison Park Lower, Madison Park Upper, New Highland, Reach, and RISE.

¹⁵ Includes all OUSD-operated schools and OUSD-authorized charter schools (unless otherwise noted).

Special Education Enrollment by Disability Type Comparison

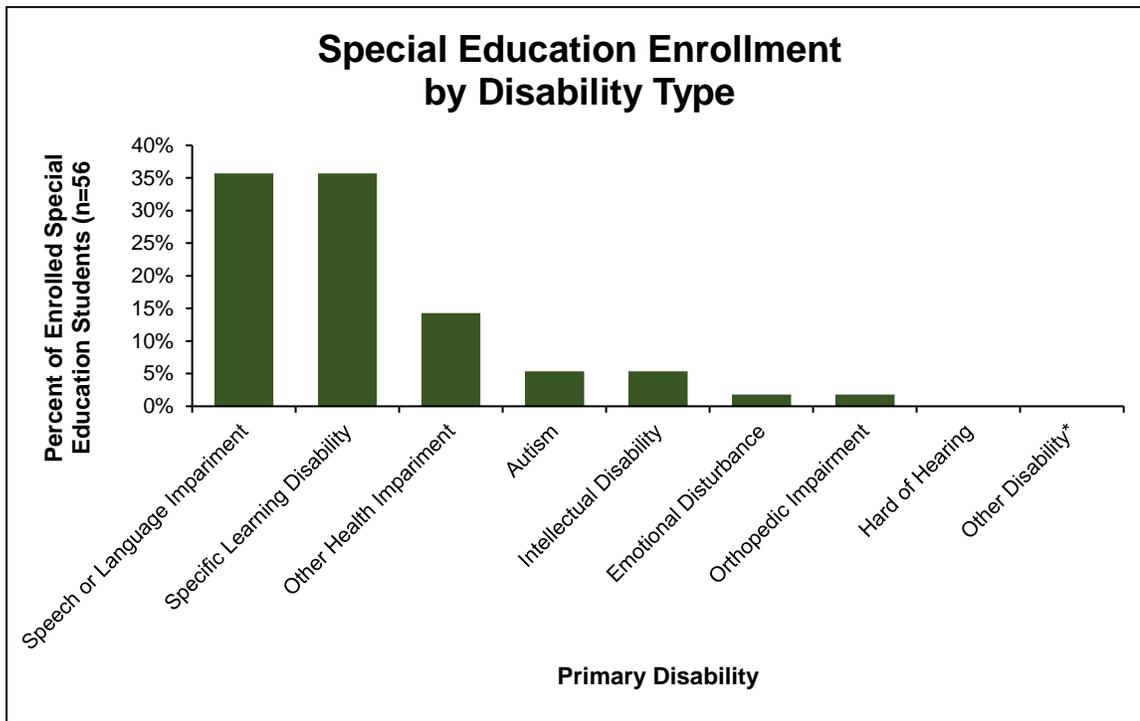


Figure 21. Source: CALPADS 2019-20 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)
 * Includes Deafness/Hearing Impairment, Visual Impairment, Established Medical Disability, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injury

Plans for Achieving Balance of Key Student Groups

As required, the charter petition includes a plan for achieving a balance of racial/ethnic, special education, and English Learner students. However, the plan remained largely unchanged from the plan included in the school’s current petition, which was focused exclusively on achieving a racial/ethnic balance. The charter school recently modified its admission preferences (and has submitted another material revision proposing further changes) in an effort to recruit a more diverse student body. Given that the charter school serves a lower percentage of African American students and special education students than the District average, District staff would have liked to have seen a more targeted recruitment plan specific to these groups in the petition.

D. Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.¹⁶ Lighthouse K-8 has received 1 Notice of Concern over the course of the current charter term. In addition, 1 Notice of Concern has been issued to the Lighthouse CMO during the current charter term.

¹⁶ If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school’s record.

School Year	Notices of Concern	Area(s) of Concern
2016-17	0	--
2017-18	2	- Uncredentialed teacher - Late reporting of financial reports (issued to CMO)
2018-19	0	--
2019-20	0	--
2020-21	0	--

Figure 22. Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board’s decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students.

The Office of Charter Schools evaluates the governing board’s overall health and effectiveness during the renewal process. This evaluation uses the charter school’s performance report, the interviews conducted at the renewal site visit, and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard is met for each of the core competencies found in the table below.

Board Effectiveness Ratings

Board Effectiveness Core Competency	Standard Met?
The governing board is an effective decision making body which is active and meets its governance obligations.	Yes
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Yes
The governing board works to foster a school environment which is viable and effective.	Yes
The governing board abides by appropriate policies, systems, and processes in its oversight.	Yes

Figure 23. Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school board meeting(s).

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Education Code
- All OUSD-specific requirements

Evidence considered for this criteria includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a “reasonably comprehensive” description of 15 required elements related to the school’s operation.¹⁷ The following table summarizes staff findings related to whether this standard was met for each element.

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 24. Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

¹⁷ EC §47605(c)(5)

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires charter petitions to include the following information.

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(d).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: <ul style="list-style-type: none"> • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer. 	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions.	Yes

Figure 25. Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Figure 26. Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend? (limited to State definition)

In order for a charter school’s renewal petition to be approved, the school must be serving all students who wish to attend.¹⁸ By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school’s procedures. Denial under this criteria may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criteria includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State did not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term¹⁹:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. For the first set of data, the charter school did not have a numerically significant number with State test results for any year of the charter term. For the second set of data, students who left the charter school performed 10 points lower than the charter school’s schoolwide average in 2017-18, but performed 4 points higher in 2018-19. Based on this data, District staff determined that there is no evidence to suggest that the school is failing to serve all students who wish to attend.

Indicator	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	3% (15 of 499)	2% (10 of 535)	4% (19 of 516)
Number of these students with State test results from the prior year (combined ELA/Math average)	5	1	8
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*	*	*

Figure 27. Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

¹⁸ EC §47607(e)

¹⁹ At the time of this report, the State provided data for 2016-17 through 2018-19. Data from 2019-20 had not yet been certified and was, therefore, unavailable.

Indicator	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	5% (25 of 502)	19% (93 of 499)	19% (101 of 503)
Number of these students with State test results from the prior year (combined ELA/Math average)	10	80	79
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*	-63	-37
Charter school's schoolwide average DFS on the State test from the prior year (combined ELA/Math average)	-56	-53	-41

Figure 28. Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard

* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance With Suspension/Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for Lighthouse.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the charter school adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths

- Met most School Performance Analysis indicators throughout charter term.
- Strong CORE growth in Math, including high growth in 2016-17 and 2018-19 both schoolwide and for all student groups with data.
- Upward trajectory in academic performance across all years of the charter term for most key student groups, including economically disadvantaged students, English Learners, economically disadvantaged African American students, and economically disadvantaged Latinx students.
- Economically disadvantaged African American, economically disadvantaged Latinx, and English Learner students outperformed the OUSD average for all years of the charter term.
- Strong commitment to core values.

Challenges

- High/increasing suspension rates, including disproportionately high suspension rates for African American students.
- State test proficiency for students with disabilities remained flat and relatively low over the course of the charter term, including below the OUSD average in two of the three years.

Determination

Based on this analysis, Lighthouse has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths

- High year-over-year student retention rates and stable enrollment.
- Board appears to be effective and operates with transparency.
- School is financially stable and has consistently had a healthy reserve balance.

Challenges

- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average.

Determination

Based on this analysis, Lighthouse is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths

- Charter petition contains reasonably comprehensive descriptions of the required 15 elements.
- OUSD-specified requirements are included in the petition.

Challenges

- N/A

Determination

Based on this analysis, the petition for Lighthouse is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths

- No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend.
- There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.

Challenges

- N/A

Determination

Based on this analysis, Lighthouse appears to be serving all students who wish to attend.

E. Recommendation

Based on its analysis of the charter school's performance and petition, staff recommends to **approve** the charter renewal petition for **Lighthouse Community Charter School**. The charter school has sufficiently met OUSD's Charter Renewal Criteria, as well as the requirements and criteria established in the California Charter Schools Act²⁰, which governs charter school renewals.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of five years, as required by law²¹. The charter renewal term would begin on July 1, 2021 and expire on June 30, 2026. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer²². Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605²³.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter²⁴. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

²⁰ Education Code §47605

²¹ Education Code §47605 d(1)

²² Education Code §47607(a)(1)

²³ Education Code §47607(a)(2)

²⁴ Education Code §47607(c)(1)

VI. Appendix

A. Comparison of All Students Academic Performance by Grade Span

All Students – Grades 3-8

In the most recent year for which results were available, the charter school had 342 total students with state test results (ELA/Math average).

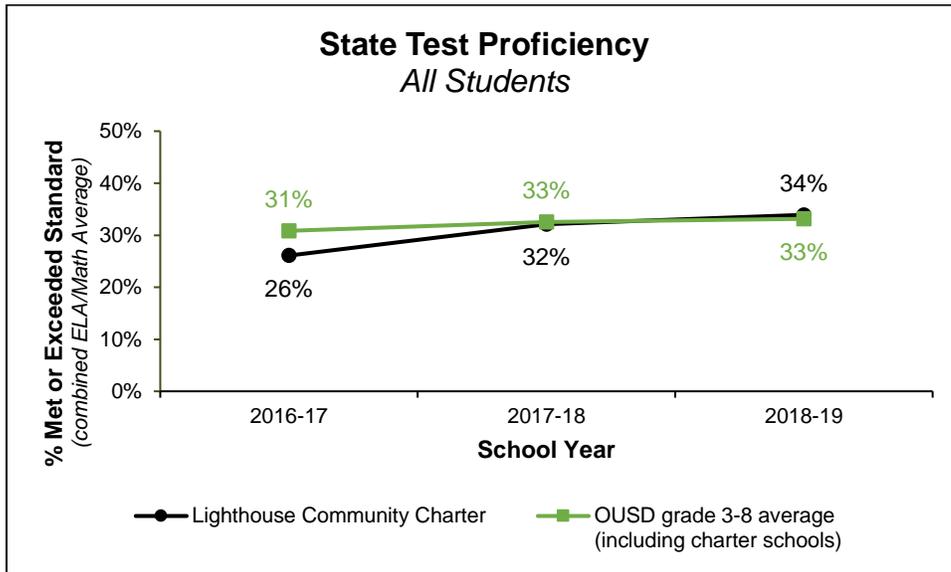


Figure 29. Source: CAASPP Research Files

All Students – Grades 3-5 only

In the most recent year for which results were available, the charter school had 156 total students in grades 3-5 with state test results (ELA/Math average).

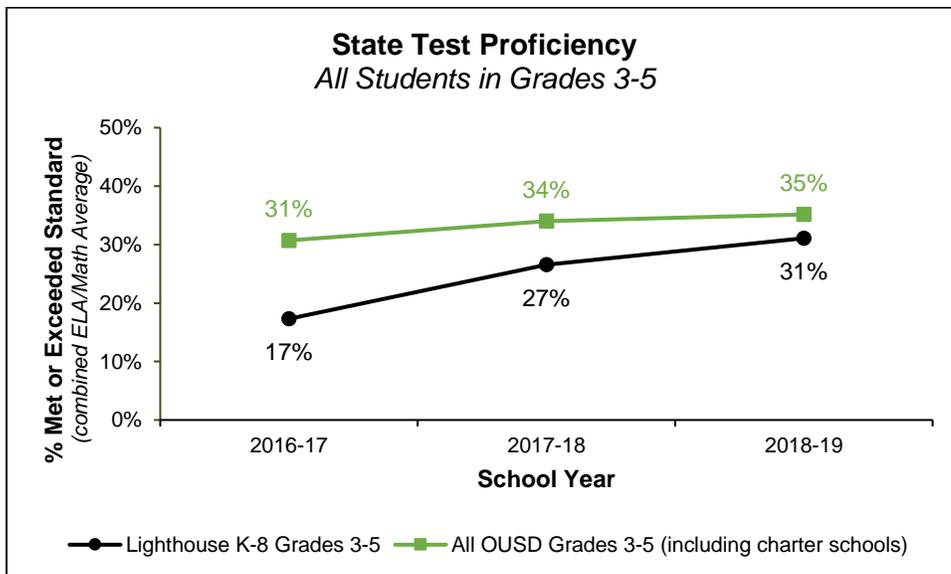


Figure 30. Source: CAASPP Research Files

All Students – Grades 6-8 only

In the most recent year for which results were available, the charter school had 186 total students in grades 6-8 with state test results (ELA/Math average).

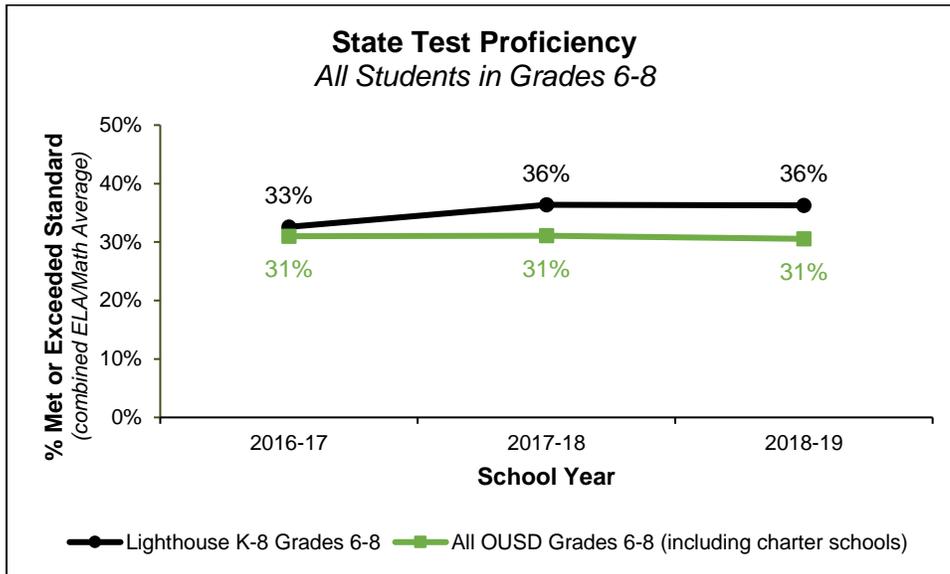


Figure 31. Source: CAASPP Research Files

B. Charter School Enrollment Demographics by Year

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	16-17	17-18	18-19	19-20	20-21
Ethnicity	Hispanic/Latinx	84%	83%	82%	83%	83%
	Black/African American	9%	10%	11%	10%	9%
	Asian	2%	2%	1%	1%	1%
	White	3%	4%	4%	4%	3%
	Two or More Races	1%	1%	1%	2%	2%
	Other Race/Ethnicity	0%	0%	1%	1%	1%
	Not Reported	0%	0%	0%	0%	<1%
Other Student Groups	Socioeconomically Disadvantaged	82%	88%	84%	86%	80%
	English Learners	45%	55%	58%	53%	50%
	Special Education	11%	12%	11%	10%	12%
Total Enrollment		486	507	505	507	506*

Figure 32. Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2020-21 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report

* The charter school’s performance report included slight discrepancies in its reported enrollment numbers as the race/ethnicity total (501) did not match the reported total enrollment (506). The percentages reflect the percentages included in the performance report.

C. Teacher Retention

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total classroom teachers	32	34	31	31	31
Number of classroom teachers retained from prior year	25	26	27	19	18
Percent of classroom teachers retained from prior year	N/A	81%	79%	61%	58%

Figure 33. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report

D. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,²⁵ the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current five-year charter term, the Office of Charter Schools received 5 complaints regarding Lighthouse.

School Year	Complaints	Areas of Concern
2016-17	0	--
2017-18	0	--
2018-19	3	<ul style="list-style-type: none"> - Office of Civil Rights investigation into allegation that school failed to provide translation to families during IEP meetings - Allegation student was pushed by substitute - Allegation that 504 plan was not being implemented - Complaint about harsh communication style of some school staff
2019-20	2	<ul style="list-style-type: none"> - Bullying in after school class - Allegation that 504 plan was not being implemented
2020-21	0	--

Figure 34. Source: OUSD Office of Charter Schools Complaint Records

²⁵ Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

E. Website Required Documentation Audit

According to the audit below, the charter school is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (EC 35258)	Yes	-
Board Agenda & Meeting Date (Government Code 54950)	Yes	-
Gender Equity / Title IX (EC 221.61)	Yes	-
LCAP Report (EC 47606.5 (h)); replaced by Learning Continuity & Attendance Plan for 2020-21 (EC 43509)	Yes	-
Employee Code of Conduct (EC 44050)	Yes	-
Mathematics Placement Policy (EC 51224.7)	N/A	-
Education Protection Account (CA Constitution, Article 13, Section 36 (e)(6))	Yes	-

Figure 35. Source: OUSD Office of Charter Schools charter school website audit conducted on 9/10/20

F. Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the charter school and for all District school teachers for 2019-20.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD
Clear	11 (58%)	1,475 (64%)
Preliminary	4 (21%)	398 (17%)
Intern	1 (5%)	127 (6%)
Emergency	3 (16%)	120 (5%)
Missing Data	0	175 (8%)
Total	19 (100%)	2,293 (100%)

Figure 36. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of the end of the 2019-20 school year; OUSD – 2019-20 Teacher Credentials Report available at www.ousddata.org