



OAKLAND UNIFIED SCHOOL DISTRICT
 Office of the Superintendent
 1000 Broadway
 Oakland, CA 94607
 Phone (510) 879-8200
 Fax (510) 879-8800

TO: Board of Education

FROM: Antwan Wilson, Superintendent
 Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: March 25, 2015

RE: Charter Renewal Request

Legislative File
 File ID No.: 15-0129
 Introduction Date: 2/11/15
 Enactment No.: 15-0352
 Enactment Date: 3/25/15
 By: re

ACTION REQUESTED:

Approve **Lighthouse Community Charter High School** charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	2005	Grades	9-12
Current Term	2010-2015	Attendance Area	Castlemont/Coliseum
Renewal Date	July 1, 2015	Board District	7
New Term	2015-2020		

The following graph illustrates that Lighthouse Community Charter High School (LCCHS) enrollment numbers have increased 10.28% (204 to 236 students) over the term of the charter (CDE Downloadable Data Files). The school currently has a waiting list of 52 students (OCS Enrollment Update 2014-15).

Total Enrollment Over Time

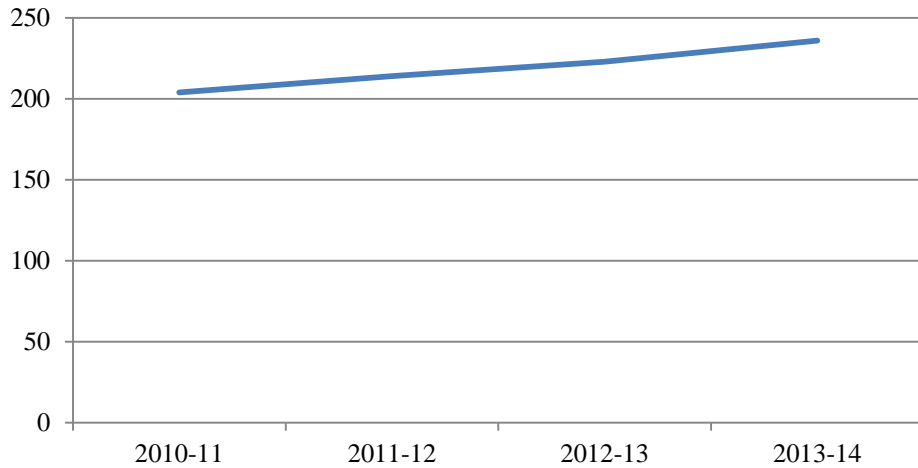


Figure 1. Source: CDE Downloadable Data Files

A comparison between LCCHS's and the District's enrollment demographics are as follows:

Enrollment by Ethnicity, 2013-2014

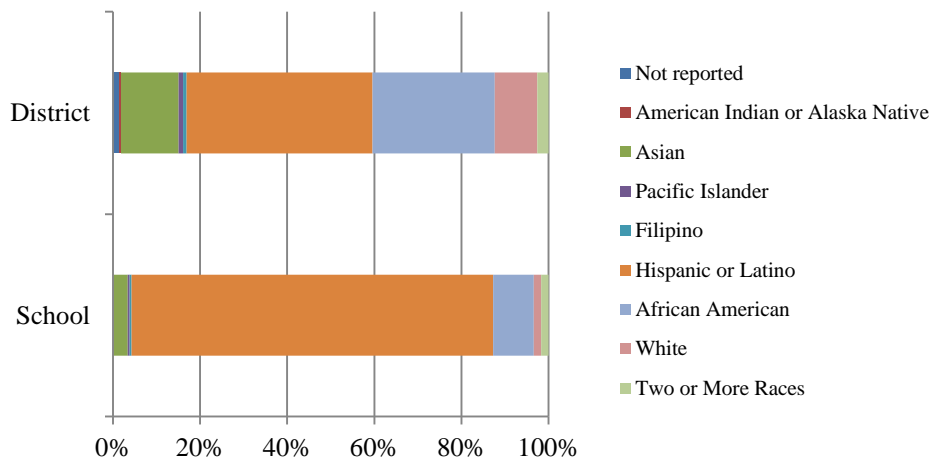


Figure 2. Source: CDE Downloadable Data Files

LCCHS’s detailed demographic data overtime is represented in Table 1 below. The student population is 83% Hispanic, while only 9.3% African American (CDE Downloadable Data Files). As Figure 2 shows, this is not representative of the district as a whole's population. A concerning trend is the decrease in the percentage of African American students attending the school (15.7% to 9.3%).

The LCCHS Performance Report does not raise the issue of the underrepresentation/decreasing number of African-American students at the school. When asked about areas of improvement regarding diversity they wrote: "The Lighthouse mission is to serve the traditionally underserved students of Oakland, preparing them for college and the career of their choice. While Lighthouse serves a higher percentage of these students than the district as a whole, reducing this number is not in keeping with the mission and will not be a focus for improvement at this time" (Performance Report 29).

	2010-11	2011-12	2012-13	2013-14
Total Enrollment	204	214	223	236
Gender				
Male	104	107	112	113
	50.98%	50.00%	50.22%	47.88%
Female	100	107	111	123
	49.02%	50.00%	49.78%	52.12%
Ethnicity				
African American	32	31	22	22
	15.69%	14.49%	9.87%	9.32%
Asian/Pacific Islander	7	7	8	9
	3.43%	3.27%	3.59%	3.81%
Latino	157	171	187	196
	76.96%	79.91%	83.86%	83.05%
Other	1	2	3	5
	0.49%	0.93%	1.35%	2.12%
White	7	3	3	4
	3.43%	1.40%	1.35%	1.69%
English Learners	*	72	56	58
		33.64%	25.11%	24.58%
FRPM	176	165	172	209
	86.27%	77.10%	77.13%	88.56%

Table 1. Source: CDE Downloadable Data Files

Program Summary:

School Mission: (Excerpt from the EXISTING, approved charter petition)

" The mission of the Lighthouse Community Charter High School is to prepare a diverse 9 – 12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner."

School Mission: (Excerpt from the NEW charter petition)

"The mission of the Lighthouse Community Charter High School is to prepare a diverse 9-12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

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

Program's Distinguishing Features:

LCCHS lists five highlights of the Lighthouse Educational Model:

- Holding Every Student to High Expectations
- Delivering Rigorous, High Quality Curriculum
- Serving the Whole Child
- Involving Families
- Cultivating Teaching Excellence

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act (**bold emphasis added**):

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (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 [required charter elements.]

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**.

STATUTORY RENEWAL THRESHOLD	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	NA
Did school attain API Growth Target in two of last three years (when there was testing)?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	NA
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	NA
Is the school ranked 4 or higher on API in two of last three years?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	NA
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y

API Growth Target and AYP Criteria Performance

LCCHS met all of its AYP targets from 2010-2013, though they did *not* meet their API growth target for the 2011-2012 school year.

	2010-11	2011-12	2012-13	Weighted Average
API				
Growth API	787	758	799	781
Growth Target Met?	Yes	No	Yes	
AYP				
AYP Met?	Yes	Yes	Yes	
Number of AYP Criteria Met	5 of 5	5 of 5	5 of 5	
PI Status	Not in PI	Not in PI	Not in PI	

Table 2. Source: CDE Downloadable Data Files

Growth API

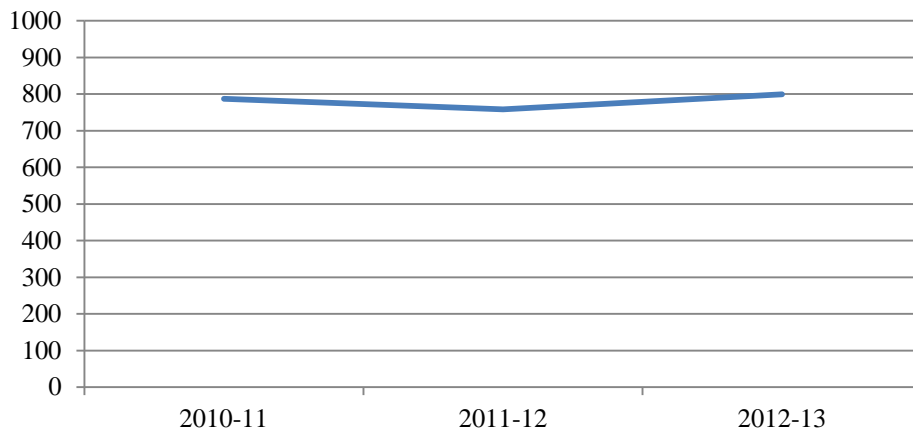


Figure 3. Source: CDE Downloadable Data Files

API Rankings

The table below shows the most recent CDE school rankings for LCCHS. Although the school's Statewide Ranked has fluctuated between 7 and 5, LCCHS has consistently achieved a Similar Schools Rank of 10 throughout the charter term.

	Statewide Rank	Similar Schools Rank
2011	7	10
2012	5	10
2013	7	10

Table 3. Source: CDE Downloadable Data Files

API Performance for District/Charter Schools Within Walking Distance

The graph below illustrates the three year weighted API performance of LCCHS (black bar) and high schools in the surrounding neighborhood. LCCHS outperforms two of the three comparison schools. This list was generated by taking all schools within a two mile radius of LCCHS. Typically a one mile radius is used but this had to be increased to close to two miles (1.73 miles) due to the lack of comparable schools within a one mile radius. The walking time from LCCHS the comparison schools, as calculated by Google Maps, can be seen in Table 4a, while Table 4b provides the demographic data for each school.

Walking Distance API Comparison

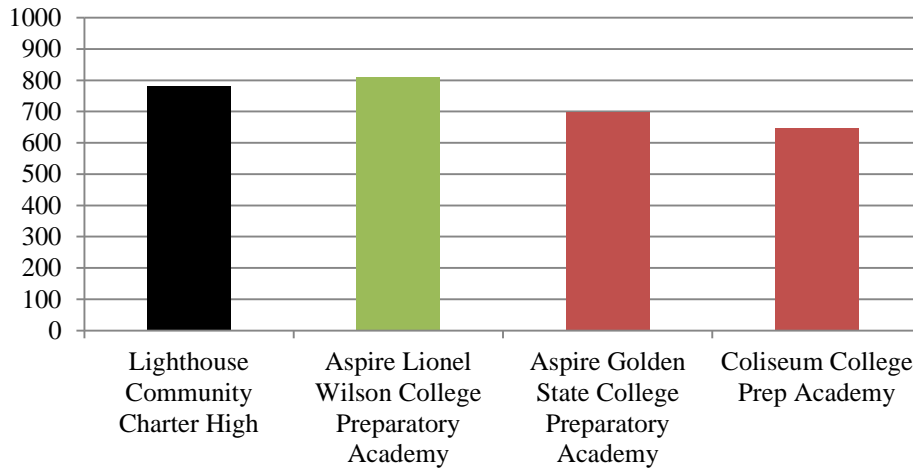


Figure 4. Source: CDE Downloadable Data Files

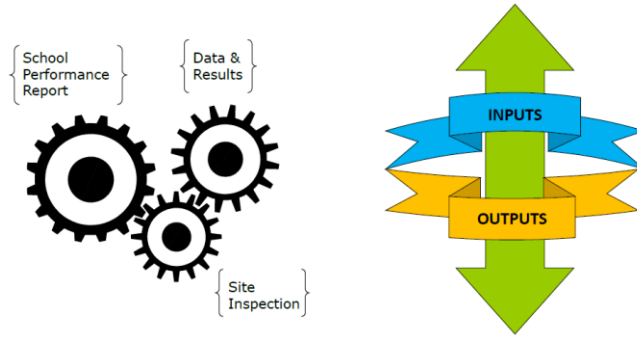
School	Distance	Walking Distance	Walking Time	API
Lighthouse Community Charter High	0	0	0	781
Aspire Lionel Wilson College Preparatory Academy	1.029204162	1.7	35	811
Aspire Golden State College Preparatory Academy	1.525562738	1.7	34	699
Coliseum College Prep Academy	1.731442624	2	40	648

Table 4a. Source: CDE Downloadable Data Files

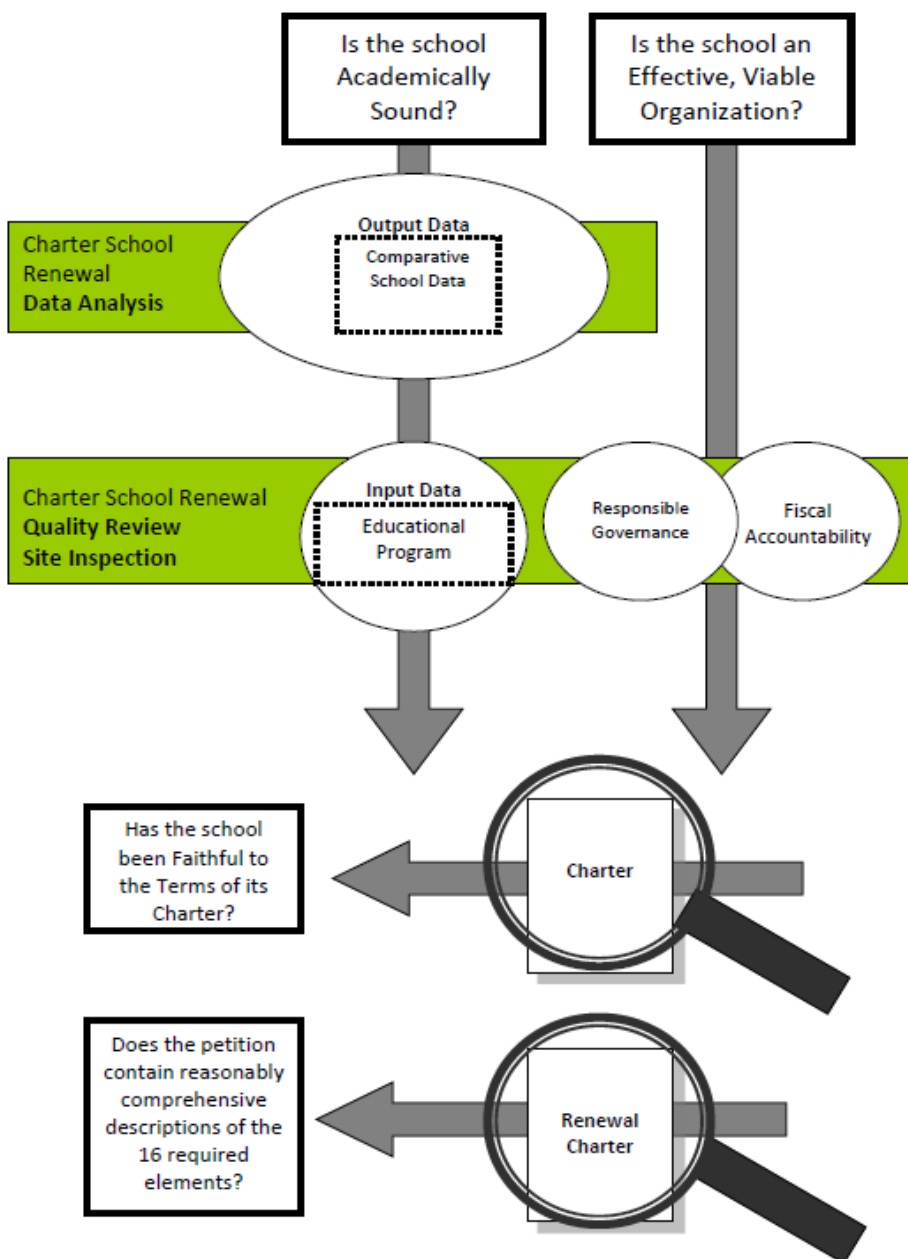
School	African American	Asian/Pacific Islander	Latino	Other	White	English Learners	FRPM
Lighthouse Community Charter High	9.32%	3.81%	83.05%	2.12%	1.69%	24.58%	88.56%
Aspire Lionel Wilson College Preparatory Academy	4.01%	0.80%	95.22%	0.00%	0.00%	16.03%	93.99%
Aspire Golden State College Preparatory Academy	20.61%	0.00%	77.48%	1.34%	0.01%	21.37%	87.02%
Coliseum College Prep Academy	10.78%	1.27%	87.53%	0.21%	0.21%	37.63%	98.52%

Table 5b. Source: CDE Downloadable Data Files

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:



ANALYZING A CHARTER SCHOOL’S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



PLEASE NOTE:

This report is not exhaustive. Many areas would benefit from greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in the charter petition.

	Measurable Pupil Outcomes	Instrument	Target	Actual
1	100% of Lighthouse graduates will be eligible to apply to the University of California or California State Universities.	Transcript analysis	100% of graduates	100%
2	100% of students will apply to at least two colleges prior to graduation.	Application data	100% of students will apply to at least two colleges prior to graduation	96%
3	100% of students will apply for at least two scholarships prior to graduation.	Application data	100% of students will apply for at least two scholarships prior to graduation.	100%
4	The mean cumulative SAT score of the mathematics and critical reading will increase by 10 points each year or a net 40 points in four year.	SAT results	Increase 10 points per year or 40 in four years	2010 avg - 1271 2011 avg - 1333 2012 avg - 1311 2013 avg - 1343 +78 Points to Date
5	100% of 2014 graduates will have taken and passed at least one community college course prior to graduation.	Transcript analysis	100%	33%
6	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their advocate.	ILP attendance database	95%	97%

7	At least 20% of 2014 graduates will have received honors credit for at least one course prior to graduation.	Transcript analysis	At least 20%	20%
8	Each year, 100% of students will complete and satisfy the requirement of their junior internship prior to graduation.	Criteria of the LCCHS junior internship	100% of juniors	100%
9	Each year, 100% of students will complete a service focused senior project prior to graduation.	Criteria of the LCCHS senior project.	100% of seniors	100%
10	On average, 90% of students will identify a caring and trusting relationship with at least one adult within the school community each year.	Student survey results	90%	2013 94% 2014 3.6
11	On average, 80% of students will agree that crew is influential in them achieving their academic goals each year.	Student survey results	80%	2013 94% 2014 3.43
12	On average, 80% of students will agree that the school assessment database is influential in them achieving their academic goals each year.	Student survey results	80%	TBD
13	On average, LCCHS will have a 95% ADA rate each year.	Analysis of annual attendance data	95%	95%
14	On average, no more than 5% of Lighthouse students will drop out each year.	Comparison of data provided by CDE	No more than 5%	3%
15	On average, LCCHS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.	Analysis of mobility data	9 out of 10 students	93%

16	By the end of term of this charter, LCCHS will have an overall score of 760 or higher on the API; meet annual growth targets for all reportable subgroups in at least two of the last three years of the charter term.	Comparison of data provided by CDE	760 API, meet growth targets	799 API Met growth targets Overall, and for FRL and ELL Subgroups. Missed growth target for Latino subgroup (currently at 795 API).
17	Reach and maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher	Comparison of data provided by CDE	State Rank of 5 or higher Similar School Rank of 8 or higher	State Rank of 7 out of 10 Similar Schools Rank of 10 out of 10
18	100% of all students will pass both the Math and English sections of the CAHSEE prior to graduation.	CAHSEE results data	100%	100%
19	On average, 85% of 10th grade students will pass the Math and English sections of the CAHSEE on their first attempt.	CAHSEE results data	85% of 10th graders	2014 95% in ELA and 96% in Math.
20	50% of students who do not start as proficient on the Language Arts or Mathematics Interim Assessment will achieve proficiency by the end of the school year on at least one test.	Interim Assessment data	50% of students	TBD

MPO Summary	Total
Met	15
Substantial Progress	1
Not Met	2
No Data	2

Substantial Progress Thresholds

In determining whether a MPO has “not been met,” *yet* there has been “substantial progress” towards fulfillment of the goal, the following was taken into consideration:

- 1) Was the MPO ambitious/rigorous?
If Yes then,
- 2) Did half of the grade levels or more, meet, or come within 5-10% of meeting, the goal?

2013 STAR Testing Performance Disaggregated By Student Demographics

The table and graphs below provide an overview of ELA and Math CST performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. Groups that are considered numerically significant need 50 or more students in order for AYP criteria to be established. In the case of LCCHS, no subgroup is larger than 50, so there is no AYP criteria to meet. It is important to note that Adequate Yearly Progress (AYP) for high schools only takes into account 10th grade CAHSEE performance; hence the small number of test scores/lack of a numerically significant subgroup.

2013 School Groups	ELA				Math			
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	47	35	74.5%	Yes	48	39	81.3%	Yes
Hispanic or Latino	38	31	81.6%	--	39	32	82.1%	--
Socioeconomically Disadvantaged	37	29	78.4%	--	38	31	81.6%	--
English Learners	39	31	79.5%	--	40	33	82.5%	--

Table 6. Source: CDE Downloadable Data Files

As Figure 5 below shows, LCCHS subgroups perform higher than the schoolwide average in ELA. The performance report attributes their success in serving English Learners to their sheltered English immersion model and Systemic English Language Development (Performance Report).

CST At or Above Proficient 2013

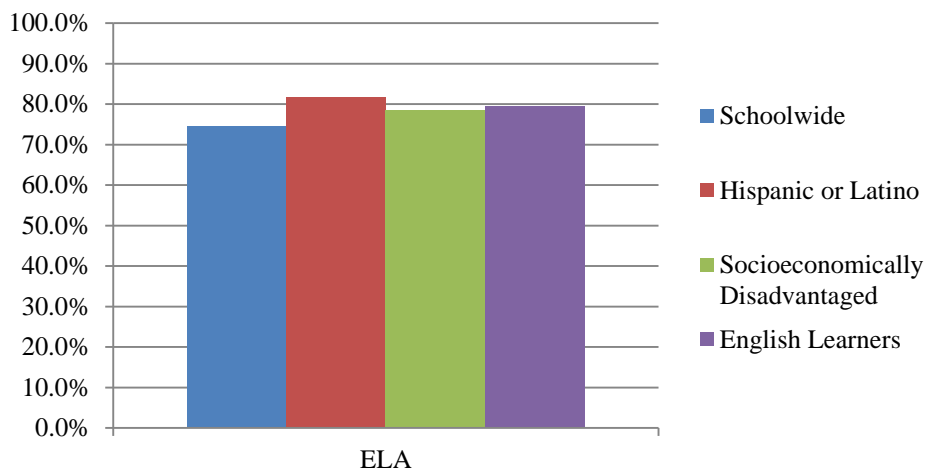


Figure 5. Source: CDE Downloadable Data Files

CST At or Above Proficient 2013

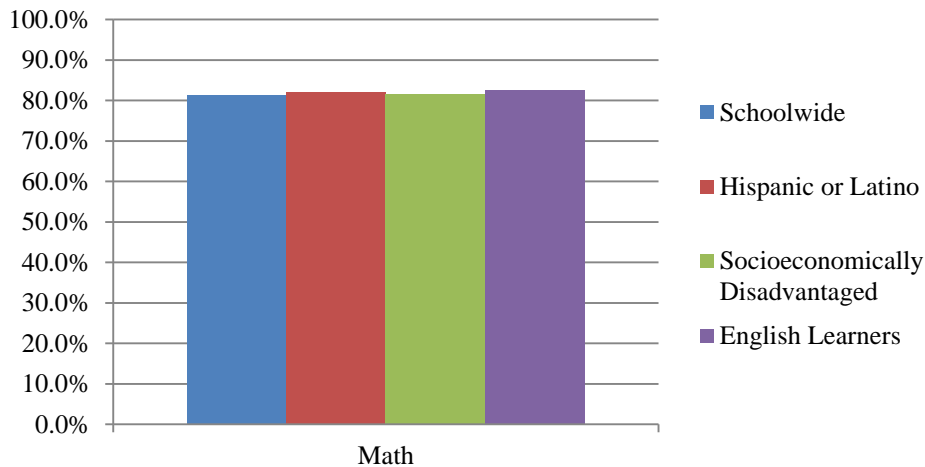


Figure 6. Source: CDE Downloadable Data Files

The graph above illustrates that performance in Math across all statistically significant subgroups is level. Please note, however, that the CDE does not report performance data for African American students or other subgroups due to their small numbers. LCCHS notes that "Lighthouse actively monitors the attainment levels of its African-American students. While the group is too small to be statistically significant, at times group demonstrates levels of attainment that are lower than their peers (and has also been higher and at the same level). A compounding factor is the fact that high levels of these students are also in foster or kinship care. Lighthouse will continue to monitor and support these students to ensure that all students are attaining at high levels" (Performance Report p. 24).

CST Performance Over Time

Figure 7 below shows that LCCHS has had a number of students scoring at or above proficient, with students consistently performing lower in ELA than in Math. The gap between ELA and Math has decreased over the term of the charter, which LCCHS attributes to writing having been a "whole school focus with teachers collaborating on writing across the content areas and regularly incorporating, assessing, and analyzing writing to inform instruction" (Performance Report p. 24).

CST At or Above Proficient Over Time

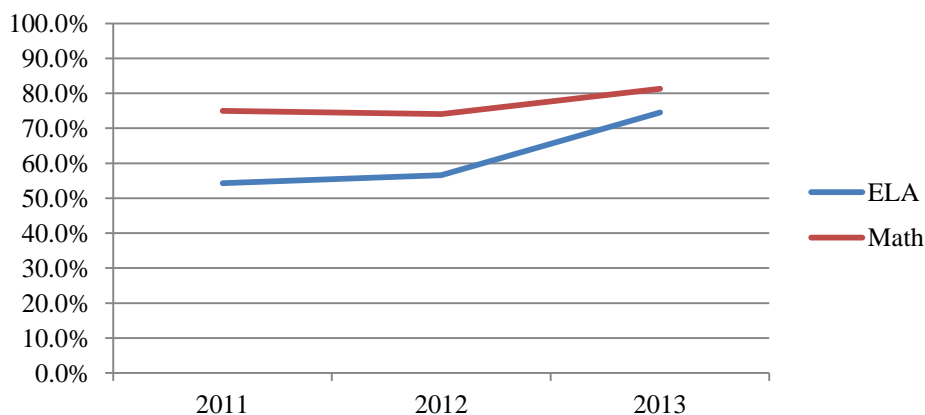


Figure 7. Source: CDE Downloadable Data Files

API Comparison Schools Data (Performance Over Time)

The comparison school sets were created by selecting schools with similar free and reduced lunch populations. The sets include both district-run and district-charter schools. Alternative education and continuation schools were excluded from consideration.

School	% FRLP	API
Oakland High	86.6%	634
Castlemont High	86.9%	509
Aspire Golden State College Preparatory	87.0%	676
Ralph J. Bunche High	88.1%	572
Lighthouse Community Charter High	88.6%	799
LPS Oakland R & D Campus	92.7%	734
LIFE Academy	94.3%	676
ARISE High	94.3%	533
Coliseum College Prep Academy	98.5%	665

Table 6. Source: CDE Downloadable Data Files

Table 7 below provides an overview of the API scores of LCCHS and the comparison school set over time, with the last column representing the weighted average API scores from 2010-2013. LCCHS's average API score is *higher* than that of all comparison schools.

School	2010-2011	2011-2012	2012-2013	Weighted Average
Lighthouse Community Charter High	787	758	799	781
Aspire Golden State College Preparatory	--	699	676	699
LIFE Academy	660	719	676	684
Coliseum College Prep Academy	615	661	665	648
Oakland High	652	611	634	633
ARISE High	569	554	533	551
Ralph J. Bunche High	436	534	572	487
LPS Oakland R & D Campus	--	--	734	--
Castlemont High	--	544	509	--

Table 7. Source: CDE Downloadable Data Files

The tables below further break down CST performance over time by subject (ELA and Math) in relation to comparison schools' rates of achieving at or above grade level (proficient or advanced).

CST Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
Lighthouse Community Charter High	54.3%	56.6%	74.5%	61.80%
LIFE Academy	33.3%	50.0%	39.8%	41.03%
Oakland High	43.2%	28.5%	39.5%	37.07%
Aspire Golden State College Preparatory	43.7%	37.4%	29.9%	37.00%
LPS Oakland R & D Campus	--	--	33.9%	33.90%
Coliseum College Prep Academy	28.6%	28.4%	31.0%	29.33%
ARISE High	36.2%	26.7%	22.2%	28.37%
Castlemont High	--	25.7%	20.8%	23.25%
Ralph J. Bunche High	--	--	--	--

Table 8. Source: CDE Downloadable Data Files

CST Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
Lighthouse Community Charter High	75.0%	74.1%	81.3%	76.80%
Aspire Golden State College Preparatory	49.3%	46.6%	40.3%	45.40%
Oakland High	48.0%	37.3%	48.2%	44.50%
ARISE High	43.8%	36.7%	34.4%	38.30%
LIFE Academy	38.2%	44.6%	30.5%	37.77%
LPS Oakland R & D Campus	--	--	30.2%	30.20%
Coliseum College Prep Academy	21.6%	33.2%	27.9%	27.57%
Castlemont High	--	11.2%	20.6%	15.90%
Ralph J. Bunche High	--	--	--	--

Table 7. Source: CDE Downloadable Data Files

Financial Reporting Data:

LCCHS’s ADA and enrollment has increased over the charter term and they are in good financial standing.

Lighthouse Community Charter High School

2/24/15

FY	P1 ADA	Cumulative Attendance %	P1 Enrollment in December	EFB per Audit - June 30	
2010-11	197.19	95.32%	205	\$	592,040.00
2011-12	206.07	95.54%	214	\$	864,540.00
2012-13	213.51	95.07%	218	\$	856,058.00
2013-14	226.73	94.64%	238	*	\$ 1,252,780.00
2014-15	245.30	93.65%	264	**	\$ 1,191,888.00

Data based on 2nd statistical, ending 10/17/14

Note:

- * Projected EFB based on 13/14 unaudited actuals; audit report not available until December 15, 2014
- ** Projected EFB based on 14/15 budget adoption data reported in June 2014

Renewal Approval Summary

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 1/12/15 and 1/13/15 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Professional development
- Strong fiscal and organizational governance
- Positive school culture/environment

Challenges:

- Increasing the number of African American students and addressing their needs

Renewal Standard I:

Based on an analysis of Lighthouse Community Charter High School's performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the "Performance Report" (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of **Lighthouse Community Charter High School** has been evaluated, in part, through a two-day Site Inspection conducted on 1/12/15 and 1/13/15 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Executive Director and Board provides effective support to the school in the following areas:
 - Governance
 - Fiscal Management/Budgeting
 - Human Resources/Staffing
 - Annual Survey of Parents

Challenges:

- None

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of **Lighthouse Community Charter High School** Fiscal Accountability and Governance over its recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- In good standing with parents and within the community

Renewal Standard II:

Based on this analysis, **Lighthouse Community Charter High School** is deemed an **effective, viable organization** for the purposes of charter renewal.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

Staff has reviewed the school's records on file with the District and deemed that **Lighthouse Community Charter High School** has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:

Based on review of the school's records and performance, **Lighthouse Community Charter High School** is deemed to have been **faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

SIXTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of the 16 elements related to a school’s operation. Please see the results of this analysis contained in the following table.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
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.	<i>Section I., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section III.B.1., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits	<i>Section III.D.1., bullet 7</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(J)
Manner for covering STRS, PERS, or Social Security	<i>Section III.C.3., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district	<i>Section III.B.2., Bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(M)

	<i>4</i>			
Dispute resolution procedure for school-authorizer issues	<i>Section III.B.2., Bullet 4</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(N)
Statement regarding exclusive employer status of the school	<i>Section III.C.3., bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(O)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(P)

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for Lighthouse Community Charter High School.

Plans for Improvement

Notable areas of improvement listed in the LCCHS Performance Report include:

- College and university acceptance rates
- SAT performance
- 4-year graduation rate
- CELDT performance
- Family participation
- Staff satisfaction
- Chronic absenteeism

Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC). We advise that LCCHS adopt the collective MPOs that have been established through charter leader working groups that took place throughout the 2014-15 school year.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for **Lighthouse Community Charter High School, as revised per Attachment II**, because 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 set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This **approval** is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

This report recommends that the Oakland Unified School District Board of Education **approve** the charter renewal petition for **Lighthouse Community Charter High School** for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2015 and expire on June 30, 2020. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the Board of Education approve the **Lighthouse Community Charter High School** petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner, which if renewal is granted the petitioner opts to receive funding directly from the state.

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 charter (*Education Code §47607(c)(1)*). The Board of Education’s approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA
ATTACHMENT II: CHARTER TEXT REVISIONS

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is *excellent*.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is *proficient*.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is *underdeveloped*.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is *inadequate*.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated *unsatisfactory* will require

significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is *unsatisfactory*.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	5	<ul style="list-style-type: none"> • Ambitious MPOs • 10/10 statewide rankings
1.2	Provides a challenging and coherent curriculum for each individual student	4	<ul style="list-style-type: none"> • Parents expressed satisfaction with the academic rigor; some noted that their children struggled at first but the school worked to help them close the gap (Parent Focus Group)
1.3	Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students	4	<ul style="list-style-type: none"> • Students cited hands-on activities as key aspects of their favorite classes; noted it helped them learn better (Student Focus Group) • Parents said their students were happy and engaged (Parent Focus Group) • 6 out of 11 teachers had strong instruction (Classroom Observations)
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	5	<ul style="list-style-type: none"> • 1:3 chrome book to student ratio • Standard issue: computer and LCD projector • Document camera if requested • Science department has specialized computers with programs for graphing • Extensive book room (Site Leader Focus Group)

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	<ul style="list-style-type: none"> • Parents indicated satisfaction with treatment of bullying and school safety (Parent Focus Group) • Students identified adults in the building they would go to if they felt bullied/unsafe (Student Focus Group) • 7 out of 11 classrooms had strong classroom management (Classroom Observations)
1.6	Productively engages parental and community involvement as a part of the school's student support system	4	<ul style="list-style-type: none"> • Coffee Tuesday is an opportunity for parents to meet with each other/staff (Parent Focus Group) • Parents indicated that they felt they could approach any staff member and their concern would reach the right person (Parent Focus Group)
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	4	<ul style="list-style-type: none"> • Back to school event • Parent conferences • College focus in class/fieldtrips
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	4	<ul style="list-style-type: none"> • Parent and student surveys/focus groups

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	5	<ul style="list-style-type: none"> • State of the School talk • Parent Meetings
2.2	Consistently puts into practice the educational program outlined in its charter.	4	<ul style="list-style-type: none"> • 10/10 Similar Schools Ranking • Classroom observations
2.3	Generates and sustains a school culture conducive to staff professional growth	5	<ul style="list-style-type: none"> • PD offered weekly and quarterly • 3 out of 4 weeks curriculum specific inquiry group • Summer PD: every core teacher attends 5 days; new teachers=10 days (Site Leader Focus Group) • Opportunities outside of school: partnership with Exploratorium and Facing History organization • Coaching cycle, each teacher participate in 2/4 quarters (Teacher Focus Group)
2.4	Actively monitors and evaluates the success of the school’s program	4	<ul style="list-style-type: none"> • Used both CST and in-house interim data • Writing prompt twice a year • Online grading system • Transitioning to Schoolzilla • State assessments (Site Leader Focus Group)
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	4	<ul style="list-style-type: none"> • Students get regular grade reports every two weeks • Each classroom has a grading system that families have access to in real time • Report cards each quarter • 3 times a year we have these breaks where

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			there are ILP conferences, parents and students are getting personalized feedback and setting goals (Site Leader Focus Group)
2.6	Treats all individuals with fairness, dignity and respect	5	<ul style="list-style-type: none"> • Leadership uses positive reinforcement • Provide opportunities for advancement
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	5	<ul style="list-style-type: none"> • CDE • CCSA • Charter Schools Development Center • Law firm on retainer • Wells Fargo Insurance services feeds info for HR • CSDC leadership institute (Site Leader Focus Group)
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	5	<ul style="list-style-type: none"> • Decision making is based on their mission, getting students ready for college and career of their choice. (Site Leader Focus Group)
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	<ul style="list-style-type: none"> • Underrepresentation of OUSD's African American population • Strong EL performance
2.10	Engages community involvement in the school	4	<ul style="list-style-type: none"> • Junior internship program - network of partnerships from small business to larger non-profits, multinational corporations • GLOW • Scholarship partnerships (Site Leader Focus Group)

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	4	<ul style="list-style-type: none"> • Used both CST and in-house interim data • Writing prompt twice a year • Active grade online grading system • Transitioning to schoolzilla • State assessments • Individual instructional staff goals come through observation from leadership team - conference at least three times a year where these goals are set depending upon where you are in your practice which drives the two coaching cycles (or more if needed) <p>(Site Leader Focus Group)</p>
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	4	<ul style="list-style-type: none"> • See 3.1
3.3	Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter	4	<ul style="list-style-type: none"> • Set goals both K-12 and by band for instructional improvement • Revising strategic plan <p>(Site Leader Focus Group)</p> <ul style="list-style-type: none"> • Annual planning cycle for finance <p>(Governing Board Focus Group)</p>
3.4	Uses student assessment results to improve curriculum and instruction	4	<ul style="list-style-type: none"> • See 3.1
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4	<ul style="list-style-type: none"> • See 1.4

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	4	<ul style="list-style-type: none"> • Students and families are clear on how to seek support for specific issues/areas of concern
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	5	<ul style="list-style-type: none"> • Contact person at East Bay Charter School Consortium • EdTech for financial changes • CCSA (Governing Board Focus Group)
4.3	Seek input from impacted stakeholders	5	<ul style="list-style-type: none"> • Faculty - Back to school event; invite them to board meetings; focus group meetings • Parents - two on the board; Coffee Tuesdays; parent liaisons; focus groups • Students - every year one or two board members interview students; students appear at board meetings occasionally • Community - board member contacts; directed activities (Governing Board Focus Group)
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	<ul style="list-style-type: none"> • Lack of diversity related to Oakland's African American population • No specific strategies named in Performance Report
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	5	<ul style="list-style-type: none"> • Submits all reports in a timely manner
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	<ul style="list-style-type: none"> • All stakeholders express feeling safe and having multiple staff persons to address any problems that may arise
4.7	Consistently engages in timely reporting or required information to the	5	<ul style="list-style-type: none"> • Fulfills all audit requirements by

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
	District, the County, and the State		deadlines
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	5	<ul style="list-style-type: none"> • Head of school is held directly accountable for all staff • During transition time - interim head of school with support from the Board is in charge of hiring decisions
4.9	Maintains effective and active control of the charter school	5	<ul style="list-style-type: none"> • Board is attuned to finance and performance of school
4.10	Abstains from any decision involving a potential or actual conflicts of interest	5	<ul style="list-style-type: none"> • Clear policy; no evidence of conflicts
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	3	<ul style="list-style-type: none"> • See 4.4
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	5	<ul style="list-style-type: none"> • Process: paper screen, walk through of facility; interview; simulation; subcommittee makes a recommendation to the larger board who votes (Governing Board Focus Group)
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	5	<ul style="list-style-type: none"> • Academic accountability team will meet with the leadership team on site quarterly • School leadership has been proactive in providing data to the board • LCAP metrics and data (Governing Board Focus Group)
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	5	<ul style="list-style-type: none"> • Parents feel valued and consulted on what problems they need remedied

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability	5
5.2	Conducts an annual financial audit which is made public	5
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5
5.4	Ensures financial resources are directly related to the school’s purpose: student achievement of learning goals	5
5.5	Managing cash flow	5
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	5

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS –
LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter (red-line and final copy) to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on WEDNESDAY, APRIL 15, 2015**. **Please see the Required Text Revisions one-page document for full instructions.**

Charter Text	Text Reference	Revision
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>Add the following text and remove any text to the contrary:</i></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL To insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“In accordance with SB 1290, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL pupil outcomes will be set related to increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL’S pupil outcomes, related to increases in pupil academic</i></p>

		<p><i>achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”</i></p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><u><i>“By June 30, 2016, and annually thereafter: “LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</i></u></p> <ul style="list-style-type: none"> • <i>A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.</i> • <i>Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>By September 1, 2015, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p>

<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i> • <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<i>Adoption of the Collective MPOs in the Spring of 2015 will be fulfilled.</i>
<u>Governance</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will notify the District in writing of the application deadline and proposed</i></p>

		<p>lottery date. <i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL</i> will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</p>
<p><u>Student Admissions Policies and Procedures</u></p>		<p><u>Add the following text and remove any text to the contrary:</u> “Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.”</p>
<p><u>Public Records</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u> <i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL and of the District. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL does not have that LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL needs in order to meet its obligations, the District shall provide the same to LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL in a reasonably timely manner upon request.”</i></p>
<p><u>Reporting and Accountability</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u> <i>“If LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL does not test (i.e., STAR) with the District, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i> <i>Test results for the prior year, if not provided directly to the</i></p>

		<i>District by the State, will be provided by the charter school to the District no later than September 1 of each year. ”</i>
<u>External Reporting</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of , LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL ‘s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. LIGHTHOUSE</i></p>

		<p><i>COMMUNITY CHARTER HIGH SCHOOL will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</i></p>
<p><u>Health and Safety Procedures</u></p>	<p>Page()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL</i></p>

		<p><i>shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL agree to attempt to resolve all disputes between the District and LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and , LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL</i></p>

		<p><i>To Director, Office of Charter Schools: Educational Center at Tilden 4551 Steele Street, Room 9 Oakland, California 94619</i></p> <p><i>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.</i></p> <p><i>(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</i></p> <p><i>(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL without</i></p>

		<p><i>graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."</i></p> <p><i>"LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code."</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"In the case of a special education student, or a student who receives 504 accommodations, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."</i></p>
<p><u>Independent Fiscal Audits</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"To the extent that LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL is a recipient of federal funds, including federal Title I, Part A funds, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental</i></p>

		<p><i>notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL moves or expands to another facility during the term of this charter, LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of</i></p>

		<i>Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i>
<u>District Fee for Oversight</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> <i>“The District may charge for the actual costs of supervisory oversight of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> <i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> <i>“The District may revoke the charter of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i>
<u>Impact on Charter Authorizer</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter; <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year

		<ul style="list-style-type: none"> ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<p><u>Impact on Charter Authorizer</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> ● <i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL is subject to District oversight.</i> ● <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL</i> ● <i>The District is authorized to revoke this charter for, among other reasons, the failure of LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> ● <i>Compliance with terms and conditions prescribed in the charter,</i> ● <i>Internal controls, both financial and operational in nature,</i> ● <i>The accuracy, recording and/or reporting of school financial information,</i> ● <i>The school’s debt structure,</i> ● <i>Governance policies, procedures and history,</i> ● <i>The recording and reporting of attendance data,</i> ● <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> ● <i>Compliance with safety plans and procedures, and</i> ● <i>Compliance with applicable grant requirements.</i>

		<p><i>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL operations is received by the District, the LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL by law or charter provisions."</i></p>
--	--	--