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Introduction Date	10/23/19
Enactment Number	20-0076
Enactment Date	1/8/2020 er



Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Director-Office of Charter Schools

Board Meeting Date January 8, 2020

Subject Charter Renewal Request – Lighthouse Community Charter High School

Action Vote

Background Charter schools in California come up for renewal every 5 years. This school is up for renewal consideration in 2019-20, for a 5-year term that would begin in the 2020-21 school year. The school submitted its renewal petition at a Board meeting on October 23, 2019, and had a public hearing at a Board meeting on November 6, 2019. An initial decision meeting was held on November 20, 2019 but the decision was postponed. The school and the District agreed to a 30-day extension to charter petition review process on December 2, 2019.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the Lighthouse Community Charter High School renewal petition and also recommend approval of the material revision request submitted as a separate item.

Strengths:

- Outperformed all comparison schools in both ELA and Math in all years.
- Consistently strong A-G graduation rates of near 100%.
- Strong performance among 2 key student groups highlighted in this report: Latinx students and economically disadvantaged students.

- Excellent professional growth/development plans and opportunities.

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:

- Significant declines in the past two years in both ELA and Math State test scores.
- Slightly lower graduation rates for English Learners than the OUSD average.
- Lack of diversity in the proportions of African American students and students with disabilities served at the school
 - Staff expects the school to come forward with concrete plans to increase diversity, possibly including changes to lottery preferences

Fiscal Impact

The school is proposing to increase its enrollment over the next charter term by about 30 students. Currently, more than 95% of students at Lighthouse HS come from charter middle schools (primarily Lighthouse K-8), so it is unclear if their enrollment increase will have a fiscal impact on OUSD or on other Oakland charter high schools.

Attachment

Renewal Recommendation Staff Report
Letter of Extension to Charter Petition Review Process



Legislative File	
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By:	er

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Sonali Murarka, Director-Office of Charter Schools
DATE: November 20, 2019
SUBJECT: **Lighthouse Community Charter High School Renewal Request**

School Overview

Lighthouse Community Charter High School (“LCCHS” or “charter school”) was founded in 2005. The school is located in East Oakland in the Edgewood neighborhood (District 7, Castlemont High School Attendance Area) and currently enrolls 286 students in grades 9-12.

Recommendation

Staff recommends that the Lighthouse Community Charter High School renewal request for a five-year term (2020-2025) be **approved**.

Standard for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code §47607(b) and 47605(b). For clarity, the Office of Charter Schools has organized the renewal standards into three areas that summarize the criteria established in Education Code. All standards must be met in order to recommend renewal. The three standards for renewal are as follows:

- I. The school is academically sound
- II. The school is demonstrably likely to be able to implement the proposed program
- III. The school’s plans for a future charter term are “reasonably comprehensive”

Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code §476067(a)(3)(A).)

Procedure

- 1) The charter school submitted a performance report to the Office of Charter Schools for review.
- 2) The Office of Charter Schools conducted a site visit on September 16-17, 2019. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members), classroom observations, and a review of the school’s documents, policies, financials and petition.
- 3) The charter school submitted a renewal request to the OUSD Board of Education at a regularly scheduled meeting on October 23, 2019.
- 4) A public hearing was held on November 6, 2019.
- 5) A decision hearing is being held on November 20, 2019.

Summary of Major Findings

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

Strengths

- Outperformed all comparison schools in both ELA and Math State test scores for all years of the charter term.
- Consistently strong A-G graduation rates of near 100% during the charter term, indicating college/career readiness of their graduates.
- Strong performance among two key student groups highlighted in this report: Latinx students and economically disadvantaged students. Over this charter term, these key student groups at LCCHS have performed above the OUSD averages for these groups, often by significant margins, on both State tests and graduation rates.
- The School Quality Review revealed excellent professional growth/development plans and opportunities at the school for teachers.

Challenges

In order to be demonstrably likely to successfully implement a sound educational program for all students who may enroll in the school, the Office of Charter Schools would like to see evidence of improvement plans and growth in the following areas over the next charter term:

- Reverse the significant declines in the past two years in both ELA and Math State test scores: test scores for 11th graders have declined by 40 percentage points in ELA and by 27 percentage points in Math over the course of the charter term.
- Growth in graduation rate for English Learners: English Learners at LCCHS are not outperforming their district counterparts, unlike the rest of the student groups at LCCHS.
- Increase the diversity in the proportions of African American students and students with disabilities served at the school: 11% of students at LCCHS are African American compared to 24% districtwide, and 10% of students at LCCHS have disabilities, compared to 14% districtwide (excluding charter schools).
 - This is particularly an issue given LCCHS's plan to increase their enrollment over the upcoming charter term by 30-40 students.
 - Staff expects LCCHS to come forward within the next year with concrete plans to increase diversity of enrollment, which may include changes to the enrollment lottery preferences or changes to other policies/practices.

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I. Renewal Standard I: The School is Academically Sound

A. Background Information

Definition

Renewal Standard I corresponds to Education Code §47607(b)(4)(A) which states:

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Renewal Standard I also corresponds to Education Code §47605(b)(1), which states a renewal petition may be denied if “*The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*”

Comparison Schools Analysis as a Requirement for Charter Renewal

Education Code §47607(b) establishes the importance of the school’s academic performance when evaluating a school’s request for renewal. Specifically, charter schools which have been in operation for four years must meet at least one of the follow criteria¹ in order to receive approval for the renewal of its charter:

- ~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.~~
 - ~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
 - ~~(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~
 - (4) (A) *The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*
- [...]
- (5) *Qualified for an alternative accountability system pursuant to subdivision (b) of Section 52052.*

B. Evidence of Standard I: Comparison Schools Analysis

Comparison of Academic Performance to District-Run Schools Serving Similar Student Populations

The comparison schools shown below were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students along three factors: percent of students who qualify for free and reduced price meals (Socioeconomically Disadvantaged students), percent of students who are English Learners, and percent of students who receive Special Education services (Special Education students).² State test proficiency rates (i.e. the percent of students meeting or exceeding standards) for comparable grade spans

¹ With the suspension of STAR testing in 2014 under AB 484 and AB 97, schools no longer have API scores available. Therefore, Education Code §47607(b)(1) through (3) are moot and sections (4) and (5) (for schools that qualify for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school’s academic performance on state assessments and outcomes on other indicators found on the California School Dashboard will serve as the primary data drivers for the renewal process.

² A more detailed explanation of the methodology used to identify comparison schools can be found in the appendix under the section *Description of Methodology for Identifying Comparison Schools.*

at each of these schools were then compared to the charter school’s proficiency rate. Finally, the OUSD student group average proficiency rate for comparable grade spans was compared to the proficiency rate for numerically significant student groups at the charter school.

High School State Test Comparison

- LCCHS has outperformed all of its comparison high schools in ELA and Math throughout the charter term.
- However, the proficiency rates for both subjects have declined over the charter term from 2015-16 to 2018-19, by about 40 percentage points in ELA and 27 percentage points in Math.

2018-19 Comparison High Schools Group Enrollment			
School	% Socioeconomically Disadvantaged (schoolwide)	% English Learners (grades 9-12 only)	% Special Education (schoolwide)
Oakland High	87%	27%	13%
Madison Park Academy 6-12	96%	29%	12%
MetWest High	81%	21%	17%
LIFE Academy	91%	15%	16%
Skyline High	73%	13%	18%
McClymonds High	86%	6%	19%
Comparison High Schools Median	87%	18%	17%
Lighthouse Community Charter High	85%	20%	10%

Figure 1. Source: SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; ENGLISH LEARNERS – CDE Downloadable Data Files (English Learners by Grade & Language)

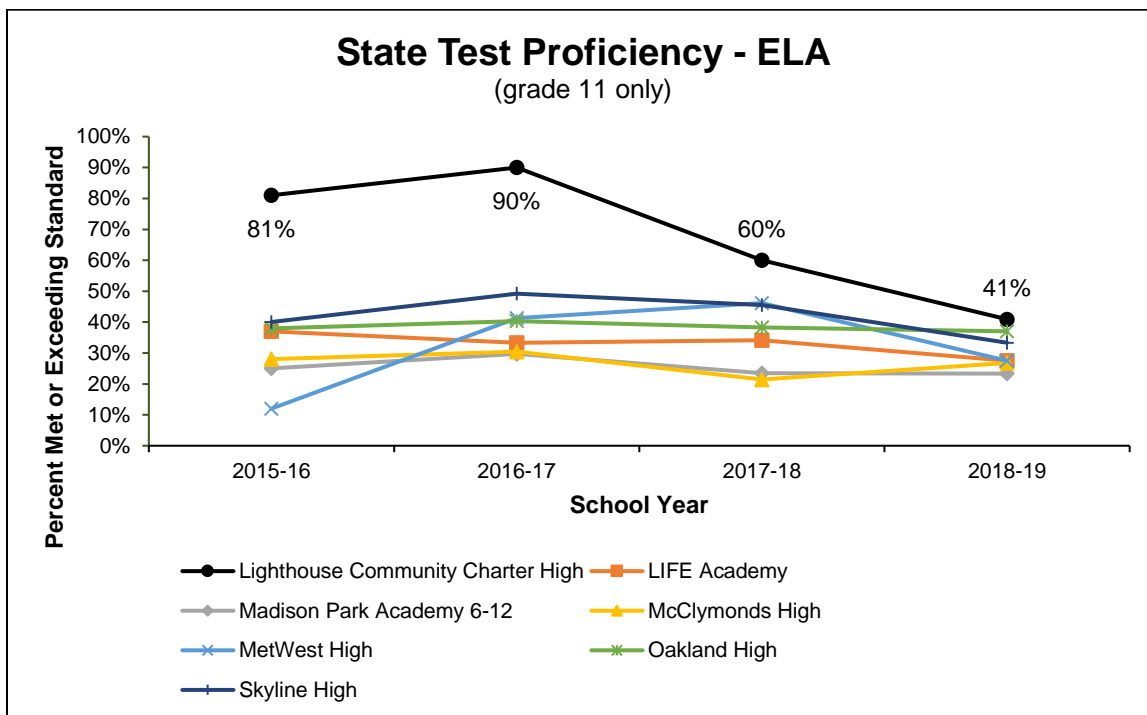


Figure 2. Source: CAASPP Research Files

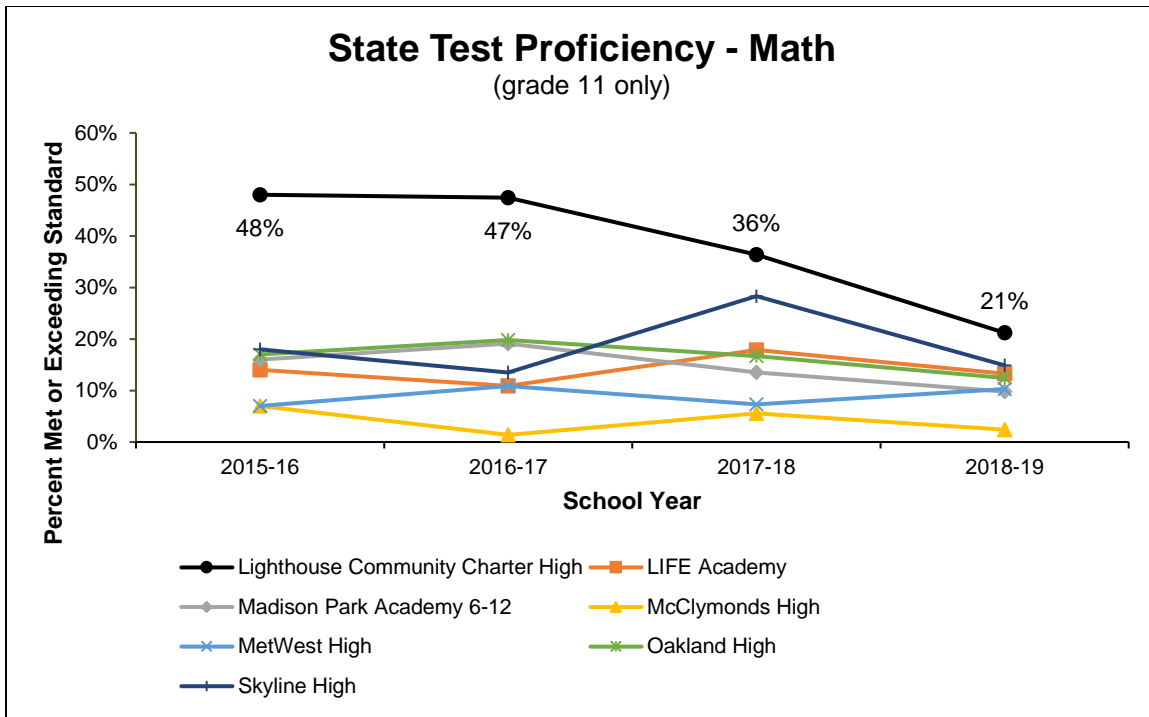


Figure 3. Source: CAASPP Research Files

Graduation Rates Comparison

- For 2018-19, LCCHS had a higher cohort graduation rate than 3 of 6 district-run comparison high schools. While LCCHS's cohort graduation rate was lower in the second and third years of its term compared to the first year of the term, the school had an 8 percentage point increase from 2015-16 to 2018-19.
- For 2015-16 thru 2017-18, the most recent year for which this data is available, LCCHS had a higher percent of graduates who met A-G graduation requirements than all 6 district-run comparison high schools, exceeding 95% in all three years.

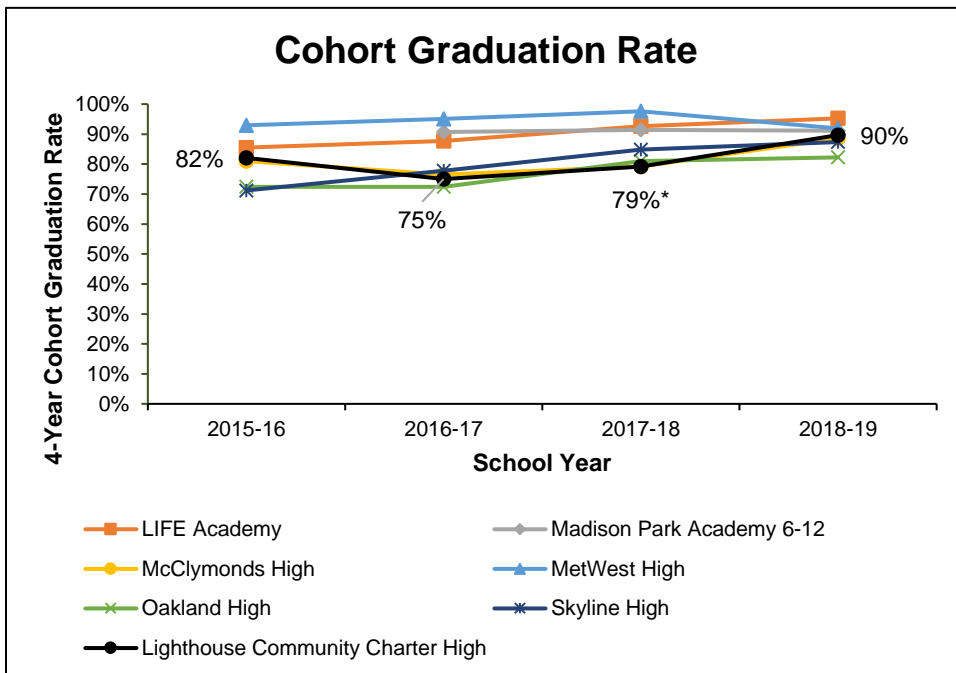


Figure 4. CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 – CALPADS Cohort Outcome and Rates Report) NOTE: The CDE discourages comparing 2015-16 cohort graduation rates with rates from subsequent years due to substantial changes it made to the cohort graduation rate calculation methodology starting in 2016-17.

* Due to a reporting error, publicly available data shows that LCCHS had a 0% cohort graduation rate in 2017-18. OUSD staff calculated LCCHS' 4-year cohort graduation rate for 2017-18 using student information from CALPADS and CALPADS-generated reports.

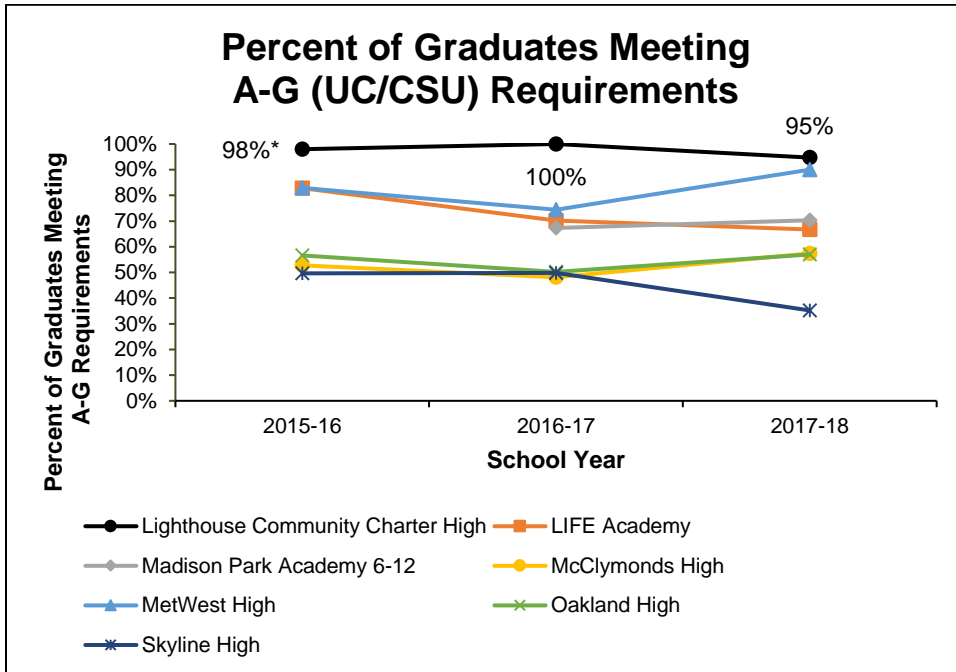


Figure 5 Source: CDE Downloadable Data Files (2015-16 – Graduates by Race and Gender; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data); CALPADS Completer and Dropout Report – 2015-16 for LCCHS only
 * The CDE's publicly available data did not include any A-G graduate data for LCCHS for 2015-16 for an unknown reason. This number was calculated using the CALPADS completer and dropout report for 2015-16.

Comparison of Academic Performance to District Average for Key Student Groups

The following figures compare the school's performance (average of ELA and Math) to the district average for the following five student groups: Black/African American students, Hispanic/Latinx students, socioeconomically disadvantaged students, Special Education students, and English Learners. The district average is calculated using a similar grade span to the charter school. As shown in the figures below:

- LCCHS has outperformed the district average for nearly all key student groups in all years, in both State test proficiency and graduation rate.
- The one exception is the graduation rate for English Learners, which has been at or below the district average for all three years with available data.

Black/African American

Due to the low number of Black/African American students with scores on state tests and in graduating cohorts at LCCHS, state test and cohort graduation outcomes for this student group are not publicly available for any of the four years of the charter term.

Hispanic/Latinx

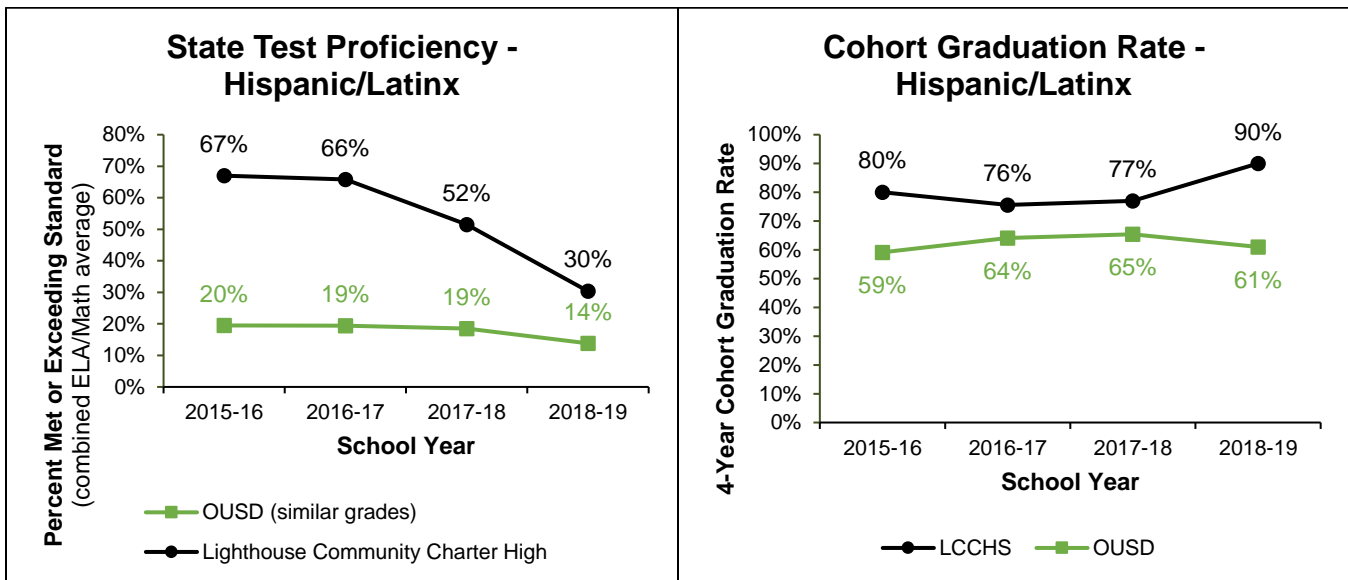


Figure 6. Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)

Special Education

Due to the low number of Special Education students with scores on state tests and in graduating cohorts at LCCHS, state test and cohort graduation outcomes for this student group are not publicly available for any of the four years of the charter term.

Socioeconomically Disadvantaged

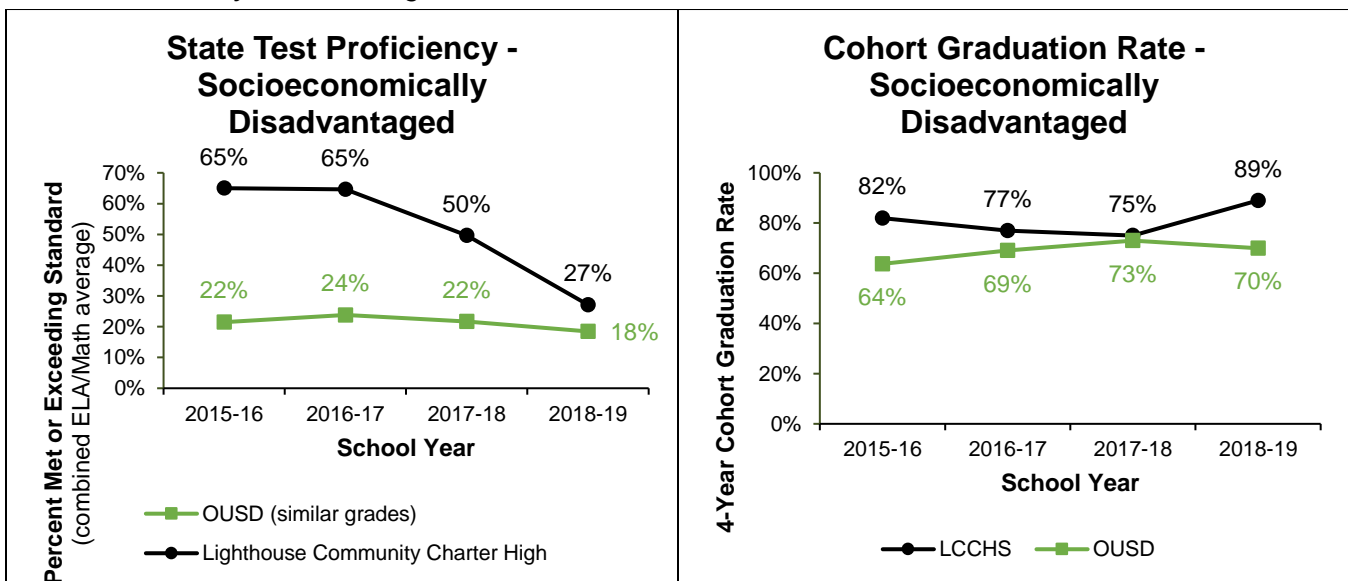


Figure 7. Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)

English Learner

Due to the low number of English Learner students with scores at LCCHS, state test outcomes for this student group are not publicly available for any of the four years of the charter term. The school had just enough English Learners in its graduating cohort for data to be publicly available for the first three years of the charter term, but not for 2018-19.

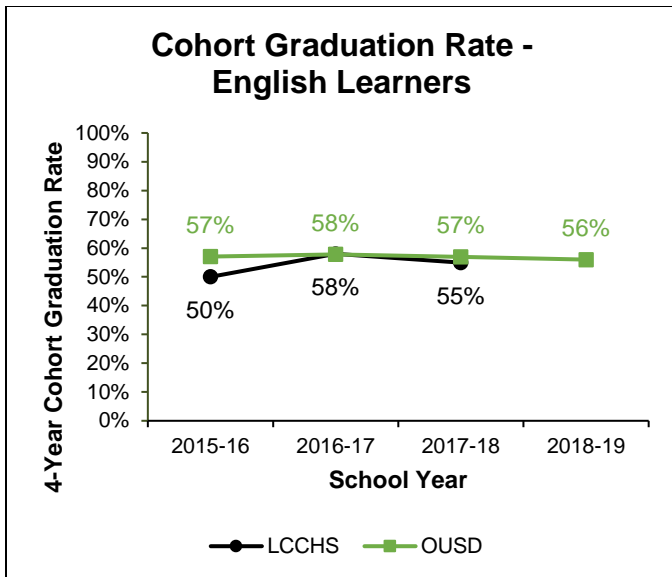


Figure 8. Source: CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)

C. Evidence for Standard I: School Performance Analysis

The School Performance Analysis (SPA) was developed and is being piloted to serve as a tool for determining whether the school met a minimum performance threshold on a variety of indicators based on State Dashboard and CORE growth metrics. For each indicator, a determination is made whether the school met the threshold schoolwide and 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. Since the State Dashboard is generally not updated until early December for the prior year, the Office of Charter Schools used similar data provided by schools to CORE as a substitute for 2018-19 State Dashboard data.

LCCHS made several errors when reporting 2017-18 suspension, graduation, and college/career data to the State, resulting in incorrect data appearing on the 2018 dashboard for these three indicators. The corrected 2017-18 suspension and graduation data was used for the tables below; however, due to the complex methodology, college/career indicator data could not be reproduced and was, therefore, excluded from this analysis.

Based on data available at the time of this report, LCCHS met the threshold in the two most recent years and is considered to be performing above the minimum level for purposes of renewal.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	-	-	Met	Met	Met	Met
Mathematics	-	-	Met	Met	Not Met	Met
Suspension	Not Met	Not Met	Met	Met	Not Met	Not Met
Graduation	Met	Met	Met	Met	Met	Met
College/Career	-	-	-	-	-	-
Total <i>To meet, school must meet</i>	Not Met (Met 50%; 2 of 4)		Met (Met 100%; 8 of 8)		Met (Met 63%; 5 of 8)	

>50% of schoolwide/equity indicators for each year.			
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Figure 9. Source: California School Dashboard; CORE Index Dashboard

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>DFS³ = -34; declined 23 points</i>	Met
	CORE Growth Level	Low <i>1st percentile</i>	
Mathematics State Test	Dashboard Color	Red <i>DFS = -99; declined 41 points</i>	Not Met
	CORE Growth Level	Low <i>8th percentile</i>	
CULTURE/CLIMATE INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	Red <i>10.5% suspended once; increased 3.1%</i>	Not Met
GRADUATION/POST-SECONDARY READINESS INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Graduation	Dashboard Color	Green <i>89.7% graduated; increased 10.6%</i>	Met
College/Career	Dashboard Color	(data not yet available)	(data not yet available)

Figure 10. Source: California School Dashboard; CORE Index Dashboard

³ 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 -34; ↓53	-	Orange -41; ↓51	-	-	-	-	Met (2 of 2)	Met
	CORE Growth Level (percentile)	-	Low 1%	-	Low 1%	-	-	-	-	Not Met (0 of 2)	
Mathematics State Test	Dashboard Color (DFS; change)	-	Orange -101; ↓50	-	Orange -111; ↓53	-	-	-	-	Met (2 of 2)	Met
	CORE Growth Level (percentile)	-	Low 8%	-	Low 8%	-	-	-	-	Not Met (0 of 2)	
Suspension	Dashboard Color (% suspended once; change)	-	Red 9.4%; ↑3.9%	-	Red 11.2%; ↑3.4%	Red 13.7%; ↑2.8%	Yellow 9.4%; ↓9.0%	-	-	Not Met (1 of 4)	
Graduation	Dashboard Color (% graduated; change)	-	Green 89.7%; ↑12.3%	-	Green 89.3%; ↑13.9%	-	-	-	-	Met (2 of 2)	
College/ Career	Dashboard Color (% prepared; change)	(College/Career indicator data is not yet available)								-	

Figure 11. Source: California School Dashboard; CORE Index Dashboard

D. Evidence for Standard I: School Quality Review Rubric

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 2019, and includes classroom observations, a school leader interview, and focus groups of 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 Rubric⁴. Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	3.5
	1B: Leadership & Governance	3.3
2: Building Conditions for Student Learning	2A: Learning Partnerships	3.5
	2B: Multi-Tiered Systems of Support	3.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	4.0
	3B: Evidence-Based Professional Collaboration	3.7
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	3.0
	4B: Data-Driven Instruction	2.7
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.8

Figure 12. Source: Assessment by the SQR review team after site visit conducted on September 16 and 17, 2019.

⁴ The full SQR Rubric used for this evaluation can be found at www.ousdcharters.net/renewing-charter-schools.html.

II. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Renewal Standard II corresponds to Education Code §47605(b)(2) which states a petition can be denied if “*The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*” Renewal Standard II includes a broad review of school practices and data related to the school’s sustainability including financial practices, enrollment data, compliance with regulatory elements, governance/board health and effectiveness, pursuit of its Measurable Pupil Outcomes, and standing with families and community members (as reflected in the School Quality Review rubric).

A. Evidence for Standard II: Financial Practices

Financial Reporting Data

The charter school is in good financial standing with a healthy ending fund balance. Although the school had deficit spending in 2017-18 that pushed slightly above 20% of its fund balance, the school was able to maintain a large fund balance in both that year and the following year. 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.

Financial Indicator	2015-16	2016-17	2017-18	2018-19 [Unaudited]
Deficit Spending	\$0	\$0	\$(431,056)	\$0
Ratio: Deficit to Ending Fund Balance	0.00%	0.00%	-24.76%	0.00%
Debt Ratio	0.12	0.06	0.06	N/A
Ending Fund Balance	\$2,064,281	\$2,172,165	\$1,741,109	\$2,172,276
Major Audit Finding	None	None	None	N/A
3% Reserve	Yes	Yes	Yes	Yes

Figure 13. Source: Audit, Attendance, and State P2 Reports

B. Evidence for Standard II: Enrollment

Student Enrollment

Total Enrollment by Year

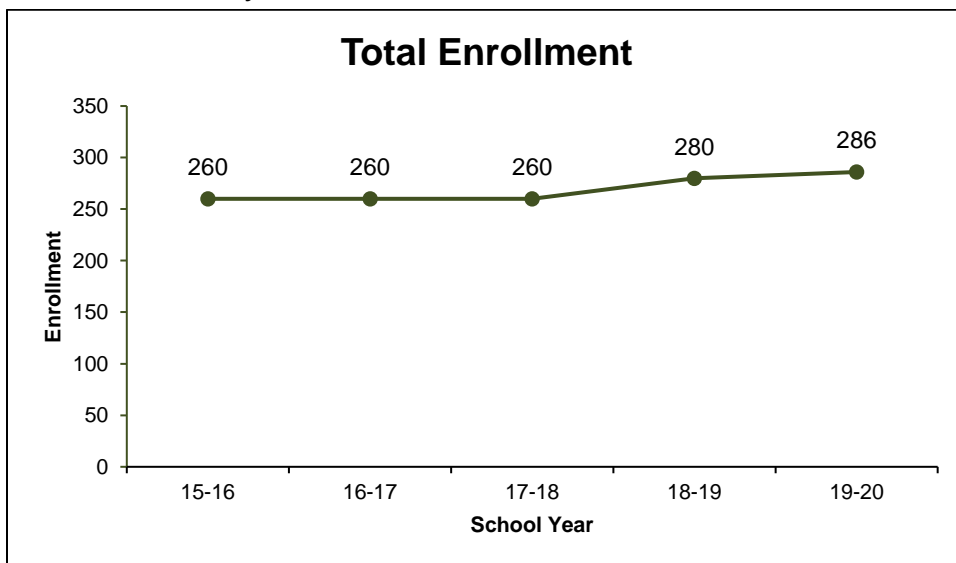


Figure 14. Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)

Enrollment by Grade Level

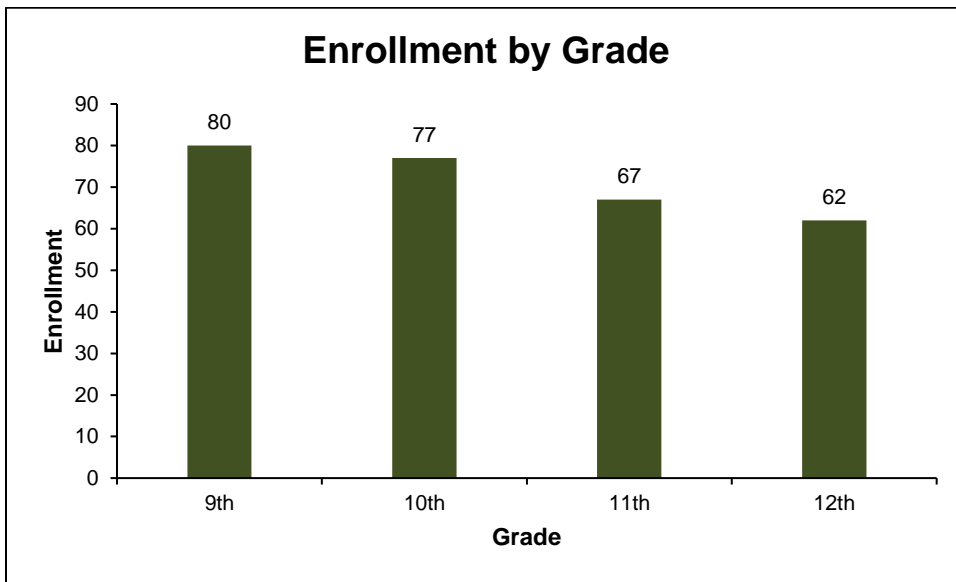


Figure 15. Source: First end-of-month enrollment report submitted to OUSD (as of 8/23/19)

Enrollment Demographics

2018-19 Charter School vs. OUSD Student Group Enrollment Comparison			
Student Group Type	Student Group	Charter School	OUSD (including charter schools)
Ethnicity	Hispanic/Latinx	82%	46%
	Black/African American	11%	24%
	Asian	2%	12%
	White	4%	10%
	Two or More Races	0%	4%
	Other Race/Ethnicity	1%	2%
	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	85%	74%
	English Learners	20%	31% (grades 9-12 only: 23%)
	Special Education	10%	13% (excluding charter schools: 14%)

Figure 16. 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

Special Education Enrollment

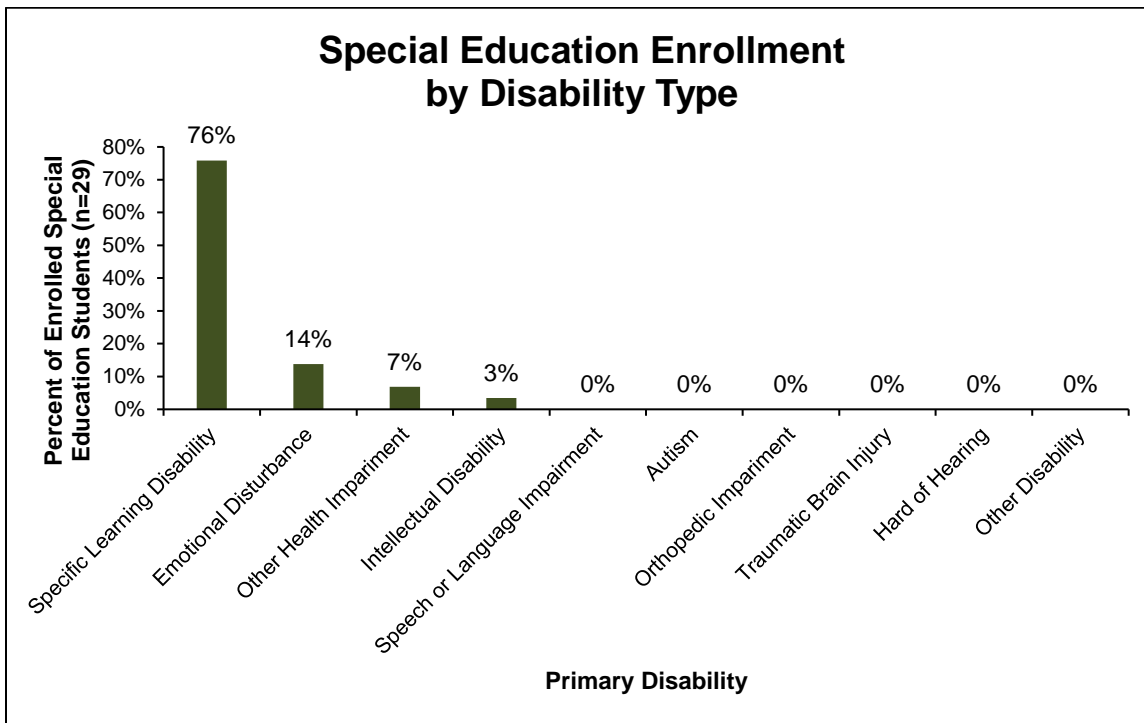


Figure 17. Source: December 2018 CASEMIS Count Report

C. Evidence for Standard II: Compliance

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.⁵ LCCHS has received one Notice of Concern over the course of the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2015-16	0	--
2016-17	0	--
2017-18	1	Late reporting of financial reports (issued to Lighthouse CMO)
2018-19	0	--
2019-20	0	--

Figure 18. Source: OUSD Office of Charter Schools Notice of Concern documentation

⁵ 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.

Website Audit

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

Report/Item	Posted?	Note
SARC Report (E.C. 35258)	Yes	-
Board Agenda & Meeting Date (E.C. 54950)	Yes	-
Gender Equity / Title IX (E.C. 221.61)	Yes	-
LCAP Report (E.C. 47606.5 (h))	Yes	-
Employee Code of Conduct (E.C. 44050)	Yes	-
Mathematics Placement Policy (E.C. 51224.7)	Yes	-
Education Protection Account (E.C. CA CONST Art 13, Section 36 (e)(23)(B)(6))	Yes	-

Figure 19. Source: OUSD Office of Charter Schools charter school website audit conducted on 11/8/19.

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.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD ⁶
Clear	6 (40%)	1,473 (66%)
Preliminary	5 (33%)	450 (20%)
Intern	0	120 (5%)
Emergency	0	168 (8%)
Missing Data	0	30 (1%)
In Process ⁷	4 (27%)	N/A
Total	15 (100%)	2,241 (100%)

Figure 20. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of 09/06/19; OUSD – 2018-19 Teacher Credentials Report available at www.ousddata.org

D. Evidence for Standard II: 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 or CMO 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 of the following core competencies are met:

- The governing board acts as an effective decision making body which meets its governance obligations.
- The governing board is active, knowledgeable, and invested in academic achievement of all student groups.
- The governing board works to foster a school environment which is viable and effective.
- The governing board abides by appropriate policies, systems, and processes in its oversight.

⁶ OUSD data as of Sept. 1, 2018. There is approximately a 3-month lag in processing credential and waiver applications by the Commission on Teacher Credentialing (CTC). Therefore, districtwide data for the 2019-20 school year will not be available until early 2020.

⁷ Credential and/or waiver application submitted, but currently still being processed by the CTC.

Board Effectiveness Ratings

Indicator	Met/Not Met
The governing board is an effective decision making body which is active and meets its governance obligations.	Met
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Met
The governing board works to foster a school environment which is viable and effective.	Met
The governing board abides by appropriate policies, systems, and processes in its oversight.	Met

Figure 21. 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).

E. Evidence for Standard II: Pursuit of Measurable Pupil Outcomes

The following is a summary of the extent to which the school has met its adopted Measurable Pupil Outcomes (MPOs). The charter school voluntarily adopted the District’s Collective MPOs in 2015-16 via a material revision in which it set its own targets in each MPO area. A detailed table of the charter school’s MPO targets and annual updates is provided in the appendix. LCCHS met or made substantial progress on 7 of 13 MPOs for which data was available.

#	Collective MPO Area	Target	Status ⁸	
1	Proficiency on ELA state test – schoolwide	Increase 4% or achieve 75%	Not Met	
2	Proficiency on ELA state test –student groups	see appendix	Not Met	
3	Proficiency on Math state test – schoolwide	Increase 4% or achieve 75%	Not Met	
4	Proficiency on Math state test –student groups	see appendix	Not Met	
5	Proficiency on school’s selected ELA/reading assessment – schoolwide	70%	Substantial Progress	
6	Proficiency on school’s selected ELA/reading assessment – student groups	see appendix	Substantial Progress	
7	Proficiency on English language state test – English Learners	25%	N/A*	
8	Chronic absenteeism rate – schoolwide	8%	Not Met	
9	Chronic absenteeism rate – student groups	see appendix	Not Met	
10	Student and family survey results – school safety	70%	Substantial Progress	
11	Student and family survey results – academic instruction	70%	Substantial Progress	
12	Student and family survey results – voice in decision-making/opportunity for feedback	60%	Substantial Progress	
13	Cohort graduation rate – schoolwide	70%	Met	
14	Cohort graduation rate – student groups	see appendix	Met	
Summary				
	Met	Substantial Progress	Not Met	Incomplete Data
	2 (15%)	5 (38%)	6 (46%)	0 (0%)

Figure 22. Source: Staff analysis of CDE data and annual MPO updates provided by the charter school over the course of the current charter term

⁸ In determining whether to designate an MPO as “not met” or “substantial progress”, Office of Charter Schools staff considered the number of years the MPO was met, how close the school was to meeting the MPO each year, the trend over the charter term, and the MPO target’s rigor.

III. Renewal Standard III: The School’s Plans for a Future Charter Term are “Reasonably Comprehensive”

Renewal Standard III is based on Education Code §47605(b)(4), (5) and (6). This section of Education Code established the minimum requirements of a petition. Specifically, it states a petition can be denied when:

- (4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of all of [the 15 required elements].*
- (6) *The petition does not contain 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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

During evaluation of the petition, the Office of Charter Schools also confirms that the petition includes additional language required by the District or new regulations.

A. Evidence for Standard III: The Required Fifteen Elements

The following table summarizes staff findings related to whether the petition presents a “reasonably comprehensive” description of the required 15 elements related to a school’s operation.

Element (Education Code §47605(b)(5))	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	Yes
2. Measurable pupil outcomes	Yes
3. Method by which pupil 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 & safety of students	Yes
7. Means for achieving a racial and ethnic balance	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 pupils 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 23. Source: Education Code §47605(b)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

B. Evidence for Standard III: OUSD-Specified Requirements

OUSD-Specified Requirement	Included/Reflected in Petition?
District Required Language	Yes

Figure 24. Source: Staff analysis of the charter renewal petition

IV. Renewal Recommendation Summary

To determine if the charter school has adequately fulfilled each renewal standard, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the two-day 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 standard, as well as a determination of whether the charter school adequately fulfilled the standard.

A. Renewal Standard I: The School is Academically Sound

Strengths

- State test proficiency rates outperform all comparison school during all years of the charter term.
- Consistently high A-G graduation rate above comparison schools all years.
- State test proficiency and graduation rates for Hispanic/Latinx and Socioeconomically Disadvantaged students consistently above OUSD average for similar student groups.
- Met most majority of SPA indicators.
- Strong staff development and professional development opportunities.

Challenges

- Significant decline in State test proficiency rates throughout charter term in both ELA and Math, both schoolwide and for numerically significant student groups.

Determination

Based on this analysis, LCCHS is deemed **academically sound** for the purposes of charter renewal.

B. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Strengths

- Stable student enrollment.
- Board has met the minimum standard for all four Board effectiveness indicators.
- Website is in compliance with posting all required documentation.
- Received only one Notice of Concern of the charter term.

Challenges

- One year of deficit spending in the 2017-18 school year.
- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentages of Black/African American students and students with disabilities.

Determination

Based on this analysis, LCCHS is **demonstrably likely to be able to implement the proposed program** for the purposes of charter renewal.

C. Renewal Standard III: The School’s Plans for the Future Charter Term are “Reasonably Comprehensive”

Strengths

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

Challenges

- N/A

Determination

Based on this analysis, LCCHS’s petition contains **reasonably comprehensive descriptions** of all required elements set forth in charter law.

D. Recommendation

Based on its analysis of the charter school’s performance, staff recommends to **approve** the charter renewal petition for Lighthouse Community Charter High School. The charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria established in the California Charter Schools Act⁹, 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 law¹⁰. The charter renewal term would begin on July 1, 2020 and expire on June 30, 2025. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer¹¹. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605¹².

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 charter¹³. The Board of Education’s approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

⁹ Education Code §47605

¹⁰ Education Code §47605 d(1)

¹¹ Education Code §47607(a)(1)

¹² Education Code §47607(a)(2)

¹³ Education Code §47607(c)(1)

V. Appendix

A. Description of Methodology for Identifying Comparison Schools

As an open enrollment district, students in the District are not required to attend schools based on geographic boundaries. In 2019-20, less than half of students in OUSD schools attend their neighborhood school. As such, there is no single way to identify “the public schools that the charter school pupils would otherwise have been required to attend.”¹⁴ The comparison schools were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students using the following three factors:

- Schoolwide percent of Special Education students (SPED)
- Grade span (i.e. K-5, 6-8, 9-12) percent of students who are English Learners (EL)
- Schoolwide percent of students who qualify for free or reduced price meals (FRPM)

Specifically, the following steps were taken (summarized in the formula further below) to identify a comparison school group for each grade span served by the charter school.

1. Identified all District-run schools serving students in a similar grade span in 2018-19, excluding alternative education and continuation schools.
2. Excluded schools where the difference between the two school’s percentages (rounded to the nearest whole number percentage) was greater than or equal to 25 percentage-points (ppt) on FRPM, 20 ppt on EL, or 10 ppt on SPED.
3. Using 2018-19 CBEDS census data for each of the three abovementioned student groups, calculated the difference between the charter school’s and District school’s percentage of total enrollment, and then divided by the districtwide percentage (which includes OUSD-authorized charter schools).
4. Summed the absolute value of the three resulting values.
5. Selected up to 6 schools with the lowest resulting values (or all remaining schools if fewer than 6 schools remained after step 3 above.)

$$\left| \frac{\% SPED_{charter} - \% SPED_{ds}}{\% SPED_{district}} \right| + \left| \frac{\% EL_{charter} - \% EL_{ds}}{\% EL_{district}} \right| + \left| \frac{\% FRPM_{charter} - \% FRPM_{ds}}{\% FRPM_{district}} \right|$$

Note: charter = charter school, ds = district school, and district = districtwide (including OUSD-authorized charter schools)

B. State Test Performance Over Time Versus District-Run Comparison Schools

Comparison High Schools

Percent Met or Exceeding on State Tests – High Schools (includes only grade 11 results for schools serving other grade spans)								
School	ELA				Math			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
LIFE Academy	37%	33%	34%	28%	14%	11%	18%	13%
Madison Park Academy 6-12	25%	30%	23%	23%	16%	19%	14%	10%
McClymonds High	28%	30%	21%	27%	7%	1%	6%	2%
MetWest High	12%	41%	46%	28%	7%	11%	7%	10%
Oakland High	38%	40%	38%	37%	17%	20%	17%	12%
Skyline High	40%	49%	45%	33%	18%	13%	28%	15%

¹⁴ Education Code §47607(b)(4)(A)

Comparison High Schools Median	33%	37%	36%	28%	15%	12%	15%	11%
Lighthouse Community Charter High	81%	90%	60%	41%	48%	47%	36%	21%

Figure 25. Source: CAASPP Research Files

C. Cohort and A-G Graduation Rate Over Time Versus for District-Run Comparison High Schools

High School Cohort and A-G Graduation Comparison							
School	Cohort Graduate Rate				A-G Graduation Rate		
	15-16	16-17	17-18	18-19	15-16	16-17	17-18
LIFE Academy	86%	88%	93%	95%	83%	70%	67%
Madison Park Academy	-	91%	91%	91%	-	67%	70%
McClymonds High	81%	77%	79%	89%	53%	48%	57%
MetWest High	93%	95%	98%	92%	83%	74%	90%
Oakland High	72%	72%	81%	82%	57%	50%	57%
Skyline High	71%	78%	85%	87%	50%	50%	35%
Comparison High Schools Median	81%	83%	88%	90%	57%	59%	62%
Lighthouse Community Charter High	82%	75%	79%	90%	98%	100%	95%

Figure 26. Source: CDE Downloadable Data Files (2015-16 COHORT GRADUATION RATE – Cohort Outcome Data; 2015-16 A-G GRADUATION RATE – Graduates by Race and Gender; 2016-17 and 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data)

D. Comparison of Academic Performance to Comparison Charter Schools

The comparison charters schools shown below were selected using the same methodology used to select district-run comparison schools.

Comparison Charter High Schools 2018-19 State Test and Graduation Outcomes						
School	% Socioeconomically Disadvantaged (schoolwide)	% English Learner (grades 9-12)	% SPED (schoolwide)	State Test - Percent Met or Exceeding		Cohort Graduation Rate
				ELA	Math	
ARISE High	87%	16%	11%	67%	8%	92%
Aspire Golden State College Preparatory Academy	92%	18%	10%	52%	23%	95%
Aspire Lionel Wilson College Preparatory Academy	87%	23%	13%	64%	54%	92%
Envision Academy for Arts & Technology	82%	15%	11%	35%	11%	*
Oakland Military Institute, College Preparatory Academy	81%	20%	12%	45%	13%	91%
Oakland Unity High	89%	15%	9%	72%	47%	90%
Comparison Charter High Schools Median	87%	17%	11%	58%	18%	92%
Lighthouse Community Charter High	85%	20%	10%	41%	21%	90%

Figure 27. Source: ENGLISH LEARNER– CDE Downloadable Data Files (Learners by Grade & Language); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; STATE TEST – CAASPP Research Files; COHORT GRADUATION – 2018-19 CALPADS Cohort Outcome Report

* Data not yet available; OUSD does not have access to 2018-19 Cohort Outcome report for this school

E. Charter School Enrollment Demographics by Year

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	15-16	16-17	17-18	18-19	19-20
Ethnicity	Hispanic/Latinx	84%	83%	84%	82%	78%
	Black/African American	8%	8%	8%	11%	10%
	Asian	2%	2%	2%	2%	2%
	White	3%	3%	4%	4%	4%
	Two or More Races	2%	3%	1%	0%	3%
	Other Race/Ethnicity	1%	1%	2%	1%	2%
	Not Reported	0%	0%	0%	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	84%	84%	87%	85%	*
	English Learners	11%	13%	15%	20%	26%
	Special Education	10%	11%	13%	10%	12%
Total Enrollment		260	260	260	280	286

Figure 28. Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2019-20 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report

* Data not yet available

F. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	15	16	18	19	20
Number of classroom teachers retained from prior year	12	14	12	14	11
Percent of classroom teachers retained from prior year	N/A	93.3%	75.0%	77.8%	57.9%

Figure 29. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report

G. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,¹⁵ 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

¹⁵ 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).

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 one complaint regarding LCCHS.

School Year	Complaints	Areas of Concern
2015-16	0	-
2016-17	1	Favoritism toward children of staff
2017-18	0	-
2018-19	0	-
2019-20	0	-

Figure 30. Source: OUSD Office of Charter Schools Complaint Records

H. Collective MPO Targets and Annual Outcomes

Measurable Pupil Outcome	Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
	(1)	(2)					
1 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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	4	75	81	90	60	41	Not Met
2 By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Not Met
Hispanic/Latinx	4	75	83	88.5	61.15	41	
Socioeconomically Disadvantaged	4	75	82	87.5	62.5	39	
3 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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	4	75	48	47.5	36.36	21	Not Met
4 By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Not Met
Hispanic/Latinx	4	75	51	43.1	38.89	20	

	Socioeconomically Disadvantaged	4	75	48	41.7	36.84	15	
5	Each year, <u>(1)</u> percent of students will increase <u>(2)</u> on the <u>(ELA/Reading Assessment)</u> or achieve proficiency.	70	One grade level	(No Data Provided)	75	68	60.70	Substantial Progress [incomplete data]
	<i>ELA/Reading Assessment: Scholastic Reading Assessment</i>							
6	Each year, for each numerically significant student group,* <u>(1)</u> percent of students will increase <u>(2)</u> on the <u>(same assessment as #5)</u> or achieve proficiency.	-	-	-	-	-	-	Substantial Progress [incomplete data]
	Hispanic/Latinx	70	One grade level	(No Data Provided)	75	66	60.90	
	Socioeconomically Disadvantaged	70	One grade level	(No Data Provided)	74	66	61.50	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).		25	(No Data Provided)	55	(No Data Provided)	(No Data Provided)	N/A**
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).		8	(No Data Provided)	11	21.2	16	Not Met [incomplete data]
9	Each year, for each numerically significant student group,* have less than _____ percent of students absent more than 10% of the school days (chronic absence).		-	-	-	-	-	Not Met [incomplete data]
	Hispanic/Latinx		8	(No Data Provided)	11	22	16	
	Socioeconomically Disadvantaged		8	(No Data Provided)	11.4	21.3	14	
10	Each year, at least _____ percent of students and families positively rate school safety.		70	(No Data Provided)	Students: 46 Parents: 74	Students: 37 Parents: 70	Students: 36 Parents: 71	Substantial Progress [incomplete data]
11	Each year, at least _____ percent of students and families positively rate academic instruction.		70	Not reported	Students: 54 Parents: 78	Students: 43 Parents: 74	Students: 43 Parents: 77	Substantial Progress [incomplete data]
12	Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.		60	Not reported	Students: 43 Parents: 77	Students: 38 Parents: 69	Students: 37 Parents: 70	Substantial Progress [incomplete data]

13	Each year, achieve a High School cohort graduation rate of at least _____.	70	82.14	75	79	90	Met
14	Each year, for each numerically significant student group,* achieve a High School cohort graduation rate of at least _____.	-	-	-	-	-	Met
	Hispanic/Latinx	70	80	75.6	77	90	
	Socioeconomically Disadvantaged	70	81.82	76.9	75	89	

Figure 31. Source: Annual MPO Updates provided by charter school to OUSD; CDE Downloadable Data Files; CAASPP Research Files

* The table below shows the number of students needed for a student group to be deemed numerically significant.

** Data unavailable due to transition from CELDT to ELPAC

Criteria for Determining Numerical Significance of Student Subgroups	
Applicable MPO(s)	Criteria for a Subgroup to be Considered Numerically Significant
2	11 or more students with scores on the ELA SBAC
4	11 or more students with scores on the Math SBAC
6 & 9	30 or more students enrolled at school as of the CBEDS census date (or 15 or more students enrolled for Students in Foster Care subgroup)
14	11 or more students in cohort of the graduating class (regardless of graduation status)

Figure 32. Source: OUSD Collective MPOs



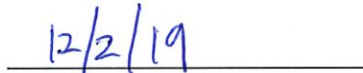
Extension of Charter Petition Review Process

**RE: Lighthouse Community Charter High School
(Petition filed: October 23, 2019)**

We, the charter petitioners and the charter granting agency, mutually agree to extend the maximum charter petition approval process from sixty (60) days to ninety (90) days (January 21, 2020), as allowed in Section 47605(b) of the California Charter Schools Act, as amended.




Jenna Stauffer, CEO, Lighthouse



Date



Kyla Johnson-Trammell



Date