



January 8, 2020

Dear Esteemed Members of the Oakland Unified School District Board of Directors and Oakland Unified Staff:

This fall, we have had the privilege of working with our community of stakeholders, OUSD staff, and Board Members to go through the process of renewing our charter for the Lighthouse Community Charter High School.

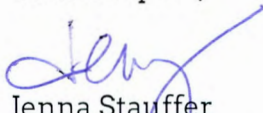
Through the process, important questions were raised about our student recruitment and enrollment practices, as we seek to increase the number of African-American students served by Lighthouse Community Public Schools. As a result, we are pleased to submit two material revisions to the remainder of our charters in pursuit of accepting more African-American students for the 2020-21 school year and beyond and reflecting the neighborhoods directly surrounding our schools. These charters are Lighthouse Community Charter School and Lodestar: A Lighthouse Community Public School. We want to enact changes and lessons learned immediately, to be applied to this enrollment season, rather than wait until our renewals.

The material revisions to the two charters are only to the admission preferences sections of our charter documents. In summary, they have been reworded and changed to:

- Reduce preferences for children of staff or board members from 10% to 5% of total enrollment
- Eliminate preferences for founding families
- Add and increased prioritization of students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which the charter school is located - creating the conditions to be more of a neighborhood school and to draw from African-American populations
- Add and increased prioritization of students living in the surrounding zip codes of 94603 and 94621
- Clean up language to reflect updated California Education Code and to have the three LCPS charters mirror each other

I am looking forward to working with staff and board members through this process.

With respect,


Jenna Stauffer
Founder & CEO
Lighthouse Community Public Schools



Lodestar

A Lighthouse Community Charter Public School



Affirmations and Assurances

As the authorized lead petitioner, I, Yanira Canizales, hereby certify that the information submitted in this petition for a California public charter school to be named Lodestar: A Lighthouse Community Charter School ("Lodestar" or "the charter school"), and to be located within the boundaries of the Oakland Unified School District ("OUSD" or "the district") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the charter school will follow any and all federal, state, and local laws and regulations that apply to the charter school, and:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

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- ~~13. Will operate in compliance with generally accepted government accounting principles.~~
- ~~14. Will maintain separate accountings of all funds received and disbursed by the school.~~
- ~~15. Will participate in the California State Teachers' Retirement System as applicable.~~
- ~~16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.~~
- ~~17. Will at all times maintain all necessary and appropriate insurance coverage.~~
- ~~18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.~~
- ~~19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.~~
- ~~20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash flow and financial projections for the first three years of operation.~~
- ~~21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.~~



Yanira Canizales,
Lead Petitioner

9-8-2015

September 8, 2015

Statement of Assurances

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for Lodestar: A Lighthouse Community Charter Public School to be located at 701 105th Ave., Oakland, CA 94621 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act . 20 U.S.C. ch. 28 § 1001 et seq.

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

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10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145).

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

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19. Will submit required enrollment data each March to the OUSD Office of Charter Schools.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will comply with Government Code section 1090 et seq. and the Political Reform Act (Government Code section 87100 et seq.)

32. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school.

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including special education; and cash-flow and financial projections for the first three years of operation.

33. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

34. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

35. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

36. Follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code 48850-48859 to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

37. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

38. If the school offers a transitional kindergarten program: (Education Code 48000)

a. Comply with the age requirement for transitional kindergarten (students whose fifth birthday is from September 2 through December 2.)

b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000(g) by August 1, 2020

39. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691).

40. 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, and shall meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

41. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

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42. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92.)

43. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3.)

44. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222).

45. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

46. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

47. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61).

48. Adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600).

49. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5).

50. Ensure the availability and proper use of emergency epinephrine auto-injectors by:
(Education Code 49414)

a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools,

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- one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

51. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)

52. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705).

53. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950.)

Signature

Date

Jenna Stauffer

Print Name

Executive Summary

Introduction

Founded in 2002, Lighthouse Community Charter Public Schools (LCCPS) operates two high-achieving public charter schools, a K-8 and 9-12, collectively serving 750 students in East Oakland. With a vision of transforming our community through powerful, life-changing education, Lighthouse is increasing its impact serving low-income students and their families as we open up a new school in 2016-17 in East Oakland. Our mission is to prepare students for college and the career of their choice. We believe that all students must be held to high expectations, families and the school must work together to serve the whole child, and that teachers must be constant learners. While our schools are focused on K-12, our reach extends to younger students through our pre-K programs and older students through our postsecondary alumni support programs.

We are thrilled to be entering a new chapter. We are doubling-down our efforts to transform our dynamic city by educating its hardest to reach students. We are taking our proven academic program based on the most current educational research and pairing that with our commitment to put the student at the center of all decision-making. We have strategically chosen to open a K-12 charter school (rather than a combination of charters serving grades K-5 or 6-8, etc.) because we believe and have seen evidence of the power of a contiguous K-12 education. We have built a charter around this central idea.

The Need for Lighthouse in Oakland

Our mission of preparing students for college and a career of their choice has never been more important. Trends for the students we serve are grave in our city and nation. The neighborhoods from which our current and future students come, composed predominantly of recent immigrants, can be characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates.

In Oakland, only 57% of African American students and 59% of Latino students graduate from high school in four years. A disturbing 22% of students drop out before graduation.¹ In addition, only 33% of African American students and 56% of Latino students graduate with the requisite courses to apply to a four-year college, with the remaining graduates unable to attend a four-year college not having taken the proper courses in high school.

Nationwide, only 14 of every 100 Latino students will receive a Bachelor's Degree.² Also at the national level, the average African-American 12th grade student reads at the same level as an 8th grade white student.³

¹ Urban Strategies Council's 2014 *Oakland Achieves* report <https://goo.gl/4lOr9m>

² 2010 Census Data. <https://goo.gl/7PSmf5>

³ *Too Important to Fail*. <http://goo.gl/fgyqfu>

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At LCCPS, we believe that education has the power to lift generations out of poverty. The students we serve are predominantly low-income students of color who are also language learners - students who achieve at rates far lower than their more affluent peers in our city. In response to our success in raising student achievement and preparing students for college and a career of their choice, the demand for Lighthouse's programs from the Oakland community is great.

For the past four years, the annual waiting list at LCCS has far exceeded the total number of spots available; in 2015-16, LCCS received 560 new applications with 401 students being waitlisted. An analysis of applications over the past four years demonstrates that LCCS primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621). Within these zip codes, all but two of the elementary schools students would normally attend hold Academic Performance Index (API) rates from 50 to as much as 200 points below that of LCCPS.⁴ The students and families of this region are seeking stronger educational opportunities.

LCCPS has held information sessions and conducted extensive community outreach to confirm interest in the new charter school; more information about this outreach may be found in [Addendum R](#). The results have been overwhelmingly positive. Toward this end, LCCPS has collected petition signatures from families who are meaningfully interested in enrolling their children at our new charter school, originally attached directly to the top of this petition and now included as [Appendix 2a](#) for purposes of submittal.⁵ Petition signatures from teachers who are meaningfully interested in working at the charter school are included as [Appendix 2b](#). An Informational Flyer used in our recruitment efforts is also included as [Appendix 3](#).

Lighthouse has a demonstrated ability to raise the achievement of our students as evidenced by the figures below, which it will bring to bear in the opening of its new charter school.

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

⁵ OUSD requires 12 hard copies of the charter petition at time of submittal. As such, the signature pages were removed from the original petition to which they were attached in order to make the 2 copies and collate. They have been moved from the top of the petition to [Appendix 2a](#) and [Appendix 2b](#).

Figure ii.1 - API Overall

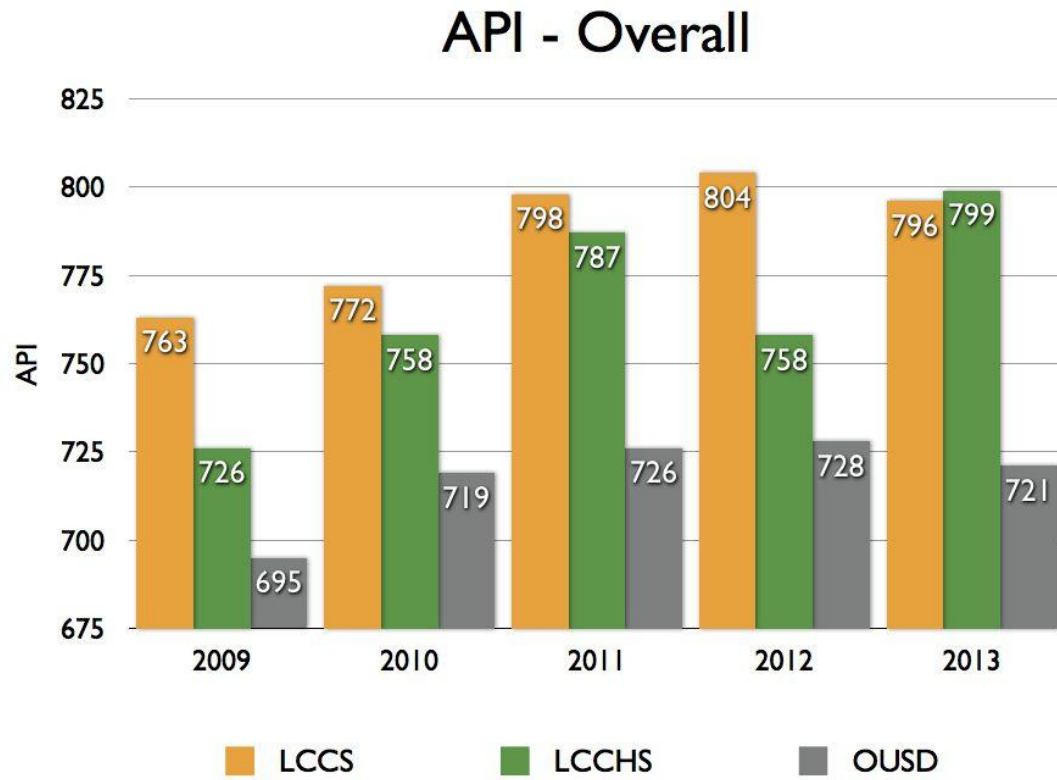


Figure ii.2 - API - Socio-economically Disadvantaged Students

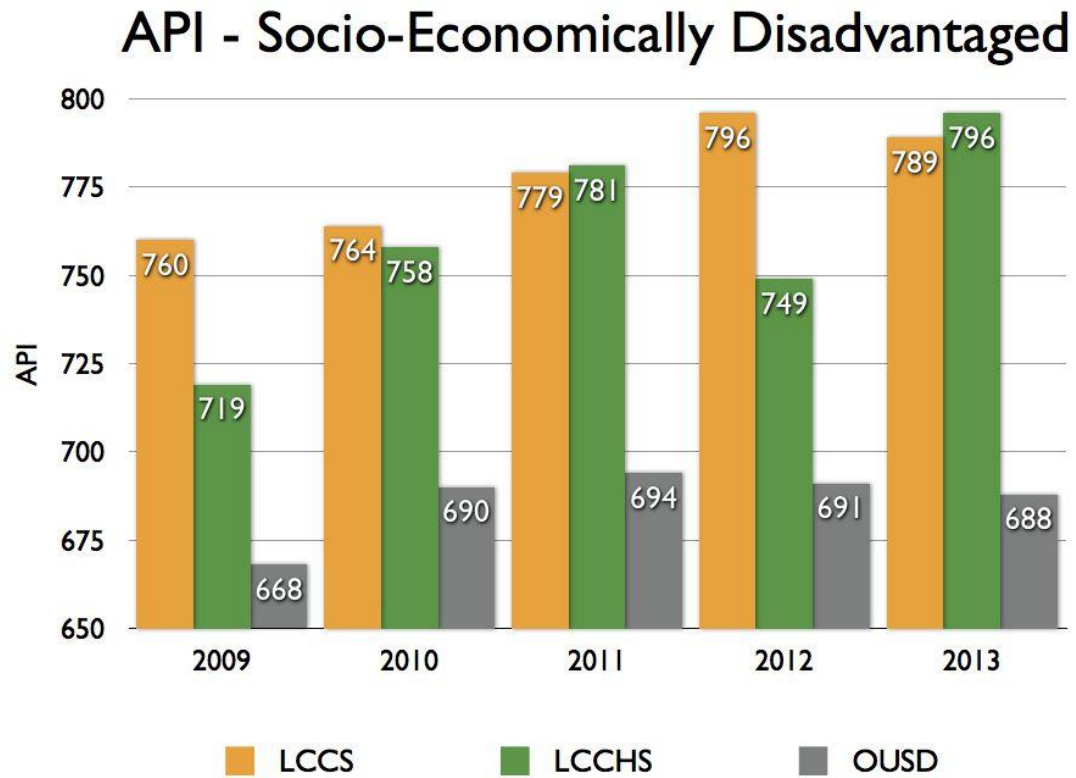


Figure ii.3 - API - English Language Learners

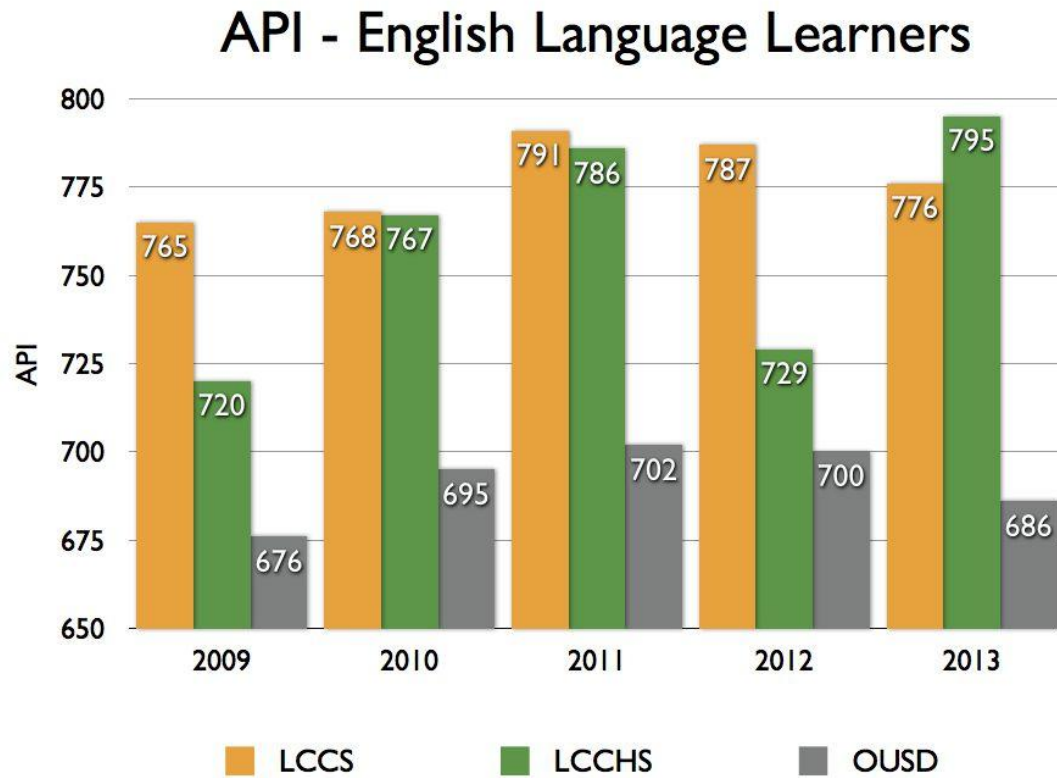
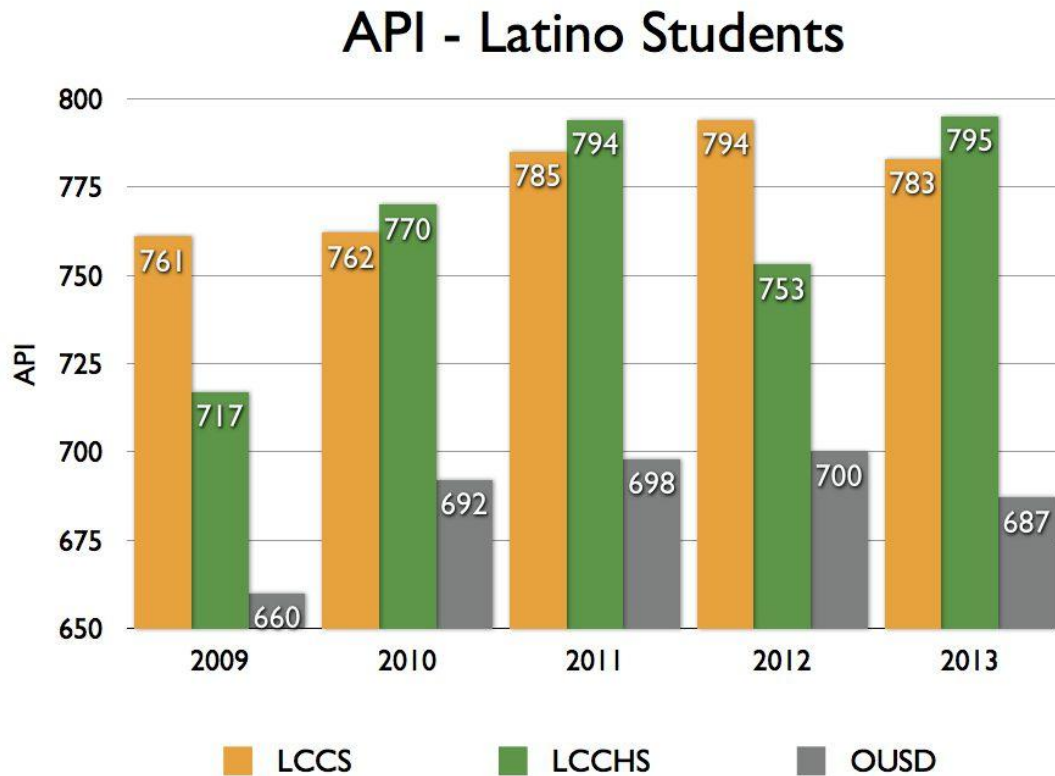


Figure ii.4 - API - Latino Students



Expanding on a Track Record of Success

Over the past 13 years, our community of leaders, teachers, students, parents, and institutional partners has made Lighthouse one of the most successful public school organizations in Oakland and we are applying what we have learned to our new school.

The LCCPS educational model is **academically sound**. Our high-level accomplishments include:

- 93% of our graduates have been accepted to four-year colleges and universities; four receiving the prestigious Gates Millennium Scholarship. With 90% of our students being first generation college students, we are most proud of this statistic.
- 78% of our almost 200 graduates remain in college or have received a Bachelor's Degree.
- Three students have received invitations to present at the White House Science Fair in 2015, displaying the inventions they created in our unique Creativity Lab.
- We received a Title I Academic Achievement Award for grades 9-12 in 2011 and 2012 - one of two schools in the entire state to achieve this two years in a row in those years.

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- We were named the 2013 California Charter School of the Year by the California Charter Schools Association.
- We have participated in three federal grants focused on continual improvement: a Teacher Incentive Fund (TIF) grant in partnership with REACH Institute to develop new models of employee development, an Investing in Innovation (i3) grant in partnership with the Seneca Family of Agencies to develop a comprehensive Response to Intervention (RTI) program, and a California Department of Education Dissemination Grant to develop and share best instructional and professional development practices in STEM education.
- Our 10th graders have a CAHSEE pass rate of 95% in ELA and 96% in Math on their first attempt.
- We develop future professionals: Lighthouse has supported 8 educators in earning teaching credentials, 4 educators in earning a Master's of Teaching in Education and 7 educators in earning their administrative credential through our pipeline programs in partnership with the REACH Institute and Teach for America. We have also served as a year-long residency site for 5 Principal Fellows as they earned administrative credentials through the New Leaders program.

In addition, LCCPS is a **fiscally and organizationally sound** institution ready to expand its impact:

- We were named in the top seven of Guidestar/Philanthropedia's Bay Area Top Nonprofits in Education list in 2012.
- We received 560 applications for the 2015-16 school year.
- We have a 25% financial reserve between the two charters as of the end of the most recently audited fiscal year (2013-14), a sound track record of cash management, and clean audits throughout our history.
- We have demonstrated support from the local, state and national community as evidenced in our annual fundraising, which has garnered an average of \$1.2M over each of the last three years.
- Our experienced Board of Directors has demonstrated both long-standing commitment from its members and an ability to attract new talent (see bios below for more information)
- We have an experienced and highly effective staff, with 100% of core teaching staff considered highly qualified under NCLB, 3 of 7 founding staff members continuing to work at Lighthouse, a retention rate of 85% for teachers, and an average tenure for teachers of five years. (see bios below for more executive team information)
- We have key partnerships with REACH Institute, the Seneca Family of Agencies, Maker Education, the Rogers Family Foundation, and the Ann Martin Center.

In the fall of 2016, we are beginning with students in grades K-2 and 6, growing over the course of several years to reach full capacity at K-12. Over the 2015-16 school year, a whole year before opening, our founding director and a team of three founding teachers are working alongside our current staff to develop curriculum and programs for our new school. At the same time, families are already providing input into what their ideal school looks like and are

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recruiting others to join them at the new school via the coordination of our two part-time community organizers. We are dedicated to ensuring that the families we recruit are those in our community who most need a high quality public education - and have a long list of potential families already! Finally, we have the financial support of the New Schools Venture Fund, the Rogers Family Foundation, and the Irene S. Scully Foundation to support our “Year Zero” work, as well as during several of our start-up years.

Further evidence of our readiness to take on this challenge is the collective expertise and experience of our Board of Directors, our Senior Management Team, and the Charter School’s Design Team.

Board of Directors

The LCCPS Board of Directors, along with their professional experience and years of experience on our board are as follows:

- **D’Lonra Ellis, Board President - Associate Corporate Counsel, The Gap, Inc.**
D’Lonra Ellis is Associate Corporate Counsel for Gap Inc. where she does intellectual property work in support of each of Gap’s five brands. She holds her BA from Columbia University and her JD from Stanford Law School. D’Lonra has served on the Board since 2007.
- **Jonathan Velline, Board Vice President - Executive Vice President, Wells Fargo**
Jonathan Velline manages the Wells Fargo and Wachovia ATM business of more than 12,000 ATMs -the third largest bank ATM network in the United States. Velline began his career with Wells Fargo in 1991 as a financial analyst. He was named Vice President in 1994, and has held a variety of positions responsible for charting Wells Fargo’s retail banking and distribution strategy. He was named Senior Vice President and head of ATM Banking and Distribution Strategies in 2000, and added the Store Strategy, Risk and Technology functions in 2006. Velline holds a bachelor’s degree in economics from the University of California, Berkeley. Jonathan has served on the board since 2006.
- **Melissa Barnes Dholakia - Executive Director, MBD Partners**
Melissa Barnes Dholakia is founder of MBD Partners, supporting new and existing charter schools in the areas of school design, charter development, goal setting and monitoring, performance reporting, and grant writing. Prior to this work, Melissa served as co-Director of Lighthouse Community Charter Public Schools for ten years, joining the original founders in year two of operation to grow Lighthouse into an exemplary, urban charter school organization. Prior to entering administration, Melissa worked as a Humanities teacher in Washington State and at a public K-12 bilingual school in Hsinchu, Taiwan. She also spent four years as a Product Manager and Content Producer, developing online Masters in Education programs for Canter & Associates, via Walden University and Laureate Education. Melissa was a 2002 New Leaders for New Schools Fellow, through which she received her administrative training. She

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earned her MA from the University of Oregon, where she also held a Teaching Fellowship in the College of Education, and her BA and Teaching Credential from Whitman College.

- **Sarah Chavez - Executive Director, East Oakland Boxing Association**

Sarah Chavez is the Executive Director of the East Oakland Boxing Association, a non-profit, community-based organization that provides education, enrichment, and health programs for children and youth. Sarah previously worked as a constituent liaison for Oakland City Council member Larry Reid. Sarah was born and raised in Oakland, is a graduate of Castlemont High School, and holds a BA in Political Science and an MA in Public Administration from California State University, East Bay. Sarah has served on the board since 2008.

- **Mike 'JB' John-Baptiste - Co-Founder, Story Of**

JB (Mike John-Baptiste) is an angel investor in and co-founder of Story Of and also serves as Managing Partner at MK-Ultra, a development agency with a focus on consumer and enterprise mobile apps and websites. Story Of is building a variety of products anchored on the premise that consumers, small businesses and large brands can build more valuable and sustainable connections with each other by creating and publishing personal media along specific themes and stories. Prior to his recent endeavours, JB re-located and incubated Toronto-based startup Peerset to San Francisco (housed in his basement) and launched display ad targeting and brand insights products leveraging big data sourced through a network of social media publishers. Peerset was sold to KIT Digital, a publicly traded video SAAS company and the technology is now the core recommendation engine for IP-based online video streaming deployments around the world. JB spent the first 12 years of his career as a software and digital media banker, followed by various senior roles leading Business Development and Partnerships for a wide range of technology-based businesses both private and publicly-traded. JB has served on the board since 2005.

- **Christina Legg Greenberg - Founder & Principal, Redwood Circle Consulting**

Christina Legg Greenberg is the Founder and Principal of Redwood Circle Consulting, a practice which focuses on connecting and supporting talent people and organizations in the education reform community. Previously, she spent four years as the Director of Admissions and Strategic Partnerships for New Leaders for New Schools where she was responsible for the recruitment, selection, and placement of Resident Principals for the Bay Area region. She has a B.A. in Political Science from UCLA and a Masters Degree in Public Affairs from the Woodrow Wilson School at Princeton University. Christina has served on the board since 2011.

- **Soo Zee Park - Director of Operations, Leadership Public Schools**

Soo Zee is the Director of Operations for Leadership Public Schools. Prior to joining LPS, she worked with the non-profit Unity Council and Fruitvale Development Corporation as the project manager for the \$68MM mixed-use Fruitvale TransitVillage

adjacent to the Fruitvale BART Station. She also worked on a \$2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee has over seven years of experience in architecture and construction administration working on a variety of residential, mixed-use, university and museum projects including the award-winning Tenderloin Elementary School in San Francisco. Soo Zee holds a Bachelor degree in architecture from North Carolina State University and a MBA from John E. Anderson Graduate School of Management at UCLA. Soo Zee has served on the board since 2004 and chairs the Facilities Committee.

- **Kristin Groos Richmond - Founder and CEO, Revolution Foods**

Kristin Groos Richmond is Co-Founder and CEO of Revolution Foods, a company bringing healthy, fresh meals and nutrition education to Lighthouse and other schools across the country, serving 120,000 healthy meals per day. Kristin attended Boston College and the Haas School of Business, UC Berkeley. Kristin has served on the board since 2010.

- **Ingrid Roberson - Professional Expert, Assessment, Alameda County Office of Education**

Dr. Ingrid Roberson supports 18 districts throughout Alameda County to achieve the vision of Local Control Funding Formula and Local Control Accountability Plan, that is, ensuring that districts deliver a high quality educational program to Alameda County's 220,000 students. She is currently the Director of Research, Assessment and Accountability Partnerships at the Alameda County Office of Education. Ingrid brings significant experience with strategic planning and budgeting in education - by working with 100+ schools in Oakland Unified School District with their Single Plan for Student Achievement and Results Based Budgeting. Ingrid was also the Executive Director of Research, Assessment and Data in Oakland Unified School District and a Senior Researcher in San Francisco Unified School District, conducting and translating research to inform district practices, programs and policies. Ingrid is committed to performance-based budgeting and planning, including simplicity and transparency for all stakeholders in the process. Ingrid has served on the Board since 2013.

- **Brian Rogers - Chief Executive Director, Rogers Family Foundation**

An Oakland native, Brian Rogers serves as the Chief Executive Officer for the Rogers Family Foundation. He previously served as its Executive Director from its founding in 2003 until his promotion to CEO in June 2014. As CEO, Brian focuses on foundation strategy, leading its Quality Schools Initiative, and actively engaging in the Foundation's external community relations. Throughout his career, he has been deeply committed to all of Oakland's students and has served on various locally focused boards, commissions, and task forces. Currently, Brian serves on the Board of Directors at Lighthouse Community Charter School and is also the Chairman of the Board of Oakland-based charter management organization Education for Change. During his tenure at the Rogers Family Foundation, Brian has helped to create the Oakland Literacy Coalition, the Oakland Educational Dialogue, the Oakland Charter

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Collaborative and the Oakland Education Funders group.

Reflecting his lifelong passion and commitment to young people, Brian's early career included managing Lair of the Bear, a family summer camp run by the University of California, Berkeley Alumni Association. He also taught English and served as the Varsity Tennis Coach at his alma mater, Bishop O'Dowd High School in Oakland. Brian graduated from the University of California, Berkeley Haas Business School in 1995, earning his Bachelor of Science in Business Administration. He also received his California single subject teaching credential from St. Mary's College in 2000. Brian currently lives in Orinda with his wife Katie and their three children. Brian has served on the board since 2003.

- **Robert Schwartz - Senior Advisor, New Teacher Center**

Rob is the former Executive Director of Level Playing Field Institute, which is a program committed to eliminating the barriers faced by underrepresented people of color in science, technology, engineering and mathematics and fostering their untapped talent for the advancement of our nation. Before joining LPFI, Rob spent three years as Chief Academic Officer for Inner City Education Foundation Public Schools in South Los Angeles, leading the strategic expansion of the academic program from three schools with 500 students to 15 schools with almost 4,000 students and as founding principal of ICEF's flagship high school. As a 1994 Teach for America corps member, Robert spent seven years at his placement site in East Los Angeles and was twice named teacher of the year. Robert graduated cum laude from Binghamton University with a double major in Biology and Classical Languages, and earned his MA in Urban Education Policy Planning and Administration and Ed.D. in Urban Educational Leadership from the Rossier School of Education at USC. In 2009, Robert was named to the African American Achievement Commission by the California State Board of Education. Robert has served on the board since 2012.

- **Delphine Sherman - VP of Finance, Aspire Public Schools**

Delphine Sherman is the VP of Finance at Aspire Public Schools. She is responsible for the financial management of Aspire which has an operating budget of \$130M and currently serves over 13,000 students. Prior to joining Aspire, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. In fact, while at EdTec, Delphine was the Client Manager for Lighthouse Community Charter Schools, and she fell in love with the school leaders and the sense of community surrounding the school. Delphine is a graduate of Dartmouth College and has an MBA from UC Berkeley. She has also served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine has served on the board since 2013.

- **Lisa Zuffi - Senior Vice President/Relationship Manager, Presidio Bank**

Lisa Zuffi is the Senior Vice President and Relationship Manager at Presidio Bank where

she is responsible for supporting a portfolio of small business, middle market, and nonprofit clients to meet their banking needs. Prior to joining Presidio, Lisa held Senior Vice President roles at both One PacificCoast Bank and Bank of America. Prior to her 25 years in banking and business development, Lisa served in the Peace Corp in Togo, West Africa. She earned her BA from UC Berkeley, Lisa has served on the Board since 2013.

- **Wayne L. Delker - Retired Senior Vice President and Chief Innovation Officer, Clorox Company**

Wayne L. Delker has spent more than 30 years in business leading innovation organizations and developing innovation processes, capability and culture. He recently retired as senior vice president & chief innovation officer of The Clorox Company and was appointed to the company's executive committee in June 2009. Delker, who previously held the title vice president -- global research & development since joining Clorox in 1999, served as the company's chief technical and innovation executive. He led worldwide R&D for all of the company's products, providing technical and scientific guidance within the operating divisions and other staff functions, and oversaw the company's stewardship activities, ensuring the health, safety and environmental benefits of Clorox products. During this time Clorox achieved a record level of growth from innovation, was recognized by Forbes Magazine as one of the top 100 global innovators and won the Corporate Innovator of the Year Award from the Product Development and Management Association in 2013. Delker is currently building on this foundation to successfully apply the lean innovation methods developed by start-up companies to large enterprises in the profit and nonprofit sector. These practices enable the acceleration of innovation as well as allow companies to build bigger and better ideas.

Lighthouse Community Charter Public Schools has strategically assembled this board to provide the expertise necessary to open and operate its schools. A matrix of provides visual representation of this expertise in **Figure ii.5**.

Figure ii.5 Matrix of Expertise

Functional Expertise of LCCPS Board of Directors								
Member	Educational Program	Finance and Fundraising	Human Resources	Governance and Law	Facilities	Community Outreach and Advocacy	School Administration and Operations	Technology and Innovation
D'Lonra Ellis			X	X				
Jonathan Velline		X						
Sarah Chavez						X		
Melissa Barnes Dholakia	X		X	X			X	X
Mike "JB" John-Baptiste		X						
Christina Greenberg			X				X	
Soo Zee Park				X	X		X	
Kristin Richmond				X				
Ingrid Roberson	X							
Brian Rogers		X			X	X		
Robert Schwartz	X						X	X
Delphine Sherman		X			X			
Keith Spears		X				X		
Lisa Zuffi		X						
Wayne L. Delker		X						X

Senior Management Team

The charter school's management team brings a wealth of experience in urban education reform, across the sectors of educational program, development and fundraising, finance, and student services. Together, these members have a proven track record of operating schools in Oakland that accelerate academic achievement for students, are fiscally and institutionally sound, and serve the unique needs of all learners including students from low-income families, students with special needs and English Language Learners. These members include:

- **Yanira Canizales, Founding Head of School**

Yanira Canizales has thirteen years of experience in urban education and has been a Director of Instruction where she was responsible for the curriculum, pedagogy, teacher coaching, culture, and overall educational well-being of K - 4 students at

LCCS. She has also served as the Head of School at Lighthouse Community Charter School; overseeing school operations, academic program, fundraising, and other related activities. She transitions to the Founding Head of School at Lodestar in the fall of 2015. Having immigrated to the United States from Nicaragua with her family, Yanira experienced the power of education - and the inequity that can come with being a Spanish-only speaking student of color - at a young age. Dedicated to ensuring all students have the opportunity to an excellent and equitable education, Yanira has worked in urban education in preschool, elementary, and high school charter and traditional public schools as a classroom teacher and Dean of Instruction since 2002. She received her Administrative Credential through the New Leaders Program during which time she was a resident principal at Melrose Leadership Academy in Oakland. In addition to having a decade of teaching experience, Yanira served as the Director for the Emerging Leaders Program (ELP) of New Leaders helping recruit and develop teacher leaders interested in the principalship. She holds a Masters in Teaching and BCLAD Multiple Subject Teaching Credential from the Center of Social Justice at the University of San Francisco and was a Teacher for the Advancement of a Multicultural Society (TEAMS) Fellow. Yanira also holds her Bachelor's in Social Welfare with a minor in Education from the University of California, Berkeley where she graduated as a first generation college student on a full scholarship. When Yanira isn't busy steering the ship at LCCPS, she enjoys time with her four children and family in Oakland.

- **Stephen Sexton, LCCPS Founder**

Stephen Sexton is a Founder of Lighthouse Community Charter Public Schools. He got his start in teaching through Teach for America in 1995 where he taught science for two years in Watts. After a short stint teaching in a one-room schoolhouse in Upstate New York, Stephen continued his teaching career under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter School outside of Boston. In addition to teaching, Stephen was the Curriculum Director for Teach for America where he authored TFA's teacher education curriculum. Stephen received his Bachelors of Science Degree from the University of Utah, having majored in Mechanical Engineering and minored in Nuclear Engineering.

- **Jenna Stauffer, LCCPS Founder and Director of Strategic Development**

Jenna Stauffer is a Founder of Lighthouse Community Charter Public Schools and as Director of Strategic Development, oversees the finances, fundraising, human resources, and external partnerships at LCCPS. Having entered teaching in 1995 through Teach for America, she has taught in both urban and rural settings. In addition, she was the "Teacher On Set" for a series of educational documentaries made about New York State. A Hoosier native, she received her degree in Wildlife Ecology from Purdue University in 1995. While working on her Masters Degree in Education at Harvard University in 2000, the concept for Lighthouse was born. Jenna is a member of Oakland Rotary and sits on the advisory boards of two new start-up charter schools.

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- **Brandon Paige, LCCPS Director of Finance**

Brandon Paige began his work with Lighthouse in 2013 as the Director of Finance and Operations. In this role, he is responsible for overall budget and cash management, human resources, and oversight of operational functions. Brandon began his career in education with six years of teaching experience as a high school math teacher. He began in Brooklyn, NY with the NYC Department of Ed., and continued teaching at a charter school in San Francisco. He continued his work in education at EdTec, Inc. In that role, he managed the financial aspects of charter schools throughout Northern California, and was introduced to Lighthouse. Brandon received his Bachelors in Economics from Princeton University and his Master's in Education from Pace University.

- **Valerie Todd, LCCPS Director of Development**

As LCCPS's Director of Development, Valerie builds relationships with the community members, philanthropists, and foundations whose support makes our exceptional outcomes possible. Before coming to Lighthouse, Valerie spent nine years as the founding Executive Director of Amani Children's Center in Tanzania, East Africa, which runs a nationally recognized independent school for homeless children. After that, she pioneered a philanthropy program at First Place for Youth in downtown Oakland, which helps young adults coming from foster care continue their education. Valerie is a graduate of Duke University and has a postgraduate diploma in organizational development.

- **Anna Martin, LCCPS Director of Talent**

Anna Martin joined Lighthouse in 2014 as the Director of Talent. Anna began her teaching career as a Teach for America corps member in 2004 in Alum Rock Unified School District in San Jose, California, at Lee Mathson Middle School. She spent 8 years working at Lee Mathson Middle School in San Jose as a Lead Humanities Teacher and later as a Professional Learning Facilitator, responsible for leading professional learning for the entire staff. During that time she achieved her National Board Certification in Early Adolescent History and Social Science and worked with the Center for Teaching Quality researching and advocating for teacher leadership and teacher voice in education policy and leadership. After that, she served as a Leadership and Instructional Coach in Oakland Unified School District as part of a Transformational Coaching Team, providing coaching to teachers and leaders and building a teacher leadership cohort to spread distributed leadership at Oakland middle schools with School Improvement Grants. Anna was born and raised in Oakland, attending public schools there until 8th grade and has experienced and witnessed the inequities of public education in Oakland and the Bay Area. As an undergraduate in New York City, she became the Program Director of a college access program for the only all-girls public school in the country and became passionate about educational equity work. She received her Bachelor's in Comparative Literature from Barnard College and her teaching credentials through San Jose State University. She now works as a talent strategist committed to building the systems needed to ensure that

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historically underserved students receive an excellent, equitable, and empowering education.

- **Tamarah Tilos, LCCPS Director of Intervention Services**

Tamarah received her BA in Community Studies from the University of California, Santa Cruz. She has since completed her Ed. Specialist Credential, received a Master's in Special Education, and is working toward an Ed.D in Organizational Leadership. Tamarah started her path in education as a Mental Health Counselor and Special Education Teacher at a Non-Public School (NPS). She then became an Academic Intervention Specialist who implemented Response to Intervention (RtI) models at a variety of schools. Tamarah returned to the NPS to supervise teachers and oversee the academic program. Today, Tamarah works as Lighthouse's Director of RTI.

- **Jeannie Bruland, LCCPS Director of Language Programs**

Jeannie Bruland has almost 20 years of experience in Bay Area education, with a focus on serving English Learners. She started her career as a Spanish bilingual teacher, spending most of her time teaching in the primary grades. In 2002, she was a founding teacher at Lighthouse Community Charter School, teaching middle school Spanish and Spanish home language. At Lighthouse, she developed the Home Language program, a unique K-4 language program that supports Spanish heritage speakers in developing academic language and literacy in their first language while teaching non-Spanish speakers Spanish. Jeannie attended Macalester College in St. Paul, Minnesota, where she studied Urban Development and Spanish before attending San Francisco State University to attain her BCLAD multiple subject credential and the Reach Institute for School Leadership for her administrative credential and master's in school leadership. She has been a Key Trainer for Guided Language Acquisition Design (GLAD), as well as Systematic ELD. Jeannie lives in Oakland with her husband, the Director of the Lighthouse Creativity Lab, and her daughter, a first grader at LCCS.

The Charter School's Design Team

Our curriculum, instruction, and assessment are being developed during our "year zero" (from August 2015 to August 2016) by our charter school design team. The charter school design team is made up of four members who are working as paid, full-time employees: our Founding Head of School, Yanira Canizales, and three School Design Teacher Fellows. Their work is supported by two 0.5 FTE Community Organizers. More information on the charter school's Design Team may be found in **Element A**. Collectively, these team members have close to 50 years of urban education experience along the K-12 continuum and across disciplines.

- **Yanira Canizales, Founding Head of School**

Please see Yanira's bio above.

- **Laura Einhorn, School Design Teacher Fellow**

Laura taught history and social studies for six years at KIPP: King Collegiate High

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School in San Lorenzo, CA. She authored and delivered a range of courses including humanities, ancient and modern world history, “race, class, gender, and sexuality”, and dance. Laura served as the faculty adviser for the social justice club, the #blackandbrownlivesmatter club, and the DREAM club - a student-led group that supports undocumented students and their allies. She also planned and facilitated community service opportunities and service learning. As a grade-level chair, she helped to design and implement systems for supporting struggling students as well as protocols for student-led conferences. She is the recipient of a Margot Stern Strom Innovation Grant from Facing History and Ourselves, was selected to participate in the National Academy of Advanced Teacher Education (NAATE) 350 hour professional development institute, and has presented at regional and national conferences about her work supporting students to develop DREAM clubs. Prior to teaching, Laura worked in public policy at the Tobin Project and the Carr Center for Human Rights Policy; both in Cambridge, MA. Laura earned her BA from the University of Toronto in International Relations and her teaching credential through the MATCH Teacher Residency. Laura lives in East Oakland with her husband.

- **Robbie Torney, School Design Teacher Fellow**

Robbie has been a kindergarten teacher for 5 years, 4 of which he spent at LCCS. As a kindergarten teacher, Robbie has consistently demonstrated what high expectations and being known well can do for our youngest students, with particular focus on 21st century skills: making, design thinking, programming, and self-directed learning. He has taken on leadership in the K-4 and beyond, serving as loop level and inquiry group leader, hosting student teachers, coaching peers, helping lead LCCS through its WASC reaccreditation, and helping to redesign our teacher compensation model. Robbie received his BA from Stanford University in Political Theory and his MA from the Stanford Graduate School of Education in Elementary Education. He is a GO Teacher Policy Fellow and an America Achieves Teacher Fellow. Robbie lives in Oakland with his wife and cats.

- **Bri Zika, School Design Teacher Fellow**

Bri Zika comes to Lodestar with extensive experience in EL schools. In her role as a Professional Development Specialist with EL Education, Bri develops and implements Common Core-aligned institutes and coaching for novice ELA teachers and school leaders through a federally-funded Investing in Innovation (i3) research trial. Through this work, she has also coached teachers and leaders in the implementation of the EngageNY ELA curriculum modules through New York State’s Network Teams Institutes (NTI), and authored a series of professional development institutes aimed at supporting teachers in the use of student work to measure progress on mastery of the Common Core Standards. A classically trained musician and strong advocate for the arts in schools, Bri also consults with arts organizations who are undertaking the important work of aligning their educational materials and professional development to the Common Core standards and shifts. Bri is a nationally recognized educator, receiving "Honor Roll" status for the Fishman Prize for Superlative Classroom Practice,

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

- **Maritza Ortiz, Lodestar Community Organizer (0.5 FTE)**

Maritza has been working at LCCS in various roles since 2005, including High School secretary, Home Language Teacher, and most recently as the High School Office Manager and Family Liaison. Maritza is a first generation Mexican American born and raised in Oakland. Having gone through the Oakland Public School system, she was inspired by the work and care LCCS placed on each child, something she did not have access to. Witnessing Oakland students from her neighborhood graduate and go to college, as a single mom and full time employee, she decided to go back and complete her college education and graduated with an AA in Early Child Development from Merritt College and BA in Psychology from Mills College in 2012. As the family liaison for LCCS, she coordinates family programs, events, workshops, communication, and parent classes. She has a daughter that attends LCCS and is dedicated and passionate about helping families become more involved in schools, empowering parents to grow as leaders, and creating community.

- **Antinnea Skipwith, Lodestar Community Organizer, 0.5 FTE.**

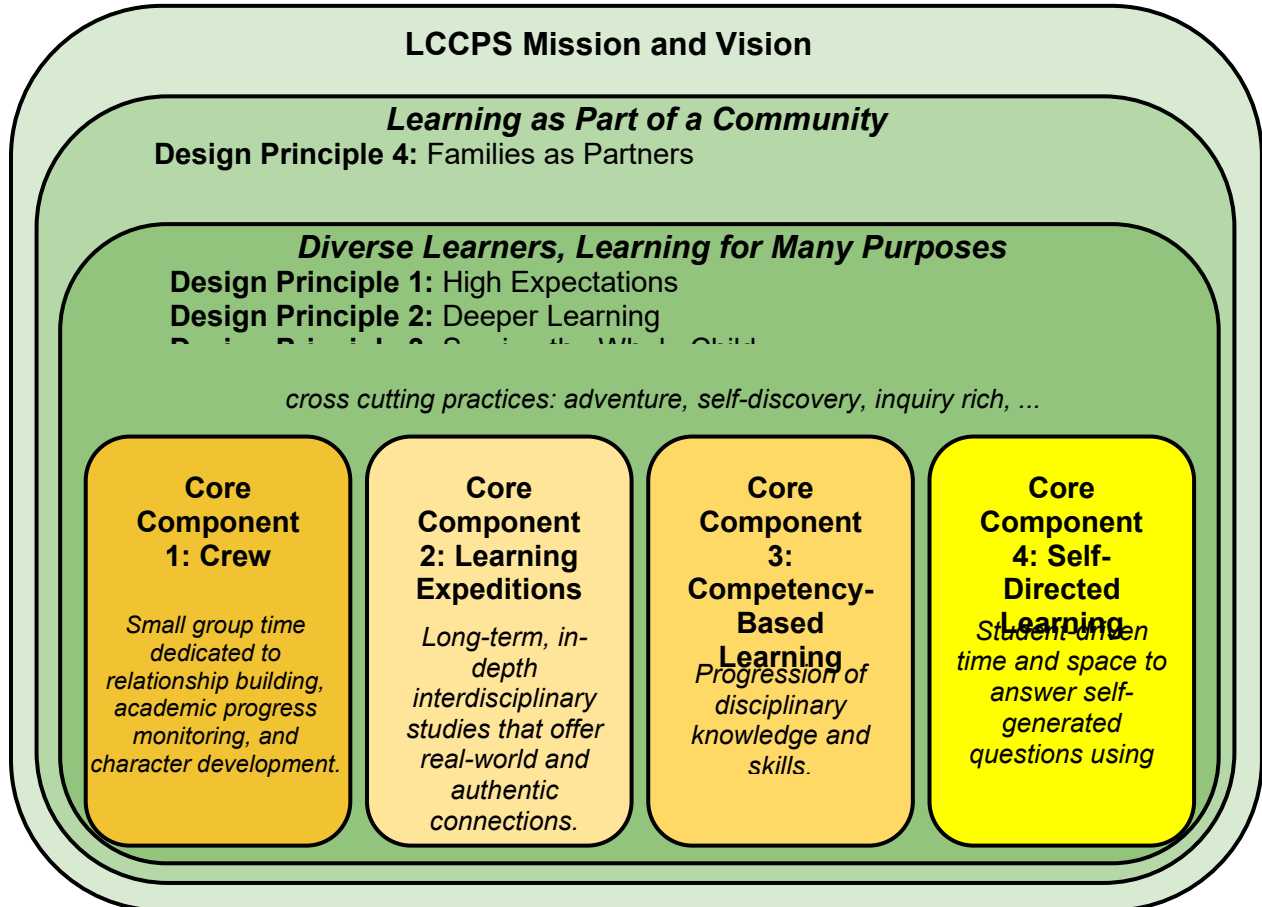
Having grown up as a student in Baltimore's inner city schools, Antinnea's passion for education inequity could not be stronger. During her sophomore year of high school, luck of the draw and a mentoring program provided her with a scholarship to a private boarding school. Living the social and academic privileges of America's elite firsthand both frustrated and motivated her to make change. After receiving a B.A. in strategic communications from Temple University, she spent two years both studying education at Johns Hopkins University, and giving back to the youth of her hometown as a high school English teacher. Her passion for community building and education equality is evidenced in her strong community bonds and in her designation as a regional semi-finalist for the Sue Lehman excellence in teaching award. In addition to her community organizer role, she is the communications and development associate for LCCS. She is eager to build strong relationships with families and work hard to create access and opportunity for the children of East Oakland.

Highlights of the Charter School's Educational Model

With a laser-like focus on our mission and vision, the charter school's model distills LCCPS's best practices derived from our proven track record of success in East Oakland and combines them with principles of next-generation learning. This combination can empower the young people of Oakland – the most potent raw material on Earth – to transform their community and lead meaningful lives in college, in careers, and in their K-12 years as well.

Our innovative model grows from LCCPS's mission and five design principles. This model is visually represented in **Figure ii.6: The Charter School's Model**.

Figure ii.6: The Charter School's Model



Highlights of this model include:

- **A mission and vision rooted in humanity and community.** Our school communities exist in service of our mission and vision. All decisions, from overarching design principles to everyday lesson plans and interactions are guided by our purpose and our philosophy as outlined in our mission and vision statements. These mission and vision statements, included in full in **Element A**, are deeply rooted in community and center on preparing our diverse student population for college and the career of their choice. We believe this work is urgent and that our students each carry with them enormous potential to affect positive change for themselves and their community.
- **Opportunities for Diverse Learners to Learn for Many Purposes.** Driven by our mission and vision is the recognition of our students' individual passions, needs, and learning styles. To best serve our student population, we start from the premise that

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our students need to access their education in different ways in order to best meet the high expectations we hold for each of them. Highlights include:

- **Crew** – Our school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. The structure of Crew allows for relationship building, academic progress monitoring and character development. Crew allows students to be well known and supported by adults, and as such, are small groups. Students loop with their Crew leader, and their Crew leader is the primary advocate for his or her Crew as individuals and as a collective.
- **Learning Expeditions** – Learning Expeditions make content come alive for students. These long-term, in-depth studies offer real-world connections that inspire students towards higher levels of academic achievement. Learning Expeditions involve students in original research, critical thinking, problem solving, and they build character along with academic skills. All Learning Expeditions focus on building literacy skills in students, particularly the reading and writing of nonfiction text. Learning Expeditions are interdisciplinary; they happen in diverse and inclusive contexts where students learn from and with peers of a variety of academic levels. Students engage in Learning Expeditions in self-contained, looped settings.
- **Competency-based Learning** – Students need to master disciplinary skills and knowledge, and they need to develop at their own optimum rate. We allow them to do this by using flexible assessment, flexible groupings, computerized learning, and by allowing for variations in learning *path*, the *people* students learn from and with, the learning *pace*, and the *place* where students learn. Academic and social services are flexibly deployed to help all students achieve at or beyond grade level. Competency-based groupings are homogenous by competency, but may be heterogeneous and flexible in other ways, including by age, size, and number of adults.
- **Self-directed Learning** – Students need time and space to learn about things that they are interested in, as they respond to the question: “What problem do you want to solve today?” Through a learning process that includes goal setting, work plan development, reflection, adult support, and public sharing of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.
- **Learning as Part of a Community.** We know that first and foremost, our students, staff, and families need to be part of a tight-knit and supportive community that meets their basic needs. Our charter school model emphasizes the building and maintenance of trusting relationships, the explicit development of student character, the close involvement of families in our school community, and the ongoing education of our staff as learners themselves. Highlights include:

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- **Families as Partners** - For learning to best occur, families need to be key partners. Staff members work to make families feel welcome, know them well, and engage them actively in the life and community of the school. We recognize that families care about their children's education, bring strengths, and add value to our community. We know that regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings, passage presentations, and school-wide celebrations of learning ensure that all families are involved in their children's education.
- **Professional Learning Community** - Leaders at the charter school focus on improving student achievement by developing quality teachers that continuously learn from and contribute to a professional learning community. A strong community of adult learners is characterized by relational trust, and fostered by data-driven professional development structures and shared leadership opportunities. Leaders establish and communicate high expectations of staff and align professional development, feedback, and coaching with evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

In Conclusion

The LCCPS educational model works as evidenced by the results we have produced year over year. A need for more high quality educational choices still exists in East Oakland, and our skilled and experienced team is committed to being part of the solution. We are thrilled to submit a charter petition to the Oakland Unified School District as we seek to deepen the impact that Lighthouse Community Charter Public Schools has made in our remarkable city.

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Appendix 2a - Meaningfully Interested Parent Signatures

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Appendix 11 - LCCPS 504 Parent Rights
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Appendix 14 - Greene School Crew Curriculum 2012-2013
Appendix 15 - Kinder Example, Feelings Unit
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Appendix 18 - Articles of Incorporation
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Appendix 22 - Lighthouse Head of School Job Description
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Appendix 28 - Teacher Salary Schedule

Appendix 29 - Sample Teacher Contract, Including Benefits

Appendix 30 - Budget Narrative

Appendix 31- Five Year Budget

Element B: Measurable Student Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

Assurances

Local Control and Accountability Plan

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

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

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Beginning in fiscal year 2016-17, and in accordance with California Education Code § 47604.33 and § 47606.5, Lodestar will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed

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from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

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

Lodestar reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter

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

Charter Renewal

Under Education Code § 47607.3, if Lodestar fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

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

Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, Lodestar will establish baseline performance in the first year of testing administration and will demonstrate growth in performance on average for each year thereafter.

Exit Outcomes

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

1. Academic and Content Performance Standards
2. College Readiness Skills

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3. Character and Mindset

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

Graduation Standards

In order to graduate from Lodestar, students must master content Learning Targets in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Academic Elective courses. These Learning Targets are aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU A-G course requirements in the high school years. In addition, to graduate from Lodestar, all students must demonstrate mastery of Lodestar’s College Readiness Skills and Character and Mindsets.

All students at Lodestar, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP). The Graduation Requirements are detailed in **Element A** of this charter.

Charter School Outcomes that Align with State Priorities (Local Control Accountability Plan - LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.1** below describes Lodestar’s outcomes that align with the state priorities and Lodestar’s goals and actions to achieve the state priorities, as identified in **Element A** of the charter. In addition, Lodestar will develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by Lodestar at the school site.

LCCPS Design Principles	State Priorities
Design Principle #1: High Expectations for All Students Design Principle #2: Deeper Learning	SP #1: Quality Teachers, Curriculum, and Facilities (Basic Services)

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Design Principle #3: Serving the Whole Child Design Principle #4: Families as Partner Design Principle #5: Professional Learning Community	SP #2: Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups SP #3: Parental Involvement SP #4: Student Achievement SP #5: Student Engagement SP #6: School Climate SP #7: Course Access and Enrollment SP #8: Student Outcomes
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Figure B.1 Outcomes Aligned with State Priorities

Target 1: Student Achievement - Mastery of Content and Skills	
Target	Measurable Pupil Outcomes
1a. Lodestar students demonstrate understanding, proficiency and application of the knowledge and skills necessary across disciplines to gain acceptance to and independently succeed in college and careers of choice; they solve problems, think critically, apply their learning to novel disciplinary tasks and communicate clearly about complex ideas. LCCPS Design Principles: 1, 2 State Priorities: 1, 2, 4, 7, 8	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent ¹ or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #1).
	By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #2).
	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #3).
	By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least four percent or achieve a level of 75 percent (OUSD K-8 & 9-12 MPO #4).
	Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency. (OUSD K-8 & 9-12 MPO #5).
	Each year, for each statistically significant student group, 70 percent of students will increase one grade level on

¹ Assumes 1% growth per year through 4th year; 5th year data will not be available at time of renewal

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	the Scholastic Reading Inventory or achieve proficiency (OUSD K-8 & 9-12 MPO #6).
<p>1b. Lodestar students acquire and develop English proficiency necessary to succeed in college and a career of choice.</p> <p>LCCPS Design Principles: 1, 3 State Priorities: 2, 4, 8</p>	Each year, 20 percent of ELs will improve one overall proficiency level on CELDT (OUSD K-8 & 9-12 MPO #7).
Actions	
<ul style="list-style-type: none"> • 1a. Ensure all students have access to and meet A-G requirements. • 1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. • 1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets. • 1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate. • 1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student. • 1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace. • 1g. Leverage technology to support a Competency-based Learning program. • 1h. Develop and teach learning expeditions that integrate science / social studies and ELA, allowing students to learn deeply for authentic reasons. • 1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace. • 1j. Assess students using performance tasks and SBAC interim assessments. • 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families). • 1l. Partner with EL Education to support teachers in implementing cross-cutting practices. • 1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency. • 1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages. • 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification. • 1p. Provide professional development for teachers on supporting English Learners. 	

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Target 2: Student Achievement - High Quality Work with Impact	
Target	Measurable Pupil Outcomes
<p>2a. Lodestar students create high-quality, rigorous long-term products that demonstrate mastery of academic standards, interdisciplinary understanding, and craftsmanship aspiring to professional standards of quality; they communicate their thinking clearly both in writing and speaking.</p> <p>LCCPS Design Principles: 1, 2 State Priorities: 1, 2, 4, 8</p>	<p>Each year, at least 70 percent of students and families positively rate academic instruction: Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for students² and Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument for families³ (OUSD K-8 MPO #11 & 9-12 MPO #17).</p>

² For Elementary Students:

(15) At this school (a) The students and teacher from different classrooms work together on many projects. (b) The students work together on projects in their class. (c) Students do not work together on projects;

(21) When it comes to grades and assignments (a) What it takes to get a good grade is very clear to me. (b) Most of the time I understand what is expected. (c) Often I am confused as to why I get the grades I do.

(22) What is important in my class is (a) How much we try and the effort we put into our work. (b) Getting right answers and good grades. (c) Doing what makes the teacher happy.

(23) I would describe the work in my class as (a) Active, hands-on and interesting. (b) Interesting but mostly out of the book. (c) Mostly worksheets and the teacher talking.

(24) The work in my class (a) Makes me think and challenges me. (b) Is mostly about remembering what the teacher or textbook says. (c) Is mostly about keeping us all busy.

For Secondary Students: Rate each item below: (29) I know what it takes to get a good grade in my classes; (30) I feel motivated and in control of my learning; (31) The grading in my classes focuses on both the end result and the process; (32) In most of my classes my teacher knows my learning style; (33) Instruction in my classes is dynamic, involving, learner-centered, and challenging; (34) In most every class, students learn to work cooperatively and as members of teams; (35) In my classes we are encouraged to reflect on the quality of our work and the process aspects of the task; (36) Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame; (37) The discussions in class encourage us to think critically and process concepts; (38) I feel like I learn the subject matter in my classes in-depth; (39) Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product

³ Rate each item below: (17) Teachers have some mode of making sense of, and being responsive to varying learning styles; (18) Instruction is dynamic, learner-centered, and challenging; (19) Students learn to work cooperatively and as members of teams; (20) Students consistently feel as though they are learning subjects in-depth.

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<p>2b. Lodestar students contribute their passions, skills and talents to solving real-world problems in their local and global community, sharing their work with authentic audiences.</p> <p>LCCPS Design Principle: 2 State Priority: 2</p>	
Actions	
<ul style="list-style-type: none"> • 2a. Develop and implement portfolio assessment system. • 2b. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction. • 2c. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work. • 2d. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences. • 2e. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service. 	

Target 3: Student Achievement - College and Career Ready Character and Mindsets	
Target	Measurable Pupil Outcomes
<p>3. Lodestar students embody the character, habits, and mindsets necessary to succeed in career, college, and civic life; they own their own learning and behavior and advocate for themselves and what is right.</p> <p>LCCPS Design Principles: 1, 2, 3 State Priority: 8</p>	<p>Each year, at least 60 percent of students positively rate their voice in school decision-making and/or opportunity for feedback: Lodestar's internal survey for students (OUSD K-8 MPO #12 & 9-12 MPO #18).⁴</p>
Actions	
<ul style="list-style-type: none"> • 3a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development. 	

⁴For students at grade levels with Student Government (at least 5-12): Rate each item below: (1) Multiple and diverse students participate in student government; (2) Student government identifies and explores real school issues; (3) Staff acknowledge and respond to student feedback.

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- 3b. Plan and execute team building trips and rituals including orientation retreats.
- 3c. Use student government structures to support student empowerment and engagement.
- 3d. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.
- 3e. Support students with with learning about and applying to college with a college guidance counsellor.
- 3f. Have students visit colleges, locally and nationwide.
- 3g. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

Target 4: Learning as a Community - Active, Engaged Community Members	
Target	Measurable Pupil Outcomes
4. Lodestar community members (students, families, and teachers) are welcome, supported, and known well. LCCPS Design Principles: 3, 4, 5 State Priorities: 6, 8	Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey ⁵ , will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups. (Site Specific #1)
	Families who actively participate in their child's Individualized Learning Plan meetings, as measured by internal audit, will increase from the 2016-17 baseline by a minimum of 1% annually on average until the goal of 95% is met, overall and for all significant subgroups. (Site Specific #2)
	Each year, at least 70 percent of families positively rate their voice in school decision-making and/or opportunity for feedback: Lodestar's Panorama Education-based internal survey for families (OUSD K-8 MPO #12 & 9-12 MPO #18). ⁶
	Staff feel connected as members of a strong professional learning community in service of the school's mission, as measured by internal staff survey, will increase from the 2016-

⁵ Yes or no: Is there at least one adult at school that you trust?

⁶ Questions from Panorama Ed: Rate each item below: (1) The school offers me many ways to be involved in my child's education; (2) My child's school provides opportunities for parents to serve as leaders; (3) I am a partner with the school in decisions made about my child's education; (4) I have a voice in the school decision-making process; (5) I feel that my expertise about my child is valued by the school; (6) I feel encouraged by staff to participate in school activities or meetings; (7) When my child is falling behind in class, his/her teacher works with me on a plan for my child to catch up; (8) I collaborated with my child and my child's teachers this year to help set and review his/her goals for learning; (9) I share responsibility for my students' achievement.

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	17 baseline by a minimum of 1% annually on average until the goal of 80% is met. ⁷ (Site Specific #3)
Actions	
<ul style="list-style-type: none"> • 4a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically. • 4b. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in preparing for and participating. • 4c. Provide opportunities for families to advise school through formal and informal parent leadership structures. • 4d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. • 4e. Host community events, including back to school nights and celebrations of learning. • 4f. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development. • 4g. Peers, coaches, and Directors of Instruction regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement. • 4h. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure. 	

Target 5: Learning as a Community - Conditions for Healthy and Safe Learning	
Target	Measurable Pupil Outcomes
5. Lodestar students are safe and healthy. LCCPS Design Principles: 3, 4, 5 State Priorities: 1, 3, 5, 6	Each year, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #8).
	Each year, for each statistically significant subgroup, have less than 8 percent of students absent more than 10% of the school days (chronic absence) (OUSD K-8 & 9-12 MPO #9).
	Each year, at least 70 percent of students and families positively rate school safety/culture: Dimension 3 (Student Interactions) of School Climate Assessment Instrument for

⁷ Questions from Gallup Q12: (1) The mission or purpose of Loadstar makes me feel my job is important; (2) My associates or fellow employees are committed to doing quality work; (3) My supervisor, or someone at work, seems to care about me as a person; (4) At work, my opinions seem to count; (5) I have a best friend at work; (6) This last year, I have had the opportunity at work to learn and grow. (7) There is someone at work who encourages my development; (8) In the last six months, someone at work has talked to me about my progress; (9) I see Lodestar as a place with systems and supports that allow me to grow professionally; (10) I see Lodestar as a place with systems and supports for teachers to lead within and beyond their classrooms.

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	<p>students⁸ and Dimension 3 (Student Interactions) of School Climate Assessment Instrument for families⁹ (OUSD K-8 MPO #10 & 9-12 MPO #16).</p> <p>Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey¹⁰, will increase from the 2016-17 baseline by 1% annually on average until the goal of 90% is met, overall and for all significant subgroups (Site Specific #1).</p>
Actions	
<ul style="list-style-type: none"> • 5a. Provide healthful universal breakfast. • 5b. Provide frequent, ongoing, and high quality physical education and health instruction. • 5c. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff. 	

⁸ For Elementary Students:

(6) When I am at school, I feel like (a) The teachers, classmates, and I are like a family. (b) I am part of a good school, but not really a family. (c) No one cares about me at this school.

(7) At this school (a) Students all get along no matter what they look like or where they are from. (b) Students who are alike or friends get along. (c) A lot of students don't get along.

(8) The popular students at this school (a) Are nice to the other students. (b) Are nice to the other popular students. (c) Think they are better and are often mean to others.

(9) In my class (a) We make a lot of the decisions along with the teacher. (b) The teacher lets us choose sometimes. (c) The teacher makes all the decisions.

(10) In my class (a) There are lots of classroom jobs and we all take turns doing them. (b) There are a few jobs for students in the class. (c) Students only do classroom jobs because they have to, or have gotten in trouble.

(11) School events such as games, plays, performances, meetings, or conferences are attended by (a) Lots of people. (b) Some people who care about that event. (c) Not many people.

(12) At this school, I feel safe (a) Everywhere in the school. (b) Only in my classroom. (c) Some days and not other days.

(13) At this school (a) Many students are in leadership roles in and out of class. (b) A few students are picked by the teachers to be leaders. (c) There are few or no students in leadership roles.

For Secondary Students: Rate each item below: (9) My school feels like a community in which I belong; (10) Most students get along. Students of different groups interact positively; (11) Students readily accept the purpose of zero tolerance for "put-downs."; (12) Many students attend school events; (13) "Popular" students are respectful of the other students at the school; (14) Most students feel safe from violence; (15) Many students of all groups are active in school leadership; (16) Most athletes are humble and act as leaders at the school; (17) Most students expect to be given ownership over decisions that affect them; (18) Mostly in my classes, I feel like I am given responsibility for my learning.

⁹ Rate each item below: (4) Students feel like they are part of the school family; (5) Students of various cultures and sub-groups spend time together, and all groups feel valued; (6) Many students attend school events; (7) All students feel safe at the school; (8) Students expect that they will have a say in the decisions that affect them.

¹⁰ Yes or no: Is there at least one adult at school that you trust?

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- 5d. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.
- 5e. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by Lodestar at the school site.

OUSD 9-12 MPOs to be Added During Charter Renewal

The following collective OUSD 9-12 MPOs are intentionally missing from **Element B** as the charter school will not have CAHSEE data or high school graduation data by the end of our first charter term (2016-2021). The following MPOs will be added during Charter Renewal:

- 10- Each year, achieve a High School cohort graduation rate of at least [amount].
- 11- Each year, for each [statistically significant student group],** achieve a High School cohort graduation rate of at least [amount].
- 12- Each year, [amount] percent of 10th graders will pass the CAHSEE.
- 13- Each year, for each [statistically significant student group],** [amount] percent of 10th graders will pass the CAHSEE.
- 14- Each year, [amount] percent of 10th graders will achieve proficiency on the CAHSEE.
- 15- Each year, for each [statistically significant student group],** [amount] percent of 10th graders will achieve proficiency on the CAHSEE.

Element C: Methods of Assessment

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

Introduction

Lighthouse Community Charter Public Schools provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the outcomes identified in **Elements A** and **B**. Because of our commitment to serving the whole child, our assessment methods incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data is both formative and summative, and used throughout the year to engage students, teachers and families in reflection on student achievement and informs future steps necessary to achieve student mastery.

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

Assessment System

Lodestar implements a two-pronged assessment system that includes both school-wide calendared assessments and benchmarks. School-wide assessments are scheduled by the Instructional Leadership Team, and include both external assessments (such as the SBAC) and internal interims (such as assessments of reading level). Benchmarks, on the other hand, are unscheduled and are flexibly implemented throughout the year to provide teachers with “just in time” data on student achievement. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, Lodestar will modify this continuum to ensure alignment to the state requirements.¹ For additional details about each assessment, see **Figure C.1** and **Figure C.2** below.

¹ If TK is added, all applicable assessment tools will be utilized.

School-wide Calendered Assessments

1. **External Assessments:** External measures give Lodestar opportunities to track student progress against standard, universal reference points, using the same measures in order to situate the progress of Lodestar's students in the context of the progress of students outside Lodestar. External measures also provide an end of year snapshot of mastery and growth from year to year. External measures are one set of data that is analyzed by Lodestar's Instructional Leadership Team, Board of Directors, and Data Teams to track the progress of Lodestar's students on standard measures of achievement. Some external measures, such as AP tests and SATs, are used externally by colleges and universities in the process of college admissions. They are also used externally for purposes of accountability. External Measures are developed externally by ETS, Pearson, etc. Lodestar implements the assessments in compliance with OUSD, CDE, and CollegeBoard guidelines.
 - a. **State assessments and/or other standardized tests:** As mandated by Education Code 47605c(2), Lodestar will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to take each battery of tests. If Lodestar does not administer tests with the District, Lodestar hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Lodestar. Test results for the prior year, if not provided directly to the District by the State, will be provided by Lodestar to the District no later than 30 days after receipt of said results.
 - i. Smarter Balanced Assessment Consortium (SBAC)
 - ii. California Standards Test (CST)
 - iii. California English Language Development Test (CELDT)
 - iv. California High School Exit Exam (CAHSEE)
 - v. Physical Fitness Test (PFT)
 - b. **College Entrance Exams:** In addition to the state's required measures, Lodestar supports students in taking college entrance exams as a part of our commitment to ensuring college entry for every child. Lodestar offers the PSAT or EPAS on campus for all 9th, 10th and 11th graders. All high school students will take the SAT or ACT at least once prior to graduation. The PSAT and SAT or EPAS and ACT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.
 - c. **Advanced Placement (AP) Exams:** Lodestar supports students in taking AP exams as a part of our commitment to ensuring college entry and readiness for every child.
2. **Interim Assessments:** Interims are taken 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. Interims include a baseline in the fall (except in the case of portfolio presentations) and 2-3 additional times throughout the year during "Interim Windows" and ILP Meetings. Interims

provide data on student growth on mastering multiple skills within a content area or grade level over time. Interims are used by Instructional Leadership Teams to craft PD experiences to meet teachers' needs, by teachers in Data Meetings to infer student needs and create paths for differentiation and remediation, and by families in ILP meetings to support progress tracking and goal setting. Finally, some interims (such as the ELA and Math interims) are used by leadership at Lodestar to monitor student progress towards readiness for external accountability measures.

- a. **Portfolio/Passage Presentations:** Portfolios are physical and/or virtual compilations of student work. Students collect artifacts – evidence of High Quality Work and mastery of content and skills – throughout the year. During Crew, students organize these artifacts in their individual Portfolios, reflect on how the artifacts demonstrate their growth, mastery, and college-ready character and mindset, and prepare to share the work and reflections with their families and/or community. The oral presentation of their portfolios is scored using a Portfolio Presentation Rubric. All students present work from their portfolio three times per year during ILP meetings. During passage grades (4th, 8th, 10th, and 12th) students present their portfolios to a panel of community members in lieu of their final ILP meeting at the end of the year.
- b. **Reading Level Interim:** Upon entry to the school and then three times annually until exited at top reading level, students take a developmental reading inventory (currently the Scholastic Reading Inventory) to measure students' independent and instructional reading levels.
- c. **ELA Interim:** Three times annually, students will take a CCSS-aligned assessment crafted to measure student achievement on the CCSS ELA standards and student readiness for the SBAC ELA assessments. The ELA interim will include reading complex text(s), answering multiple choice questions, completing constructed response tasks, and participating in on-demand performance tasks that may include but are not limited to writing from sources.
- d. **Math Interim:** Three times annually, students will take a CCSS-aligned assessment crafted to measure student achievement on the CCSS math standards and student readiness for the SBAC math assessments. The math interim will address relevant math skills and include performance tasks.

For additional details about each school-wide calendared assessment, see **Figure C.1** below.

Figure C.1 School-Wide Calendared Assessments Scope and Sequence

School-Wide Calendared Assessments				
External Measures of Achievement				
Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
SBAC	3-8, 11	ELA, Math	Final Summative	Proficient
CELDT (ELPAC)	K-12	ELD	Upon enrollment, then annually until exited	Early Advanced (4), or growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
CAHSEE	10-12	ELA, Math	As needed to achieve passing score and no more than: once in 10th, twice in 11th, and three times in 12th.	Passing
California Standards Test (CST) & California Modified Assessment (CMA)	5, 8, 10	Science	Annually	Proficient
Physical Fitness Test (PFT)	5, 7, 9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
AP Exams (unique to each student)	9-12	Offered AP subjects	End of course	Passing (3)
PSAT and SAT/EPAS and ACT	9-12	Reading Writing Math	During testing windows	At the national norm
Interim Assessments				

Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
Portfolio Presentations	K-12	ELD, ELA, Math, Science, Social Studies, Art, Fitness, Character	3 times per year with passage presentations at end of 4th, 8th, 10th, and 12th grade	“Proficient” according to Portfolio Presentation Rubric (passage grades only)
Reading Level Assessment	K-12	ELA	Upon enrollment, and three times per year thereafter until exited	At grade level or making greater than one year annual progress; exited at top level
ELA Interim	K-12	ELA	Three times per year	Proficient according to ELA interim rubric
Math Interim	K-12	Math	Three times per year	Proficient according to math interim rubric

Benchmarks

1. **Benchmark System:** Benchmarks of student achievement provide real-time data on student mastery of small clusters of targets for: (1) content and skills and (2) High Quality Work. Benchmarks may be individually paced or cohort paced. Individually paced benchmarks are given on a rolling basis as students move through the curriculum map; cohort paced benchmarks are used to track student progress on mastering clusters of targets within their content area over a specific course or class. Benchmark scores are recorded and shared with families and parents. Students have opportunities to retake benchmarks to demonstrate mastery. Teams of teachers may use benchmark scores in Data Meetings to infer student needs and create paths for differentiation and remediation.
 - a. **Individually-paced skills and content benchmarks:** During Competency-based Learning Time, students move through ELA, ELD, and math standards at their own pace and through a personalized set of resources. Students take “just-in-time” content and skill benchmarks to progress through curriculum maps. These benchmarks are formatted as problem sets that may include multiple choice and constructed response items.

- b. **Cohort-paced skills and content benchmarks:** During Learning Expeditions instructors deliver content and skill benchmarks to an entire cohort to assess mastery of a given set of content or skill standards. These benchmarks may take the form of traditional tests and quizzes, essays, text-based discussions, or presentations.
- c. **High Quality Work benchmarks:** High Quality Work is produced in Self-directed Learning Time at a student's own pace, and during Expeditions at a cohort's pace. High Quality Work may include projects, presentations, audio/video recordings, and other outputs. High Quality Work is often geared towards an authentic audience and is scored on a rubric that includes dimensions of complexity, craftsmanship, mastery of content and skills, and authenticity.

For additional details about benchmarks, see **Figure C.2** below.

Figure C.2 Benchmark Assessment Scope and Sequence

Benchmarks				
Benchmark System				
Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
Content and Skill Benchmarks: Individually Paced	K-12	ELA ELD Math	Self-paced during Competency-Based Learning Time	"Proficient" according to item-specific rubrics
Content and Skill Benchmarks: Cohort Paced	K-12	Social studies Science ELA Foreign Language	Completed as a cohort during Expeditions	"Proficient" according to item-specific rubrics
High Quality Work Benchmarks	K-12	Social studies Science ELA Math Foreign Language Arts Fitness Electives	Produced in Self-directed Learning Time at a student's own pace, and during Expeditions at a cohort's pace.	"Proficient" according to High Quality Work rubric

Use of Assessment Data

Lodestar uses assessment data to reflect on instruction, improve teacher practice, and maximize student learning. To achieve this goal, Lodestar collects, analyzes and disseminates data to students and their families, teachers, and our community so that we may work together to achieve our mission.

LCCPS utilizes one or more student information management systems to support our data practice, currently Pearson's PowerSchool² and Schoolzilla³. We use these systems to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

School and Family Use of Data

LCCPS and Lodestar strive to continuously inform parents about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, Individual Learning Plan Meetings, and Expositions of Student Work as detailed in Figure C.3. Reports are user-friendly and provided in the family's native language. Parents have access to performance tasks, content assessments, and portfolios upon request and at ILP meetings and sharing of student work through Celebrations of Learning

Figure C.3 Formal Reporting to Caretakers

Type	Purpose	Frequency
Mailings & Information Sessions	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SRI, CELDT, SBAC). Provide information sessions to support families in understanding assessment results, through Coffee Tuesdays and Family Learning Nights Provide trainings for families to access online data on their child's progress 	Ongoing
Progress Reports	<ul style="list-style-type: none"> Assessment Data Attendance Data Grades in Subject Areas and in Character and Mindsets Narratives on Student Performance, including Areas of Strength and Areas for Growth Homework Completion (Grades 5 - 12) 	Ongoing

² More information available at: <http://www.pearsonschools.com/products/powerschool/>

³ More information available at: <https://schoolzilla.com>

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	<ul style="list-style-type: none">• Progress toward passage	
Individual Learning Plan Meetings	<ul style="list-style-type: none">• Develop and revisit academic and personal goals• Review student work and measure progress toward mastery of learning targets, and ultimately, passage• Share student performance and progress on internal and external assessments• Develop ownership of learning and goal-setting for both the student and family• Develop student presentation skills	Three times per year
Celebrations of Learning	<ul style="list-style-type: none">• Share student mastery of key projects and products• Make learning public within the school, with families, and with the broader community• Develop student presentation skills and ownership of learning	Two times per year

School, District and State Use of Data

Local Control Accountability Plan (“LCAP”)

LCCPS and Lodestar use the multiple forms of data collected to assess progress toward the goals outlined in **Element B** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, LCCPS and Lodestar will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. LCCPS and Lodestar shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

Strategic Planning

In addition, the governing bodies of LCCPS and Lodestar as detailed in **Element D** use student achievement data to evaluate the school program and inform work on both the LCCPS Strategic Plan. Data is used in this processes to support Lodestar in creating goals and action plans to best meet student needs. Voices of families and community members are included in the data analysis and reflection process.

School Accountability Report Card (SARC)

LCCPS will compile data for Lodestar each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

Instructional Leadership Team and Teacher Use of Data

Monitoring Student Progress and Setting Goals

Multiple forms of data are used to monitor student progress and set goals for student achievement. Benchmarks are used by individual teachers to track student progress on mastering clusters of targets within their content area. Teams of teachers may use benchmark scores in Data Meetings to infer student needs and create paths for differentiation and remediation. Data from interim assessments are used to monitor student growth and readiness for summative assessments, such as the SBAC, and to create differentiated action plans to meet student needs. Teachers use data to identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see **Element A**). Progress sharing and goal setting occurs consistently in Crew, and occurs formally with parents during ILP meetings. Data analysis occurs in Data Team meetings and PLCs, among additional settings as appropriate.

Designing Professional Development

As is described in **Element A**, teachers at Lodestar participate in continuous development as members of a professional learning community. The Instructional Leadership Team uses student achievement data as a foundation to build professional development experiences that support teachers in meeting student needs suggested by the data, and to celebrate and leverage the areas of student strength. Teachers are guided in the processing of student data to inform differentiation needs, flexible groupings, enrichment, and remediation. The team uses data from benchmarks, interim assessments, and external measures of achievement to inform professional development experiences, as well as the investment in professional or instructional resources.

Element D: Governance Structure

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

Overview

The governance structure of Lodestar has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Director of Strategic Development
- Head of School
- Directors of Instruction
- School Site Leadership Team
- Parent Advisory Committee
- English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners
- Shared Services Team

Board Members, School Directors, faculty, and families are involved in the decision making process at Lodestar. The governance structure is composed of the Board of Directors, who make decisions and work with the LCCPS Director of Strategic Development and the Shared Services team to oversee the school's development and operation; the Head of School who oversees school operations, academic program, fundraising, and other related activities; the School Site Leadership Team, made of teacher representatives and other instructional roles, whose purpose is to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the Parent Advisory Committee and ELAC which communicate the positions of the parents directly to the Head of School and Directors of Instruction.

Lighthouse Community Charter Public Schools is a California Non-Profit Public Benefit Corporation, run by a Board of Directors. The Board of Directors currently oversees two direct reports: 1.) the Head of School (HoS) at LCCPS's existing charters, Lighthouse Community Charter School and Lighthouse Community Charter High School, who oversees the educational program, and 2.) the Director of Strategic Development (D.S.D.), who oversees the operational and financial functions, including the development of a new charter. The DSD in turn directly oversees the Head of School of the Lodestar as the new school is established.

See below for an Organizational Chart showing the configuration of these rules during the current planning year for Lodestar.

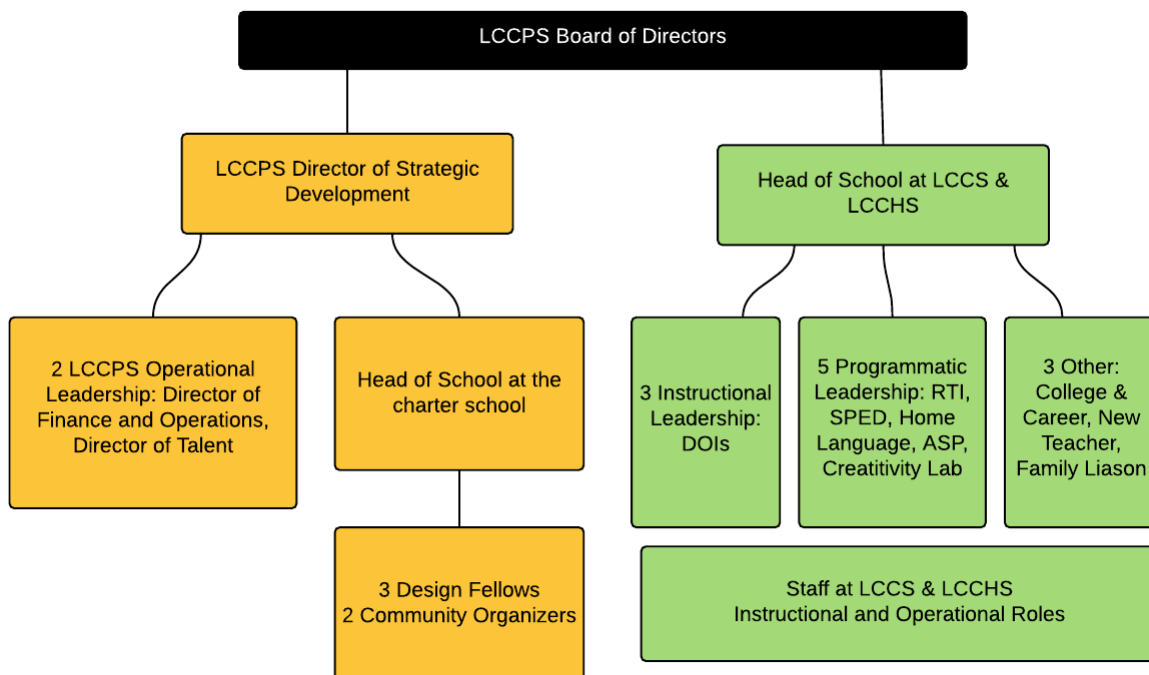
California Non-Profit Public Benefit Corporation

Lodestar is operated by Lighthouse Community Charter Public Schools (LCCPS), a California Non-Profit Public Benefit Corporation pursuant to California Law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Attached please find the Lighthouse Community Charter Public Schools Articles of Incorporation as [Appendix 18](#), Corporate Bylaws as [Appendix 19](#), and Conflict of Interest Code as [Appendix 20](#) which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. LCCPS shall update these documents as necessary to reflect any changes in regulations applicable in the future.

Staffing

2015-16 Organizational Chart



Board of Directors

The LCCPS Board of Directors includes between seven and 15 members. The current Board of Directors has a vast array of experience, which they bring to bear in the governance of the existing two schools, Lighthouse Community Charter School and Lighthouse Community Charter High School. Please see [Appendix 1](#) for the resumes of current board members.

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The Board of Directors is composed of members who provide experience and expertise in:

- fiscal management
- fundraising
- facilities
- special education
- technology
- curriculum and instruction
- public health care
- legal issues in education
- Oakland Unified School District
- non-profit corporation management

Please see the Matrix of Experience provided in the Executive Summary for additional information on experience of specific members of the current Board of Directors.

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school.

Board election, appointment, vacancy, and turnover specifics are detailed in the LCCPS bylaws, included as [Appendix 19](#). Every board member at Lighthouse Community Charter Public Schools attends an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including, but not limited to, Conflicts of Interest and the Brown Act; other trainings are provided as needed or requested by board members.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Lighthouse Community Charter Public Schools Board of Directors. If the District chooses to do so, the Board of Directors shall appoint an additional director to ensure that the Board is maintained with an odd number of directors.

Director of Strategic Development

LCCPS has a Director of Strategic Development who reports directly to the LCCPS Board of Directors. The DSD oversees the educational, operational and financial functions of all schools managed by LCCPS. He/she directly oversees the work of the Heads of School, as well as the senior staff (i.e., Director of Finance) who provide the Shared Services of Lighthouse Community Charter Public Schools.

This position is designed according to the growth plan added in [Appendix 21](#) and reports directly to the Board of Directors. The DSD is responsible for:

- oversight of all central functions and operations, including fundraising, budget, personnel, school academic program, and other related tasks;
- supervising Heads of School and other centralized LCCPS senior staff;

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- oversight of the development and execution of a strategic fundraising program, which raises money for current and future school needs and ensures a healthy financial future for the organization;
- raising the visibility of LCCPS schools to education reform advocates and leaders;
- collaborating closely with the Board of Directors to ensure proper governance of the organization, in accordance to federal, state, and local laws and policies.

Head of School

The Head of School is an instructional leader who provides institutional vision, ensures vertical cohesion of the K-12 school to support that vision, and direct oversight of the Directors of Instruction for K-4, 5-8 and 9-12 as well as all program heads (After School Program, Special Education, etc.). The Head of School's primary skill set includes organizational management and the ability to coach and develop school leadership. Additionally, the Head of School needs to be a capable leader of student and adult culture, facilitator of collaboration, manager of diverse teams, and able to enforce school policies. All of this is in service of the school mission, ensuring that every child achieves college and the career of his or her choice.

Yanira Canizales, Lodestar's founding Head of School, has responsibilities that include but are not limited to:

- Overseeing school operations, including fundraising, budget, personnel, school academic programs, and other related tasks
- Leading, managing, and mentoring the instructional team to ensure that all students, teachers, and staff have the resources that they need
- Ensuring the maintenance of a positive, supportive atmosphere for all staff, students, families, and community members
- Overseeing the execution of a strategic fundraising program
- Collaborating closely with the Board of Directors

For a full description of the Head of School's core competencies, please see the Head of School Job Description in [Appendix 22](#).

Directors of Instruction

Directors of Instruction (DOIs) at Lodestar are instructional leaders focused upon specific grade level bands: K-4, 5-8, and 9-12. A DOI's primary skill set includes the ability to coach and develop teaching staff to best implement Lodestar's pedagogies and systems. Additionally, DOIs need to be capable leaders of school culture, coaches of students, liaisons to families, professional collaborators, managers of diverse teams, and enforcers of school policies. All of this is in service of the school mission, ensuring that every child achieves college and the career of his or her choice.

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DOIs must have the following core competencies:

- coaching and development of teachers and support staff;
- coaching and support of students and families;
- data driven leader focused upon institutional goals;
- management of academic program;
- proven collaborator and experienced manager of teams.

DOIs will be added according to the growth plan in [Appendix 21](#).

School Site Leadership Team

Lodestar convenes a school site leadership team that is composed of the Directors, Program Coordinators, and Teacher Leaders. This team functions as an idea-generating, consensus-building team that does the following:

- makes site budget recommendations to the LCCPS Board of Directors;
- makes teaching and learning policies to be ratified by the LCCPS Board of Directors;
- makes recommendations to the LCCPS Board of Directors for necessary school functions;
- reviews, revises, and tracks progress toward school level goals in Single Plan for Student Achievement, Local Control Accountability Plan, and WASC commitments;
- develops site-based professional development goals on an annual basis;
- develops and approves annual school calendar.

Parent Advisory Committee

Lodestar convenes a Parent Advisory Committee (PAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of families at Lodestar. The PAC is charged with:

- supporting the LCCPS mission;
- providing families the opportunity to weigh in on critical school issues;
- bringing concerns and appreciations of the community to the Head of School, Directors of Instruction, and LCCPS Board of Directors;
- organizing family events;
- fundraising.

English Language Advisory Committee

All families will have the opportunity to participate on the school's ELAC, to advise the Head of School, Directors of Instruction, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Parent, Staff, and Board Communication

Parents and staff members are welcome and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the organization's website and at the school sites. The minutes of each governing body (Board of Directors, Leadership Team, PAC, and ELAC) are shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. Representatives of each body are strongly encouraged to attend the meetings of the other bodies. Annually, the Board of Directors hosts a parent/staff mixer, providing a space for introductions and cross-pollination between each body.

Assurances

Lodestar is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

Lodestar will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as Lodestar has been given written notice of the policy change.

Lodestar in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lodestar acknowledges that it is subject to audit by OUSD and if OUSD seeks an audit of Lodestar, OUSD shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lodestar by law or charter provisions.

Members of Lighthouse Community Charter Public School's Governing Board, any administrators, managers or employees, and any other committees of Lodestar shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Lodestar and/or its non-profit corporation are solely responsible for the debts and obligations of Lodestar.

All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to LCCPS. The Board Meeting schedule, agenda and location are posted on the LCCPS website and in a place accessible by the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act.

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Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.

Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Assurances

Lodestar seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter Public Schools is nonsectarian in its employment practices and all other operations. LCCPS does not discriminate against any individual (employee or pupil) on the basis of his/her real or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis in accordance with Education Code Section 220. Lodestar is a School of Choice and no employee will be forced to work here. All employees of Lodestar will work under an at-will employment contract. Lodestar shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. Lodestar will comply with all state and federal laws concerning the maintenance and disclosure of employee records. Lodestar will comply with all state and federal mandates and legal guidelines relative to NCLB.

Selection Process

Selection and appointment of employees will be the exclusive prerogative of Lodestar. As such, with the exception of the Head of School, those who work at Lodestar shall be selected, employed, and released by the Head of School, in accordance with terms and conditions of employment contained in LCCPS's personnel policies. Decisions relative to the selection of the Head of School currently rest with the Director of Strategic Development and will eventually rest with the Chief Executive Officer, upon the hiring of that role (as described in **Element D**). The Head of school hires the Directors of Instruction. The Directors of Instruction hire all teaching staff, in consultation with the Head of school. Decisions relative to the selection of all remaining employees rest with the Head of School, in consultation with appropriate leaders in the functional area.

To ensure the selection of the highest quality staff, we implement the following selection process:

1. Request resumes, cover letters and written responses to prompts.
2. Conduct a brief phone interview for initial screening
3. Conduct a follow-up interview, including a sample teaching lesson or other demonstration ^(SEP) of job-related abilities

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4. Verification of credentials, past employment, and professional and personal reference checks
5. Make selection and provide verbal offer
6. Finalize contract and extend offers of employment, dependent on passing of state and federal background checks

Employee Qualifications

At LCCPS, we have three categories of educators - administrators, core teachers, and non-core teachers. We expect all of our educators to have:

- Met the expectations of state and federal requirements as they relate to their teaching position
- Experience with diverse, urban populations
- A clearly articulated philosophy of education/teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- An inquiry-minded approach to education

Head of School Qualifications

Lodestar will hire a Head of School with the following qualifications:

- At least three years administrative experience with demonstrated success overseeing all areas of operation including but not limited to: instructional leadership, school operations, finance and fundraising, budget, personnel, school academic program, advocacy and outreach, and other related tasks.
- At least five years teaching experience.
- Demonstrated success working with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCPS.
- Demonstrated skills of creative problem solving, effective management, communication, collaboration, responsibility, and perseverance.

Director of Instruction Qualifications

Lodestar will hire Directors of Instruction with the following qualifications:

- At least five years teaching experience.
- Previous school administration experience.
- Work and/or teaching experience with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCPS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

Teaching Staff

Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”) as applicable to Lodestar. These documents shall be maintained on file at Lodestar and shall be subject to periodic inspection by OUSD.

In accordance with Education Code Section 47605(l), Lodestar may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

Core (College-Preparatory) Teacher Qualifications for Grades K - 8

Teachers of K - 8th grade core subject areas, mathematics, science, history/social sciences, and language arts will have the following qualifications:

- BS/A or MS/A.
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
- Previous teaching and/or relevant work experience
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

If TK is offered, additional qualifications include:

- By August 1, 2020, have one of the following:
 - a. At least 24 units in early childhood education, or childhood development, or both.
 - b. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (a).
 - c. A child development permit issued by the CTC.
- Lodestar will comply with all applicable requirements regarding transitional kindergarten.

Core (College-Preparatory) Teacher Qualifications for Grades 9 - 12

Teachers of 9 - 12th grade core subject areas, mathematics, science, history/social sciences, language arts, foreign language, visual/performing arts, and college preparatory electives will have the following qualifications:

- BS/A or MS/A.
- A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)) required to teach the subject area for which they are responsible.

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- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD
- Previous teaching and/or work experience.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Non-core, Non-College Preparatory Teacher Qualifications for Grades K - 12

Teachers of non-core subject areas, identified as art, technology, and health and physical wellness, will have the following qualifications:

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience.

Instructional Support Staff

Literacy Specialists

Literacy Specialists may be added to the Lodestar team after year 0, ensuring all students reach grade level in reading. Literacy Specialists will be selected by the Directors of Instruction on an application and interview basis in consultation with the Head of School, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for the Literacy Specialist are as follows:

- Minimum three years successful teaching experience at the appropriate elementary or secondary level
- Strong pedagogical foundation in early literacy and balanced literacy with evidence of continuous professional development
- Excellent interpersonal/communication skills
- Demonstrated ability to collect, analyze and interpret school and student performance data
- Demonstrated skill modeling and coaching effective research-based literacy instructional strategies
- Experience with and commitment to working with diverse, urban student populations
- Masters Degree; Reading Specialist certificate or credential preferred

Instructional Aides, Home Language Tutors, & After School Program Tutors

Instructional Aides, Home Language Tutors, and After School Program Tutors will be selected by the Directors of Instruction on an application and interview basis in consultation with the Head of School, other staff members, teachers, and parents as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications for Instructional Aides, Home Language Tutors, & After School Program Tutors are as follows:

- High school diploma
- AA degree or equivalent

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- Strong Spanish speaker and writer preferred
- Two years' experience in a similar position preferred

Case Manager

The Case Manager serves as the face and voice of student culture for specific grade level bands; K-4, 5-8, and 9-12. The Case Manager's primary skill set includes the ability to manage the dynamic needs of students when they are struggling to meet Lodestar's norms. The case manager will use varied strategies for long term student behavior modification and will be expected to consistently communicate with all stakeholders. The ability to discern between what is a case management task and what is a case for the Director of Instruction is integral to this role. Additionally, the Case Manager needs to be the welcoming face and voice of Lodestar, coach of students, liaison to families, professional collaborator, proactive manager of family services, and able to enforce school policies. All of this is in service of Lodestar's mission, ensuring that every child achieve college and the career of his or her choice.

Core Competencies

- Effective Student Behavior Modification that supports Lodestar's character values
- Independent Decision Making
- Welcoming and Effective Communicator
- Proven Collaborator
- Manager of Proactive and Reactive Family Services

Additional Staff Members

In addition to the instructional leaders, teachers, aides and support staff listed above, the school will employ additional administrative staff including an office manager, development associate, custodians, and supervision staff. These positions will be selected by the Head of School on an application and interview basis in consultation with other staff members, teachers, and parents as appropriate.

Office Manager

Minimum Qualifications for the Office Manager:

- High school diploma; AA degree or at least two years of college preferred
- Minimum of two years' experience in a similar position
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task
- Strong Spanish speaker and writer.

Staffing Plan for Year 1

The staffing plan below details the makeup of the staff in year 1. As enrollment grows, additional positions, described above, will be added in order to execute the goals of the charter.

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As further detailed in our budget narrative, Lodestar may employ the following positions in year 1:

- 10.0 FTE Classroom Teachers (Core, College-Preparatory)
- 1.2 FTE Enrichment Teachers (Non-core, Non-College Preparatory K - 12)
- 2.3 FTE Home Language Tutors
- 2.0 FTE Instructional Aides
- 3.8 FTE After School Program Tutors
- 1 Head of School
- 1 Case Manager
- 1 Office Manager

In addition to the operational and business services provided through centralized functions of Lighthouse Community Charter Public Schools, Lodestar shall also rely upon our External Partnerships with Edtec and the Seneca Family of Agencies to provide additional operational and special education services, respectively.

Lodestar seeks to provide excellent instruction for our student population. As such, we have an extensive Professional Development plan outlined in Element A which may include but is not limited to the following highlights:

- 5 days of stipended summer professional development for all employees new to LCCPS
- 20 days of professional development built into the school year: before launch and after every quarter
- Early release every Wednesday for ongoing professional development
- Individual Professional Development Plans for every employee

Element F: Health and Safety of Pupils and Staff

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

Lighthouse Community Charter Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies attached as [Appendix 23](#). These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

The following is a summary of LCCPS health and safety policies:

Student and Staff Health and Safety Provisions

Procedures for Background Checks

LCCPS will comply with all applicable state and federal laws regarding the background checks and clearance of all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of LCCPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Talent shall monitor compliance with this policy and report to the Board of Directors on an annual basis. The Director of Talent shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within OUSD.

TB Testing

All staff at Lodestar will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

The School adheres to all law related to legally required immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

LCCPS has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The school will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served.

Diabetes

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 5th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Blood-Borne Pathogens

The Head of School, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The LCCPS Board of Directors will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). A draft of this policy is included as [Appendix 24](#).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The school maintains a drug and alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

LCCPS and Lodestar are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LCCPS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee

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to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by the sexual misconduct policy included within our Uniform Complaint Procedure and included as [Appendix 10](#).

Emergency Preparedness

LCCPS requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, LCCPS has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a school wide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies and is included as [Appendix 25](#).

Once a facility is identified, LCCPS will draft an Emergency Preparedness Handbook specific to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook will include but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. LCCPS requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

Facility

The charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Toward that end, the school:

- Shall be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Shall occupy facilities 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.
- Shall secure a Certificate of Occupancy before start of school. If Lodestar fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Lodestar moves or expands to another facility during the term of this charter, Lodestar shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610,

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to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Lodestar shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

- Agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Lock-Down Drills

Students and staff will participate in earthquake, fire and lock-down drills as required under Education Code Section 32001.

Procedures

LCCPS has adopted procedures to implement the policy statements listed above, as provided in [Appendix 25](#). Once a facility has been finalized, LCCPS will develop a site-specific school safety and emergency plan. The school safety plan will be guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

Element G: Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the school has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages, such as English, Spanish, and Chinese.
- Distributing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Lodestar shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

An example of our informational flyer is found in [Appendix 3](#). A complete copy of our Outreach Plan for Year 1 is included in [Appendix 17](#).

Element H: Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

Assurances

Lodestar makes the following assurances regarding admissions:

- Lodestar will enroll all pupils who wish to attend to the extent that space allows.
- Lodestar will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Lodestar will comply with all laws establishing minimum and maximum age for public school attendance.
- Lodestar will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, Lodestar will notify the District in writing of the application deadline and proposed lottery date. Lodestar will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Admissions

Lodestar will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy.

The admission process for prospective students and their families will include:

- School tour (optional)
- Attendance at an enrollment meeting to understand the school mission and program. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families (optional).

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- Completion of an application form, which is comprised of basic information (i.e. name, address, contact information and grade level).
- Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1.

Lodestar will accept all students who apply. If more applications are received than there are available slots, LCCPS will hold a public, random lottery moderated by a neutral third party in a public location to determine the following school year's enrollment. Information on the lottery process, timeline, and location will be provided to families during the enrollment meeting. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into Lodestar via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Figure H.1 illustrates the estimated application, public random drawing, and admission schedule and process as proposed, and may be amended by LCCPS as necessary. It is Lodestar's intent to align the schedule with the OUSD schedule for School Options. The final schedule and due dates will be communicated to interested parents and students on LCCPS's website, through the school newsletter, and through local publications and information sessions. In Year One, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame.

Figure H.1 Proposed Application, Public Random Drawing, and Admission Schedule for the 2016-2017 School Year

Date	Step in Process
December, 2015-January, 2016	Enrollment meetings held on multiple days and multiple times of day; instructions for applying through online application portal shared during meeting.
January 22, 2016	Application deadline
February 3, 2016	Public Drawing (if necessary)
February 4 - 12, 2016	Enrollment results and packets mailed and phone calls made to families
February 19, 2016	Deadline to confirm intent to enroll
April 1-April 30, 2016	Enrollment Period #2, including 2 enrollment meetings and 1 public drawing (if necessary)

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June 1-June 30, 2016	Enrollment Period #3, including 2 enrollment meetings and 1 public drawing (if necessary)
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Admissions Preferences

Lodestar is committed to building a community of learners, representing the diversity of Oakland and providing educational opportunities to underserved children. To reflect these values, in the event of a public random drawing, admission to Lodestar shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings¹ of enrolled and admitted students: to keep families together.
2. Children of Lodestar staff and LCPS board members (not to exceed 540% of the total enrollment): to honor those committed to public education²
- ~~3. Children of Lodestar Founding Families (not to exceed 10% of the total enrollment) as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A): to honor the work and commitment of founding families³~~
3. Students who are currently enrolled in or who reside within the elementary school attendance area of the district's public elementary school(s) in which Lodestar is located
4. Students living in the 94621 or 94603 zip code
- ~~4. Students zoned to attend underperforming schools within OUSD⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families~~
5. Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
6. All other applicants

Therefore, lottery preferences are applied to provide applicants who meet the group criteria detailed below to participate with a weighted advantage in a lottery process.

These groups and their weighted advantages will include the following:

¹ A sibling is a person with at least one parent or step-parent in common.

² Should a PCSGP Grant program or similar program with a cap on enrollment preferences be offered, Lodestar reserves the right to work with OUSD to submit a material revision of these enrollment preferences.

~~³ This preference applies almost exclusively to Year 1, with the exception of Founding Families that have children who are younger than kindergarten age during Year 1 or are in a grade not offered in Year 1 (ex. 3rd grade).~~

~~⁴ An underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind. OUSD underperforming schools are defined for the 2016-2021 charter term as schools that are "red" or "orange" according to the OUSD Strategic Regional Analysis.~~

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- Applicants zoned to attend underperforming OUSD schools in which 70% or more of the students qualify for free and reduced lunch, shall be drawn, in a separate pool, until a minimum of 60%⁵ of all available grade lottery spots have been filled. Once the minimum of 60% of all available lottery spots have been filled, all remaining applicants in the this pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants. The percentage of students in this separate pool shall be at minimum 60% with additional spaces in this pool subject to annual LCCPS board review. Applicants must provide proof of residence during enrollment.
- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in a separate pool prior to non-Oakland residents.

If necessary, Lodestar will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if a substantial quantity of additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, Lodestar will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a wait list carry over to the following school year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Proof of Residence
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable)

In order to be admitted into Lodestar, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

Proof of Residence

At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school

⁵ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

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districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's, parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address)

AND two of the following:

1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
3. Homeowner's/renter's insurance policy.
4. Rental agreement copy.
5. Property tax statement.
6. Official letter from a social services/governmental agency within 90 days.
7. A copy of any OUSD letters or documentation of OUSD resident status.
8. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

For the "Founding Family" Preference Only:

In order to support the development of the school, Lodestar seeks to have a group of Founding Families (not to exceed 10% of the total enrollment). The following definitions, requirements, and descriptions apply to the "Founding Family" preference in accordance with Education Code Section 47605(d)(2)(A):

- 1.1. "Founding Families" are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of Lodestar through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
- 1.2 Assistance in the initial development of Lodestar is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.

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- 1.3 There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.
- 1.4. The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window (September 1, 2015 - October 1, 2015) that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; Lodestar will not utilize any selection process whatsoever in determining Founding Families. Lodestar will not actively advertise the Founding Family designation.
- 1.5. Founding Families will support Lodestar during its Founding Period, which will begin with Lodestar's approval and end on the first day of instruction.
- 1.6. Founding Family status cannot be delegated or transferred to other individuals.
- 1.7. Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school's enrollment. The admissions preference is applicable to all children of Lodestar's Founding Families even if the children do not begin attending Lodestar until after the first year of the school's operation.
- 1.8. Should Lodestar have more applicants than space available, children of Founding Families shall be exempted from the random public admissions lottery and not exceed more than 10 percent of the school's enrollment.

Additional Assurances

Lodestar understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition.

Element I: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

In compliance with Education Code section 47605(b)(5)(I), the Lighthouse Community Charter Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Lodestar as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The LCCPS Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The LCCPS Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to Lodestar liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and to the CDE by certified mail by the 15th of December of each year. The finance committee of the LCCPS Board of Directors (which oversees audits) in conjunction with the Head of School will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, the Head of School will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in [Element N](#) and attached as [Appendix 26](#).

The independent fiscal audit of LCCS is public record and will be provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

Element J: Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

Overview

The overall goal of discipline at LCCPS is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

LCCPS has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lodestar's student handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. The LCCPS Student and Family Handbook is attached as [Appendix 27](#). Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

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

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the head of School. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.

Assurances

Lodestar shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Lodestar without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Lodestar shall, upon request, provide that school district with a copy of the cumulative record

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of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

Lodestar shall define any student dismissal under Lodestar's disciplinary procedure, or termination of a student's right to attend Lodestar under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, Lodestar will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a 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.

Suspension and Expulsion Policies

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at LCCPS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Lodestar administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Head of School's office.

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

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such student.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.
- Violating the Walking Policy or any Field Trip policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done in school or at home. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in- school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

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Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of one director, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the LCCPS Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the LCCPS Board of Directors for an expulsion hearing.

Expulsion

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Used hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.

Students must be expelled for any of the following acts when it is determined the pupil:

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- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School/Administrator or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Possessed an explosive.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Expulsion Procedures

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

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Head of School or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall include the following:

Notice of the specific offense committed by the student..

- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the School.
- The Head of School or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include,

but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Head of School and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Lodestar as the Governing Board decision to expel shall be final.

Special Procedures For Expulsion Hearings Involving Sexual Assault Or Battery Offences

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Lodestar must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, Lodestar must present evidence that the witness' presence is both desired by the witness and will be helpful to Lodestar. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of District

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

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or

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functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

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

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If Lodestar, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

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

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Lodestar believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Lodestar, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Lodestar agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Lodestar had knowledge that the student was disabled before the behavior occurred.

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- If Lodestar knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

Element K: Employee Retirement Systems

***Governing Law:** The manner by which staff members of LCCPS will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Compensation

LCCPS provides an overall compensation package to employees that is competitive with other Oakland public schools based on qualifications and efficacy. LCCPS utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development.

Lodestar will utilize this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:

- A base salary competitive with district and charter schools in Oakland.
- Extensive professional development and coaching, to accelerate development of craft.
- Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.
- Salary stipends to acknowledge highly effective practice, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, credential within STEM disciplines, National Board certified, etc.).

Lodestar is confident that this combination will allow it to recruit and retain a highly-qualified staff, as has been the experience of the schools within LCCPS. Specific salaries and stipends are identified within the individual work agreements. Please see [Appendix 28](#) for current LCCPS Teacher Salary Schedule.

Benefits

Lodestar will provide health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. Please see [Appendix 29](#) for a sample Teacher Contract, which includes information on current LCCPS Benefits.

Retirement

LCCPS has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social

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Security system and which allows a higher level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. Please see [Appendix 29](#) for a sample Teacher Contract, which includes information on current LCCPS Retirement.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools[1] [MAL2] . Education Code Section 47605(b)(5)(L).*

No student may be required to attend Lodestar. Students who opt not to attend Lodestar may attend other district schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent/guardian of each student enrolled in Lodestar will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

Element M: Employee Return Rights

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in LCCPS, and of any rights of return to the school district after employment at LCCPS. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at Lodestar. All staff at Lodestar shall be considered employees of Lodestar and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at Lodestar may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of Lodestar shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Charter Public Schools. Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to LCCPS. Employment by LCCPS provides no rights of employment at any other entity, including any rights in the case of closure of LCCPS.

Element N: Dispute Resolution

Governing Law: *The procedures to be followed by LCCPS and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

Intent

The intent of the Lighthouse Community Charter Public School's Dispute Resolution Process is to:

- Resolve disputes within Lodestar pursuant to the LCCPS's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Internal Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and LCCPS Board of Directors, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the LCCPS Board of Directors and shall refer any complaints or reports regarding such disputes to the LCCPS Board of Directors/or Lodestar's Head of School for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the LCCPS Board of Directors has requested the district to intervene in the dispute.

External Disputes

The staff and Governing Board members of Lodestar agree to attempt to resolve all disputes between the District and Lodestar regarding this charter pursuant to the terms of this section. All will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and LCCPS Board of Directors agree to attempt to resolve all disputes between the District and Lodestar regarding this charter pursuant to the terms of this section. As stated

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above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Lodestar, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Director of Finance and Operations, Lighthouse Community Charter Public Schools
Lighthouse Community Charter Public Schools
444 Hegenberger Road
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1000 Broadway Suite 639
Oakland, California 94607

Commented [1]: Updated as part of required text revisions

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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(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 shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that Lodestar has engaged in an act that could lead to revocation of the Charter, the District and Lodestar shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and Lodestar Head of School. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Head of School prior to any observation or inspection.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the LCCPS Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in **Element I**.

Parent Complaints

LCCPS has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lodestar and LCCPS will not, at any time, refer complaints to the District.

The complaint procedures 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 also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's student and family handbook or distributed widely. Please see [Appendix 10](#) for the LCCPS Uniform Complaint Procedures.

LCCPS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lodestar alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lodestar will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LCCPS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

LCCPS 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.

Element O: Exclusive Public School Employer

Governing Law: *A declaration whether or not LCCPS shall be deemed the exclusive public school employer of the employees of LCCPS for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Lodestar shall be deemed the exclusive public school employer of the employees of Lodestar for the purposes of the Education Employment Relations Act (EERA). Lodestar shall comply with the EERA. Lodestar understands the rights of employees to unionize and will not impede on those rights.

Element P: School Closure Procedures

Governing Law: *A description of the procedures to be used if LCCPS closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the LCCPS Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

Notification and Timeline

The LCCPS Board of Directors or its designee will promptly notify parents and students of Lodestar, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The LCCPS Board or its designee will ensure that the notification to the parents and students of Lodestar of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

Management of Student Records

The LCCPS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six

Lodestar Charter Petition - Element P

months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual and academic reports required pursuant to Education Code section 47604.33.

Financial Records, Final Reports and Distribution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Lodestar and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Lodestar will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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Quality School Development Pillars

The District considers these pillars to represent a sound educational program, as outlined in Charter Law.

Figure R. 1: Quality School Development Pillars

PILLARS	Elements of proposal that align to Pillars. (Bulleted format only)
<p>1. Educator Development and Pipelines - Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<ul style="list-style-type: none"> ● Highly Qualified Educators and Leaders- Teachers at Lodestar are Highly Qualified under ESEA and are authorized to serve English Language Learners. Lodestar leaders have extensive experience teaching and leading in urban, high-need populations. (A.31-35; E.1-6) ● School Governance- Lodestar is led by a highly-effective and established Board of Directors and an Organizational Leadership Team with representation from key leaders across LCCPS, including those in instructional and operational leadership roles. Lodestar is also guided by committees that incorporate community, family, and teacher voice, such as the Parent Advisory Committee. (D.1-4) ● Shared Leadership- Lodestar encourages and supports teacher leadership across the school to spread teachers' expertise amongst staff, to provide multiple spaces for teacher voice in decision-making, and to strengthen our community of professional learning through structures such as the Instructional Leadership Team, Vision Keepers, Model Classrooms, and Professional Learning Leaders. (A.35) ● Professional Learning Community- Teachers and Leaders at Lodestar engage in consistent data-driven professional development throughout the year as members of a professional learning community. This is achieved through PLC and data group meetings, observation, coaching, and mentoring, and dedicated time for individual and collaborative professional learning. Teachers receive 16 additional days of professional learning in addition to built-in structured collaboration time on Wednesdays. (A.31-35; B.8) ● Developing Talent- Through our partnerships with Teach for America, the REACH Institute, and New Leaders for New Schools, LCCPS supports the talent development and professional achievement of its staff. Through the teacher pipeline pilot with the REACH Institute, LCCPS has supported 8 educators in earning teaching credentials, 4 educators in earning a Master's of Teaching in Education and 7 educators in earning their administrative credential through our partnerships. We have also served as a year-long residency site for 5 Principal Fellows as they earned administrative credentials through the New Leaders program. (Executive Summary; ii.7)
<p>2. Strong School Culture -</p>	<ul style="list-style-type: none"> ● School Mission- The mission of Lighthouse Community Charter Public Schools (LCCPS) and of Lodestar is to prepare a diverse, K-12 student population for college and the career of their choice by equipping each

<p>The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.</p>	<p>child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. (A.1-2)</p> <ul style="list-style-type: none"> <p>● Expanded Definition of Student Achievement- Every child must be held to clearly articulated, high expectations for achievement, which we define as having three components: (1) mastery of knowledge and skills, (2) student character, and (3) high-quality student work. Students are supported in tracking their progress, setting goals, and celebrating success in all three dimensions, guided by standards-based learning targets, college readiness habits, and character and mindset goals. A comprehensive set of benchmark and interim assessments provide “just in time” achievement data to plan and support reflections. (A.49; B.2-10)</p> <p>● Knowing Students Well- Students at Lodestar are known well and supported by adults. The structure of Crew allows for relationship and community building, academic progress monitoring, and character development. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping, community meeting) to ensure that students’ needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members. (A.37; A.43-48; B.8-9)</p> <p>● Families as Partners- Families play a crucial role in establishing a strong school culture at Lodestar by participating in quarterly ILP (Individualized Learning Plan) meetings where they play an active role in monitoring student progress, setting goals, and reflecting on strengths and areas of growth. Families engage further by attending celebrations of learning and invitational events, and sharing their voice through the Parent Advisory Committees. Families partner closely with Crew leaders to meet student needs. (A.15; A.27-31; B.8-9)</p> <p>● Character and Mindset- Students are actively supported in developing and demonstrating performance character traits (executive functions such as perseverance and responsibility), relational character traits (interpersonal and ethical values like respect and compassion), and “mindsets for agency” (a habit of heart and mind with student agency, self-direction, and discovery at the core). (A.11-14; B.7-8; C.3)</p> <p>● Fostering a Community of Learning- A safe community of learning is particularly important at Lodestar given that our model reflects the self-directed nature of learning, allowing students to explore and discover sometimes on their own, sometimes with others, and sometimes at their own pace. Without a safe and positive school climate, children cannot engage in independent exploration and discovery that reflects Lodestar’s focus. To foster this climate, Lodestar sets universal expectations for student behavior, provides guided instruction and modeling for meeting expectations, treats student misbehavior as a learning opportunity, and uses restorative justice practices to resolve conflict. (A.11-12)</p>
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<p>3. Increased Time on Task - Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> ● Personalized Playlists- Our model is designed to be flexible and responsive to student needs while building student agency. Each day, students receive their own individualized “playlist” for the day; a schedule of their learning experiences. Following their playlists, students move between the Core Components in various configurations; selecting the pace, place, people, and path to drive their own optimal growth and increase time on task, picking projects that interest them, transitioning between group and individual learning, and receiving intervention, extension support, and enrichment as needed. (A.17; A.36-37) ● Competency-Based Learning Structures - Our model enables students to work through ELA, math, and ELD standards at their own pace rather than follow a class-based timing progression. Student engagement and productivity improves when their learning experience is personalized according to one of the following levers: pace, place, path, people, and voice. (A.53-57) ● Instructional Minutes- The proposed calendar for 2016-17 includes 178 instructional days, 3 more than the required 175 days for charter schools. In Kindergarten through 8th Grade, the school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday and Friday (360 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (240 instructional minutes). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 p.m. on Monday, Tuesday, Thursday and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5. (A.7-9) ● Professional Learning Time- Teachers of LCCPS and Lodestar have an additional 16 days of professional development and 6 days of conferences with families built into the school year on an annual basis, for a total of 200 contracted days. There are an additional five days of stipended professional development in the first year of operation for all teachers, and for teachers new to the school on an annual basis. Wednesdays are early release days to provide teachers with time to collaborate, meet in Professional Learning Communities, and receive targeted professional development. (A.7) ● Extended Learning Time- As funding allows and community needs dictate, a free extended learning program is provided that allows students to stay after school to continue to work on self-directed projects, participate in additional enrichments, have access to dinner, and complete work with access to tutors and materials. (A.37)
<p>4. Rigorous Academics - Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes</p>	<ul style="list-style-type: none"> ● Authentic Curriculum with an Impact- Curriculum at Lodestar is culturally responsive, inquiry-based, academically rigorous, and designed to support students in developing the skills and content mastery necessary to create high quality work that solves an authentic problem in their community. Students work closely with complex texts across disciplines. (A.49-53; B.4-7) ● Standards-Based Curriculum Maps- Teachers and leaders at Lodestar work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction.

<p>data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.</p>	<p>The maps incorporate all required academic and performance content standards, such as the Common Core State Standards, the California State Standards, and the Next Generation Science Standards, as well as college readiness and character and mindsets targets, and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects, and they define the key content and skills that need to be mastered at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts. (A.21, A.38)</p> <ul style="list-style-type: none"> • Student Engaged Assessment- A system of interrelated practices are used that position students as leaders of their own learning, including checking for understanding; using data with students; modeling, critique, and descriptive feedback; Individual Learning Plan Meetings; celebrations of learning; portfolio-based assessment; standards-based grading; and learning targets. Quality assessments are crafted and aligned with standards-based learning targets, in order to collect meaningful, accurate, and timely information about student learning. Teachers are well-versed in the methods of assessment and select the best method based on the type of learning target they are assessing. In addition, they use standards-aligned criteria lists and rubrics to support quality work during the learning process and guide reflection and evaluation. (A.25; A.54; B.4-5; C.1-9) • Data-Driven Planning- Teachers consistently use multiple sources of data to reflect on student progress towards mastering targets, revise students' individualized playlists, differentiate instruction, and engage in goal-setting with Crew members. Students complete interim assessments three to four times a year, and benchmarks continuously throughout the year to track their progress on mastering clusters of standards. Teachers use this data, among other data sources, to provide scaffolding and differentiation, to meet the needs of students with special needs, and to develop re-teaching plans for students who need additional support. Response to Intervention procedures are also highly data-driven to guarantee all students access to the curriculum that meets their needs. (A.34; A.66-92)
<p>5. Linked/ Personalized Learning - Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate</p>	<ul style="list-style-type: none"> • Personalized Learning- Lodestar is committed to the principles of personalization- autonomy, mastery, and purpose- and to supporting students in mastering rigorous content and character standards through personalization of pace, path, people, and place. Students master content and skill standards at their own pace through Competency-based Learning Time, and create high quality, authentic work during Self-directed Learning Times. From the earliest years, students are supported in identifying their learning styles, passions, interests, and strengths, and capitalizing on them to succeed. See “Personalized Playlists” in Pillar 3 for additional information. (A.53-57) • High Quality Work with Impact- Two Core Components of the model- Expeditions and Self-directed Learning Time- are uniquely crafted to support students in creating high quality work that has a positive impact on their community. Students engage in deep, rigorous studies of complex text, answer essential questions about real-world problems, participate in community learning through fieldwork and experts, and design authentic solutions to the problems they encounter. Students share their work and

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<p>and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.</p>	<p>receive feedback from authentic community audiences. Through this work and interaction with professionals, students are explicitly exposed to and guided through an authentic exploration of careers and college paths. For example, students engaged in an Expedition on green building will interview, share work with, and receive feedback and training from professional environmental engineers, architects, contractors, and community organizers. (A.49-53; B.6-7; C.6)</p> <p>● College and Career Exploration and Support- Lodestar supports students and their families in navigating the process of exploring and applying to college and career. Crew leaders help students make strong course and playlist selections that are connected to college and career aspirations, monitor progress toward academic and character learning targets, and collaborate closely with the College Adviser and Internship Coordinator and families to help students choose colleges and navigate applications for admission, financial aid, and scholarships. Crew leaders invite guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, and foster connections between students and local internships, mentors, and apprenticeships, promoting career exploration and character development. In addition, Lodestar supports the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to a select group of students through a partnership with Beyond 12. Linked Learning partnerships are on the research and development agenda for the establishment of the high school program. (A.11; A.43-44)</p>
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Community Input

*The petition should explain and provide evidence of **community outreach**, including the methods used to inform the public of the petition, strategies used to **collect feedback** on the petition, the form and nature of the feedback, **the process for incorporating that feedback into the petition**, and the extent to which the feedback was incorporated into the petition. Applicants provide “evidence” of the outreach efforts and input received. **Evidence of outreach** includes fliers, emails, transcriptions of comments and testimony, newspaper postings.*

Community Outreach Methods

Community outreach is a hallmark of LCCPS schools. This is reflected in the strategies we use to partner with families (which can be found in more detail in **Element A**) and in the important and authentic roles that families play at LCCS. It is also reflected quantitatively in the demand for our model, with 560 new applications in the 2015-16 school year at LCCS.

Lodestar continues this intentional focus on community outreach. We have invested in and hired two community organizers, signaling our intention to gather input from the community and to find and engage families, both as meaningfully interested parents and as founding families (described in **Element H**). **Figure R.2** contains the Community Organizer Job Description, which describes the responsibilities and competencies associated with the role. Please find more information about our community organizers in the section on the Lodestar team in **Element A**.

Figure R.2: Community Organizer Job Description

Job Announcement

Community Organizer - Lighthouse Community Charter Public Schools

About Lighthouse Community Charter Public Schools

Founded in 2002, Lighthouse Community Charter Public Schools operates a high-achieving K - 12 public charter school serving 740 students in East Oakland. With a vision of transforming our community through powerful, life-changing education, Lighthouse will increase its impact in East Oakland as we open two new schools - one in 2015 and one in 2017 - serving low-income students and their families. Because we believe that education has the power to lift generations out of poverty, our mission is to prepare students for college and career of their choice. We believe that all students must be held to high expectations, families and the school must work together to serve the whole child, and that teachers must be constant learners. While our school is focused on K - 12, our reach extends to younger students through our pre-K program and older students through our postsecondary alumni support programs. Lighthouse exists to counter the dismal education trends for low-income students and students of color in Oakland, where the drop-out rate is 25%. Lighthouse is a model for what a high quality community school looks like and our results can testify. 95% of our graduates are accepted to four-year colleges. Learn more at www.lighthousecharter.org

Community Organizer - Roles and Responsibilities

The Community Organizer will be a pivotal community leader as Lighthouse works to realize its vision of opening two additional schools in East Oakland, increasing our impact from 740 students reached to 2100 students over several years. Two part-time community organizers will be hired to work in collaboration. Ideally, one community organizer is Spanish bilingual. The Community Organizer will bring a community-focused approach to building relationships with other parents, foster productive relationships amongst parents and school administration and teachers, and forge partnerships that will benefit students and families. Additionally, the Community Organizer needs to have the potential to grow into a capable parent leader who clearly communicates with all school constituents and external partners, is creative in finding solutions to long-term and day-to-day issues, and who demonstrates the school's guiding principles as s/he works with the school community. All of this is in service of the schools' mission, ensuring that every child achieve college and the career of his or her choice.

Key Responsibilities.

The Community Organizer will:

- Raise awareness of Lighthouse Community Charter Public Schools and its expansion plans
- Plan and execute community building events that serve the community while raising awareness
- Build community amongst parents across racial, ethnic, cultural, and socio-economic lines
- Coordinate and lead founding parent group
- Facilitate, recruit, and participate in monthly parent education events
- Represent the voice of parents to school leadership and to external stakeholders
- Mobilize the parent community to take positive, purposeful action to improve the lives of children, youth, and families in East Oakland

Required

- Experience with grassroots organizing
- Demonstrated understanding of issues facing urban communities, specifically East Oakland
- Excellent oral and written communication, collaboration, initiative, and leadership skills
- Ability to work with a variety of school stakeholders from staff to volunteers to families and students
- Warm, congenial, and able to maintain cooperative working relationships

Preferred

- Proficient in google apps and basic computer use
- An AA or Bachelor's Degree

Compensation and Time Commitment - This is a part-time position, approximately 20 hours per week. Schedule is flexible and will require both daytime and evening availability. Salary will be commensurate with experience.

Reports To: Director of Strategic Development, Lighthouse Community Charter School

TO APPLY:

Interested candidates should submit to Director of Strategic Development:

- Resume
- Cover letter describing why you are an optimal fit for this position, and

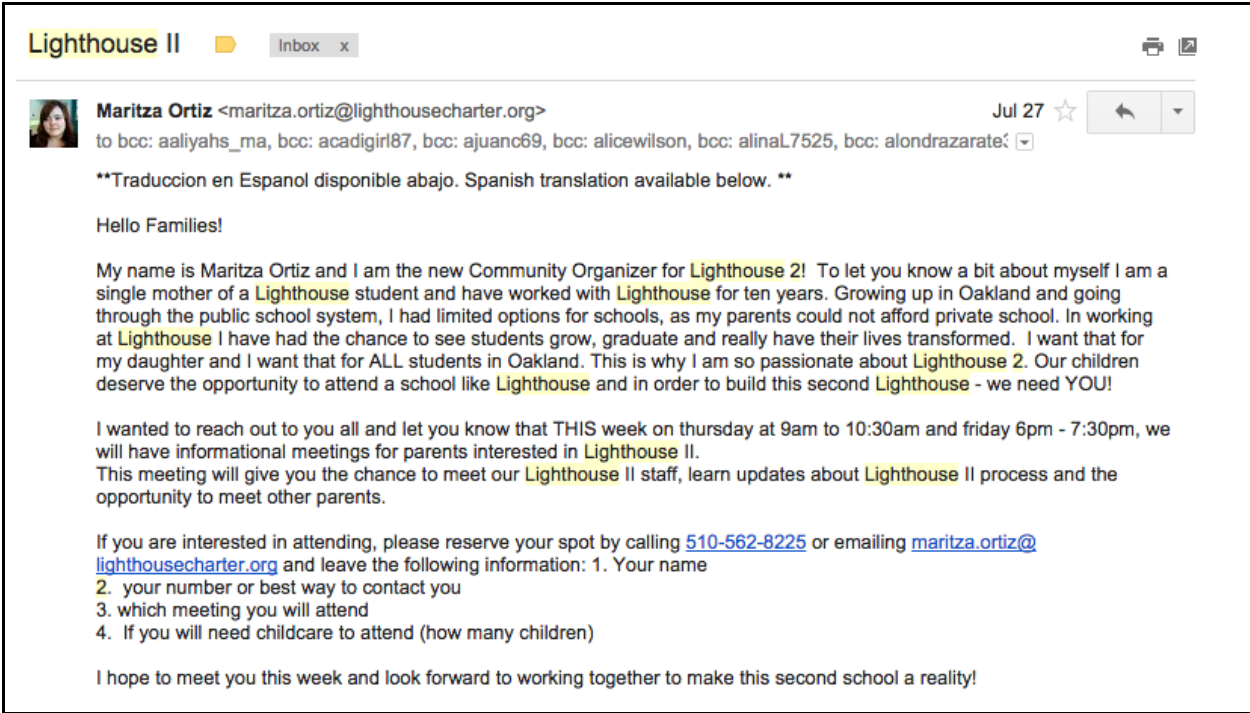
● Three References

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews and performance tasks will take place on-site. Application materials should be submitted to Anna Martin at anna.martin@lighthousecharter.org


Lighthouse Community Charter School is an equal opportunity employer committed to diversity at all levels. People of color are strongly encouraged to apply.

In preparing to submit our petition, our community organizers have done outreach in a variety of ways. Evidence of this outreach includes emails (included as **Figure R.3**), inviting our community to engage in naming Lodestar (included as **Figure R.4**), and in distributing information flyers to invite families to attend Lodestar information sessions (Included as **Appendix 3**). Since the beginning of August 2015, our community organizers have facilitated 6 information sessions for prospective families, with regular information sessions scheduled up to and through our enrollment period.

Figure R.3: Sample Emails Between Community Organizers and Families



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**Maritza Ortiz** <maritza.ortiz@lighthousecharter.org>Aug 6 ☆ ↩ ▾

to bcc: aidabenitez123, bcc: arianahines35, bcc: asha.h.mehta, bcc: Aurora, bcc: brizag48, bcc: Mnmrsgc, ▾

Mensaje en Espanol disponible abajo. Spanish translation below.

Hey Everyone,

Thank you for coming to our **Lighthouse 2** Informational meeting last week! It was really great to meet all of you and hear about your dreams and aspirations for your children. I am inspired by your passion and dedication to find the best school for your child and I am really look forward to working alongside you to make OUR dream a reality.

I promise to keep you updated on our next steps, and let you know HOW you can help. As we mentioned in the meeting, we need more parents to help organize. This month and next we will have more informational meetings for parents interested in **Lighthouse 2**, the same informational that you received at the last meeting. WE NEED YOU to help pass the word and tell other families about these meetings!

If you have family, friends, co-workers, or neighbors that might be interested in joining our work to open **Lighthouse 2** for grades K, 1,2 & 6th, please send them the following information:

- **Upcoming Parent Info Meetings** (at **Lighthouse** 1-444 Hegenberger Avenue)
 - August 19th 9am - 10:30
 - August 21st 6pm - 7:30pm
 - September 23rd 9am - 10:30
 - September 25th 6pm - 7:30pm
 - To learn more about 2016-17 enrollment at our new school, please reach out to Maritza Ortiz at maritza.ortiz@lighthousecharter.org or at 510-562-8225

All parents must RSVP and leave their name, number and if they will need childcare. Please note that I do not have a direct phone number and the front desk staff can only send me the reservation information. If they have urgent question, I can call them back.

Please reach out to me if you have any questions!

Figure R.4: Invitation for Community to Participate in Name Design Challenge

Subject: Name the New Lighthouse School Design Challenge!

Dear Lighthouse community,

We're writing to you to let you know about an exciting design challenge opportunity to name the new school! As you may know, Lighthouse is opening a new school in the fall of 2016 (for more information about the new school including our application process, [click here](#)). It's important to us that our new school symbolize who we were, are, and want to become, and to that end, we want our name to come from you!

How does the Design Competition Work? We are asking for ideas submissions from everyone who is part of our Lighthouse community - students, alumni, parents and families, staff, and supporters. Your ideas will be submitted to a panel of judges (made up of student, alumni, family, and staff representatives) who will pick the school's new name!

When is my Submission Due? All ideas are due by midnight on Wednesday, August 19.

What Criteria do I Need to Consider? Your suggestion for our school's name should be rooted in our beliefs and values. Your suggestion should:

1. honor our neighborhood (East Oakland, Oakland, East Bay...);
2. recognize our mission and our values
3. Connect us to the Lighthouse Community Charter Public Schools Brand: Needs to sound good, be catchy and memorable in this format: "Lighthouse - 'Blank' Campus"

How do I Submit my Idea? [Fill in this form](#) or come on to campus and drop your idea into one of the boxes set-up at the reception desks by August 19th!

Thanks, and we can't wait to hear all of your ideas!!

Strategies Used to Collect Feedback on the Petition

Given the intense demand for the LCCPS model, the design team could have worked to make Lodestar a carbon copy of LCCS. Instead, we chose to build on our 13 years of learning in operating two highly successful charter schools and focused our efforts on identifying our model's strengths and areas for growth.

As a result, we started by doing outreach with the people who know the LCCS model best – students, families, and teachers at LCCS – to find out more about our user needs and experience and to make model revisions based on this information. We then brought our revised thinking to future community members for further feedback and revision.

Needs Finding Process (Students, Teachers, Parents)

Between March 27, 2015 and May 1, 2015 the Lodestar design team conducted a needs finding process to identify our users' needs around personalization. This work occurred prior to any model design to allow the Lodestar design team to make our model responsive to identified

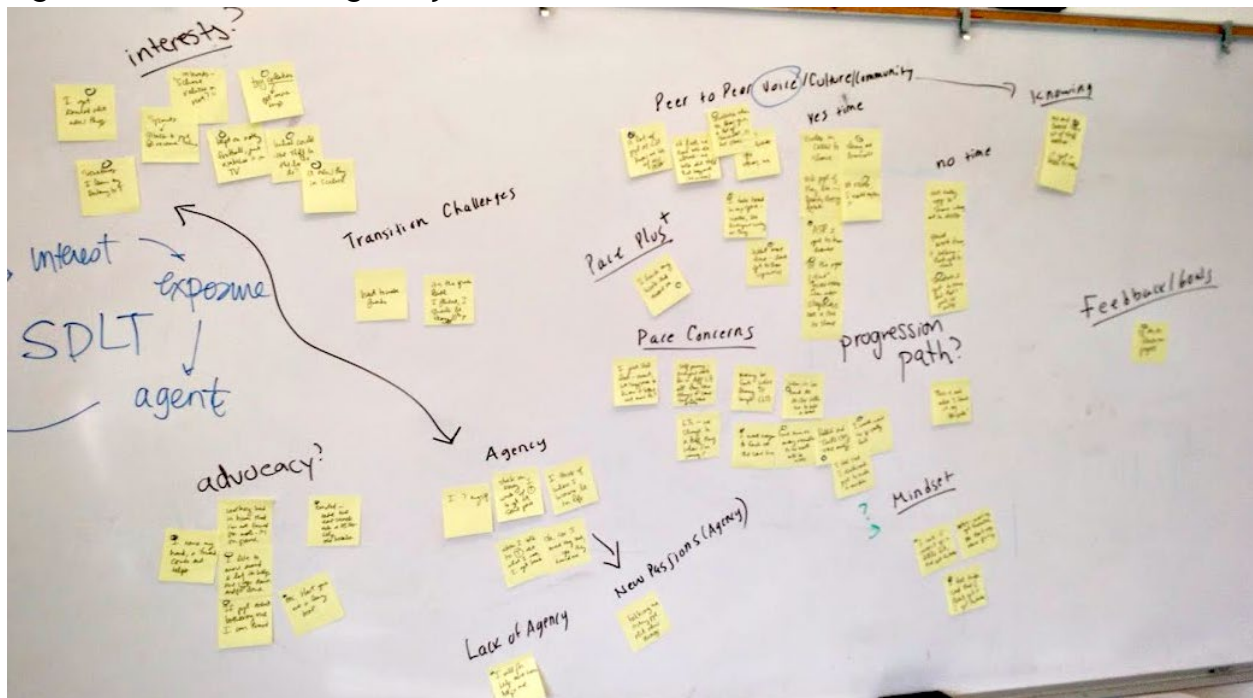
needs. Completing this work prior by May 1 also allowed us to pilot some strategies to respond to these needs with LCCS students prior to the end of the 2014-15 school year.

This process had several steps:

1. **Selected our interview priorities.** We focused our interviews on voice (students are aware of and voice their needs, strengths, and interests) and pace (students have some level of control over the pace of their learning). The following were our base questions for students, modified for teachers and parents to be about their students/children:
 - a. How do you explore and develop new interests?
 - b. When and how, if at all, do you share your personal interests, strengths, or challenges with teachers and peers in school?
 - c. How do you feel about this? Do you want more or less voice? Why? Ideally, how would you use your voice?
 - d. Are you aware of your peers' strengths, needs, and interests? What makes expressing needs, strengths, and interests in school challenging?
 - e. Do you ever feel like a lesson is moving too slow? What do you end up doing? What do you want to do?
 - f. How does it make you feel when the class moves forward before you understand the concept?
 - g. When you do work on your own, what keeps you motivated and on task?
 - h. How comfortable do you feel about working at your own pace? What would you be worried about? Why?
 - i. What happens if you get stuck while working on something different than everyone else?
 - j. Do you feel more responsibility in some classes over others to perform well? If so, why?
2. **Planned our needs finding process.**
 - a. We decided which team members would take on portions of the needs finding interviews and observations.
 - b. We thought about who we wanted to interview and observe to represent the full diversity of our community (example factors included: language, ethnicity, length of membership in the community, K-12 grade span). We reached out to the following community members:
 - i. A first grade student (male, African American, at Lighthouse since K)
 - ii. A sixth grade student (female, Latina, at Lighthouse since 2nd grade)
 - iii. A 9th grade student (female, Latina, first year at Lighthouse)
 - iv. A parent with a 9th grader student and a 3rd grade student
 - v. A parent with an 11th grader and two alumni
 - vi. Robbie Torney, Lodestar design team member (teacher at Lighthouse for 4 years)
 - vii. Yanira Canizales, Lodestar design team member (administrator at Lighthouse for 2 years)
 - viii. Melanie S., 8th grade math (teacher at Lighthouse for 6 years)

- ix. Emily S., Kindergarten (teacher at Lighthouse for 2 years)
3. **Completed interviews and observations.** Interviews were conducted in pairs. Interviews followed questions listed above. In each pair, there was one interviewer and one note taker. Notes were captured on sticky notes so that they could be grouped and sorted during the debrief process.
4. **Analyzed findings and identify needs.** Our expanded design team engaged with the work of understanding and sorting responses from students, teachers, and families. The following photograph, included as **Figure R.5**, is an artifact from that work.

Figure R.5: Needs Finding Analysis Artifact



The top needs that emerged from this exercise, across groups, included:

- needing school to build on student voice, interests, cultures, and communities
- needing school to help students identify and pursue new interests
- needing agency within classes and opportunities for advocacy to get needed support
- needing to better monitor student progress and support students accordingly
- needing opportunities for deep learning

School Visioning Ideas from Parents







At each of the the information sessions facilitated by our community organizers, we have engaged families in a high level visioning exercise where parents are asked to imagine and share features of their dream school. What would they see in the halls and classrooms? What would they hear? What would they feel? Families then shared their vision with one another and with the larger group.

Figure R.6 presented as a synthesis of themes collected from families; **Figure R.7** presents sample parent visioning graphic organizers.

Figure R.6: Synthesis of Themes from School Visioning Activities

What parents would see	What parents would hear	What parents would feel
<p>A clean and safe facility with lots of art and bright colors. Students that are engaged, excited, smiling and happy working with their peers and teachers.</p> <p>Some of the most common themes among parents:</p> <ol style="list-style-type: none"> 1. Smiling children 2. Safe, clean facility 3. Parents, teachers, and students working as a team 	<p>Parents want a school where they would hear laughter, positive and academic language, and students learning. They want a school where there is communication between parents and teachers reflecting on student goals.</p> <p>Some of the most common themes among parents:</p> <ol style="list-style-type: none"> 1. Laughter 2. Learning 3. Students, families and teachers reflecting on growth and goals 	<p>Parents want a school where they feel they are safe, that they are a part of the community and that there is love. They want a school where there is compassion for one another and feel that they are heard and are part of the team.</p> <p>Some of the most common themes among parents:</p> <ol style="list-style-type: none"> 1. Safety 2. Love 3. Compassion

Figure R.7: Sample Parent Visioning Graphic Organizers

 <p>→ facility such as Lighthouse I → children concentrated & excited to learn → involvement from parents & teachers w/ their children's education → smiles & laughter → consistency</p>		 <p>Escuela bonita. vi muchas pasillas con varias puertas y la sonrisa de mis hijos de lo feliz que estaban.</p>	
 <p>→ teachers communicating w/ parents & students → students involved about learning → progression in student learning</p>	 <p>→ I feel comfortable → love → family-oriented → safety safe → happiness</p>	 <p>Escuche a mis hijos emocionados diciendo que bonito está a que salón voy a ir yo.</p>	 <p>Me senti feliz al ver esas sonrisas en las caritas de mis hijos por haber entrado a una escuela como lighthouse II.</p>

Community Reflection and Feedback on LCCPS School Outcomes

Last year, as part of LCCPS's review of our School Outcomes, we enlisted families, staff, and students to engage with data about how our program was meeting their needs and our mission. Data came from a wide variety of sources and included measures such as student time out of class by subgroup, staff engagement, and student academic outcomes.

Engagement took two primary forms: first, data analysis protocols, which allowed groups to understand relevant data sets and then identify LCCPS areas of strength and areas of growth, and second, focus group interviews. **Figure R.8** presents an analysis of focus group interviews with students.

Figure R.8: Student Focus Group Interview Analysis

In order to evaluate student perceptions of learning experiences at our school, we decided to hold some focus group interviews where we could ask students directly about their interactions with teachers and preparation for college during their time at Lighthouse. These focus groups were held in March, 2015 and conducted by the school's College and Career Counselor, Joshua Weintraub. There were six students in the high school focus group (grades 9-12) and nine students in the middle school focus group (grades 5-8); we did not interview students in grades K-4. Students in both the middle school and high school focus groups were selected to reflect some of Lighthouse's diversity in terms of gender, ethnicity, time at the school, and academic success.

Overall, these focus group interviews indicate that students at Lighthouse have positive perceptions of their teachers and the education they are receiving at our school. Several students in both groups, for example, spoke out about their appreciation of teachers' high standards at Lighthouse. In the words of high school senior, Hector Hernandez, "Something I like about Lighthouse is that teachers like to challenge you in every subject." Students in both groups also expressed the supportive and personalized nature of student-teacher relationships at Lighthouse. As 10th grader, Christian Thomas, put it: "Not only do my core teachers help prepare me, it's the staff as a whole. We have our teachers who know about our learning abilities, but then you have your case manager, your principal, even our guidance counselor. Every staff member at Lighthouse prepares you. Whether it's a check in to ask about your day or how you are doing, everything at Lighthouse benefits (you). Your teachers prepare you by setting high expectations... Coming from my previous school, there were times that teachers didn't even know half the kids names, where at Lighthouse almost every staff (member) knows almost every child in the school. Those relationships help."

In terms of preparation for college, career, and life success, students talked somewhat about the importance of academic standards at Lighthouse (such as writing and math) but more expansively about some of the "soft" skills taught at our school, such as the school's Guiding Principles (responsibility, communication, and reflection to name a few). Organization, time management, and self-advocacy were other skills students discussed learning at Lighthouse that they felt were preparing them for life after high school. To quote 11th grader Vidal Garcia, Lighthouse "has helped me stay organized... to know where to keep my work, to check in with teachers... to turn in work before the deadline, since in my grade we're no longer allowed to revise our work. I think these skills are really helpful for college."

Finally, the students articulated that they felt that Lighthouse's standards-based grading system and bi-annual passage requirements were also helping prepare them for college, career and life success. As 6th grader Sheila Cordova put it, "Passage prepares you for real life. When you want to apply for a job you need to provide evidence. Passage is like that."

Reflecting on student perceptions of teaching and learning at Lighthouse, it is clear that students value

what they are learning here, who their teachers are, and how they are assessed. Less clear from these focus group interviews is the extent to which students understand the level of performance required of them for college, career, and life success, though this may be an indication of the specific questions asked of them rather than an accurate measure of their understanding.

Focus groups and data analysis protocols produced clear implications for the LCCPS, the Lodestar model, and the Lodestar petition. Above, students reflect on the power of Crew (our advisory structure), close relationships, and character development, providing one data sample that demonstrates how important those structures are at LCCPS and will continue to be at Lodestar. Focus groups and data analysis protocols have also prompted shifts in the Lodestar petition, including a focus on Competency-based Learning to help students understand and attain required performance levels and Self-directed Learning and a renewed focus on Learning Expeditions growing out of data around student engagement.

Process for and Extent of Incorporating Feedback into the Petition

As demonstrated in the sections above, Lodestar has done extensive work to engage with the community and to solicit and incorporate feedback from the community into our petition on the front end: the Lodestar petition has been written to reflect our learnings from our needs finding work, our family visioning work, and our LCCPS school outcomes analysis.

There have also been a number of additional opportunities for community constituencies to provide feedback on the actual petition. These include:

- Previewing our petition with the LCCPS Board of Directors, the LCCPS Governance Committee, and the LCCPS Academic Accountability Committee, and making substantive revisions to **Elements A, B, C, and H** based on their feedback.
- Close contact with the OUSD Office of Charter Schools and OUSD administration around OUSD Priorities, including collective MPOs and the 2015 Fall Call for Quality Schools, which produced substantive revisions to **Elements A, B, C and Addendum R**.
- Presentation of **Element A** to meaningfully interested families, with substantive revisions based on their feedback taking place between August 26 and September 9 (see Family Feedback Session on Draft Element A).

Plans for Family Feedback Session on Draft Element A

Substantive revisions were made to **Element A** of the charter petition following a Family Feedback Session held at LCCS on Wednesday, September 2, 2015. In the section below, we detail the plans for capturing family input and feedback during this Family Feedback Session. **Figure R.9** represents the School Design Team's invitation to interested families to attend the Feedback Session in person. **Figure R.10** is the agenda that was followed during the presentation. **Figure R.11** is a sample of the dilemmas shared in the Family Feedback Session.

Figure R.9: Invitation for Families to Attend Feedback Session on Element A

Subject: Lighthouse 2 Update

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Hello families!

We have been so excited that you have attended one of our Lighthouse 2 informational meetings and because of your interest in our new school we are inviting you all to come next wednesday September 2nd from 6pm to 7:30pm, with our first draft of the petition completed and prior to submitting, we would like to share with you our current thinking and hear YOUR feedback so that we can make our petition stronger. Your voice and opinion is important to us in this process and we look forward to seeing you next week!

Please join us and RSVP by September 1st 2015 by emailing Antinnea Skipwith at antinnea.skipwith@lighthousecharter.org

We will see you soon!

Hola familias!

Hemos estado muy emocionados de que ustedes asistieron a una de nuestras reuniones informativas de Lighthouse 2 y debido a su interés en nuestra nueva escuela le estamos invitando a todos a venir el próximo Miércoles 2 de septiembre 6:00pm-7:30pm, con nuestro primer plan preliminar de la petición completado y antes de entregarlo, nos gustaría compartir con ustedes nuestro pensamiento actual y escuchar sus comentarios para que podamos hacer nuestra petición más fuerte. Su voz y su opinión es importante para nosotros en este proceso y esperamos verlos la semana que viene!

Por favor reserven su espacio antes del 1 de septiembre mandando un correo electronico a' maritza.ortiz@lighthousecharter.org

Nos vemos pronto!

Figure R. 10: Family Feedback Session Agenda

Family Feedback Session

September 2, 2015, 6-7:30pm

Objective: To share initial thinking about the “why and how” of the L2 model, to collect parent feedback about the model’s design, and to brainstorm parent input as to what supports students and families will need to achieve success through this model.

Agenda

What	How	Who	Time
Welcome	Connector activity, Introductions, Share purpose	YC	10 min
School Design Dilemma Warm-Up	In groups of 4, parents will read about a sample dilemma facing students in schools today. They will then brainstorm ways to solve this dilemma through school design.	BZ (English) and YC (Spanish), in groups of 4	10 min

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Presentation	Parents will watch a 7-minute video (in Spanish and English) on the draft of the new school model.	YC, BZ, AS, LE support	10 min
Revisit Dilemma	Parents will return to their dilemma small group and discuss the following: <ul style="list-style-type: none"> - What is NEW about the model? - What, specifically, is the model doing to solve your dilemma? - What else can the model do to solve your dilemma? 	YC facilitates	15 min
Share-out Connections	1 reporter from each team will share their team's thoughts while the presenters scribe for the whole group. After share-out, the presenter will facilitate a brief conversation around clarifying questions.	BZ facilitates, YC scribes	10 min
Parent Input on Model	Each parent will receive post-its in 3 different colors. In pairs, parents will write one note on each post-it for the following: <ul style="list-style-type: none"> - What supports do you imagine your child needing to be successful in our model? - What supports do you imagine needing as a parent? - What excites you about this model? <p>As post-its are added to the 3 columns, presenters organize the post-its into clusters by main idea or theme.</p>	YC facilitates	10 min
Share synthesis of responses	Presenters share-out the main themes they are seeing in the post-its and ask for any additional clarification of the ideas shared.	YC facilitates, BZ scribes	10 min
Update/Next Steps	Presenters share an update on petition timeline and home visits, as well as any revision work that will occur based on this family feedback session.	AS and YC	5 min

Figure R.11: Sample School Design Dilemmas

School Design Dilemmas	
Read the dilemma below aloud. Then in your small groups, brainstorm possible ways to proactively solve this problem. Think about the following:	
<ul style="list-style-type: none"> - What does your student need in order to avoid or solve this dilemma? - What structures can the school administration put in place to avoid or solve this dilemma? - What support might the teacher need in order to avoid or solve this dilemma? 	
Dilemma 1: My child comes home sad because he doesn't feel connected at school; he shares that he doesn't have any friends and that he thinks his teachers don't like him.	

Dilemma 2: My child often told me school was boring because it was too easy and the pace was too slow. Then, when he went to his first year in college, he struggled in most of his classes because he wasn't prepared.

Dilemma 3: My child often comes home crying because much of school is too hard for her. I like her teacher and know she's trying her best, but with 32 students in the class, I know my daughter isn't getting the attention she needs to improve her basic skills and achieve success.

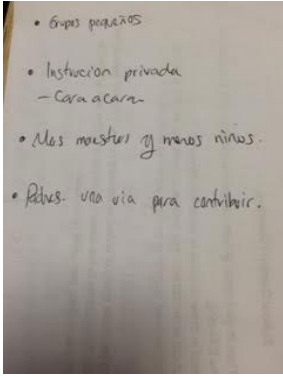
Dilemma 4: My daughter told me she was passing her classes but was retained at the end of the year. We were all shocked, including my daughter; we couldn't help her because we had no idea she was struggling!

Dilemma 5: My child does the minimum to get by and seems to not truly care about his work. He throws his projects away after he completes them and rarely offers to help out around school, home, or the community, unless he's forced to. I think he's trying to impress his friends.

Input Gathered During Family Feedback Session

In the section below, we capture the family input and feedback shared in the Family Feedback Session on September 2, 2015. **Figure R.12** is a transcription of family input from the first activity where families were asked to discuss common dilemmas facing students and brainstorm solutions to these dilemmas.

Figure R.12: Capturing Family Input- Solving Dilemmas

Dilemma	Parent Input
<p>"My child often comes home crying because much of school is too hard for her. I like her teacher and know the teacher is trying her best, but with 32 students in the class, I know my daughter isn't getting the attention she needs to improve her basic skills and achieve success."</p>	<ul style="list-style-type: none"> -small groups -private, face-to-face instruction -more teachers and fewer students -giving parents a way to contribute -information about what kids are learning on a daily basis so parents can help at home -small groups with kids on their level -support after school -school should feel more like college with small seminars and opportunities for office hours 
<p>"My daughter told me that she was passing all her classes, but at the end of the year, she was held back a year. We were all surprised - including my daughter. We didn't know how to try to help her because we</p>	<ul style="list-style-type: none"> -clarity around what it means to pass a class -what did communication look like between teachers and parents? were there report cards? -hold meetings with parents and teachers to discuss progress -set contracts/improvement plans for students who are struggling

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had no idea she was struggling!”	-need to establish trust among teachers and families through strong and regular communication
“My son sometimes told me he was bored at school and that his classes were too easy and slow-paced. Then, when he went to his first year of college, he ended up struggling in the majority of his classes because he wasn’t prepared.”	-keep students busy and engaged all the time -provide advanced level course material -ensure the curriculum is rigorous -prepare students for real life -allow students to explore their interests and potential careers

After discussing these dilemmas, parents viewed an informational video about the proposed instructional model of the new school, and were asked to think about how the model solves the common dilemmas they discussed, as well as what additional elements might be added to the model to further support students and families in overcoming these dilemmas. **Figure R.13** is an example of one parent’s thoughts as captured in a note-catcher, and the table **Figure R.14** captures the feedback from each note-catcher.

Figure R.13: Parent Note-Catcher (Spanish)

Part 1 Notas

Que es Nuevo con este modelo?	De que manera el diseno de la escuela resuelve su dilemma?	Que mas puede incluir el diseno de la escuela para resolver su dilemma?
Muchas cosas - Menos niños por clase. - Diversas actividades potencialmente equiparadas para el desempeño del estudiante.	-En que harán grupos uno a uno. -En que harán sesiones en pequeños grupos para quedar y sacar todo el potencial de cada niño.	-Una participación más comprometida por parte de los padres en la ayuda a el maestro. -Un rol comprometido para tener al niño evaluado al 100%

Part 2 Post-its:
Yellow: Que tipo de apoyo piensa necesita su estudiante en este modelo?

Figure R.14: Parent Notes on Proposed Instructional Model

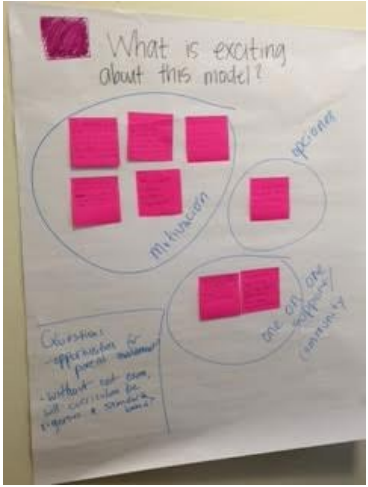
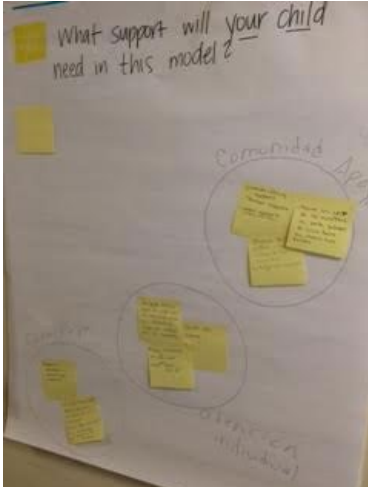

What is new about the model?	How does the model solve common dilemmas facing our students?	What else can the model do to solve dilemmas facing our students?
-students get new information based on how they’re progressing during the school year -smaller classes -students have their own computers -one-on-one meetings -students meet with their Crew before and	-Crews are only 14 students -students have the opportunity to go to their own personal computers -students have classes that pertain to their	-have students who are more advanced serve as tutors -put children on their own level -have a night to

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<p>after</p> <ul style="list-style-type: none"> -prepares them for real life -students are aware of their personal progress -everyone is working at their own pace when it comes to math and English -there are five parts of each students' day -they have a crew of 14 students -that the day starts and ends with crew is important -students are motivated because they understand how to be students -lots of things -fewer students per class -different activities students can engage in -gives students motivation and opportunities to explore their goals -based in the video and the student testimonial, I like the way the school is planned and I hoped it's completed 	<ul style="list-style-type: none"> interests and keep their attention and challenge them -by having students help each other -having a well-organized schedule of classes -one-on-one tutoring for any student as needed -teachers are monitoring students' progress and communicating with parents -one-on-one groups and support -small groups to help students and make sure they reach their potential -communication with students 	<ul style="list-style-type: none"> teach parents how to help students with their work -materials to help parents support their kids in their education -obligation from the parents to help the teacher -always talk with the students -put students as tutors for classes -put students in leveled groups that don't depend on their age
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Finally, after sharing their thoughts on the proposed instructional model, participants in the Family Feedback Session were invited to share their reflections and proposed additions to the model in regards to specific supports that may be necessary. Each participant was given pink, blue, and yellow post-its and asked to write one comment on each, coded by color, as is demonstrated in **Figure R. 15**. As parents placed their post-its on the corresponding chart paper, the Design Team clustered their comments by theme and topic, then facilitated a conversation around the common ideas and suggestions.

Figure R.15: Parent Input on Instructional Model

What is most exciting about this model- what would you like to share with the community?	What support will your child need in order to be successful in this model?	What support will you and your family need in order to be successful in this model ?
 <ul style="list-style-type: none"> -students are active every day and doing work they think is interesting -it covers many areas of learning and will keep my child focused and eager to learn -for me everything is perfect the way it's prepared; it's what my child needs to be successful -having my child see his progress and be happy in his classes -the effort the school puts on students! -the different types of science studies -the one on one tutoring and the Crew before and after school -that my child has his own tutor and kids can progress at their own pace 	 <ul style="list-style-type: none"> -parents/family support -teacher support -peer support -have the support of a teacher who makes his classes easier -have the support of teachers working as a team -help every day and calling me to help him make sure he has what he needs -one on one tutoring -more reading material -one on one help -help with the motivation to learn how to be a student -a lot of patience from her teachers (she can get distracted) 	 <ul style="list-style-type: none"> -the best help I can receive is regular communication about my daughter's progress -what my child is always kept engaged -teacher's support -chances to be engaged as a volunteer at the school -a math and English workshop night where parents are taught or have an insight to what is being taught to their student to ensure better help at home -I've always faced the obstacle of not speaking English so I want support in Spanish about what this new model means for my child -how I can help them in their education and to develop as students -how I'll be able to help my student

Summary of Family Feedback and Model Revisions

The Family Feedback Session on September 2, 2015 generated feedback on the instructional model and suggestions for supporting students and families with their transition into the new model. As a LCCPS School, Lodestar has Families as Partners as one of its Design Principles. As such, families are acknowledged as key stakeholders and their feedback and input carry considerable weight. Therefore, the Design Team processed parent feedback and made corresponding revisions to the design.

Universally, the families were supportive of the proposed instructional design; all reflections about the design model were positive. However, parents made suggestions for what types of support they may need in transitioning to this new model. **Figure R.16** demonstrates a summary of the parent reflections on the model, where their reflections are in alignment with the charter petition, and their additional suggestions for support. Items marked “NEW” designate parent input for new structures, which have since been added to the charter petition.

Figure R.16: Summarized Family Feedback Reflected in the Model

Topic	Family Feedback Summary	Where is this Reflected in our Model?
Model Design: Personalization	<p>My children need opportunities to learn at their own pace and to receive additional support from teachers when necessary.</p> <p>My children need opportunities to explore their own passions and interests and to develop their own talents.</p>	<p>Lodestar’s model was designed to be personalized. The four core components each reflect a different type of personalization:</p> <ul style="list-style-type: none"> • Crew provides a personalized experience in which students are known well to adults and to one another. • Learning expeditions tailor rigorous, in depth study with the passions and interests of students studying those topics. • Competency-based learning allows students to progress through curriculum in personalized ways (pace, path, people, and place). • Self-directed learning allows students to personalize their learning through voice and choice, studying topics and pursuing interests that may not be part of traditional school programs (exs. Minecraft, Architecture, Archery). <p>More information on how Lodestar’s model was designed with personalization</p>

		in mind may be found in Element A.
Model Design: Real Work for Real Purposes	My children need opportunities to do work that matters and will prepare them for real life. They need more time with science.	<p>Learning Expeditions are a hallmark of Lodestar instruction. These integrated units of study in History and Science allow students to do real work for real purposes. In the course of LCCPS expeditions, students have:</p> <ul style="list-style-type: none"> • studied family immigration stories in answer to the guiding question “Why does immigration matter?” Students presented their findings to the community as part of a play written to reflect the diverse immigration stories of LCCPS students; • gone out on the Bay to capture and identify sharks, putting their scientific study and observation to real use in service of understanding the relationships between sharks and the other creatures of the Bay; • written letters to elected Oakland officials as part of a unit of study on how writing can make change in the community. <p>These vignettes are typical of LCCPS instruction and represent our orientation towards learning: learning is active and must involve real work for real purposes.</p> <p>More information about Learning Expeditions may be found in “Learning Expeditions” in Element A.</p>
Model Design: Habits of Mind	My children will need support with this model. They may need support around motivation and learning to be more self-directed.	<p>Students are supported in demonstrating the character and mindsets necessary to be successful in college and a career of their choice. Explicit character and mindset instruction is provided during Crew, and character and mindset targets are assessed and reflected upon during ILP meetings as one of the three dimensions in our Expanded Definition of Student Achievement. For additional information, see “What it Means to Be an Educated Person in the 21st Century” in Element A.</p>

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Model Design: Focus on Literacy	My children need a rigorous curriculum with reading and writing throughout the day so that they can actually be prepared for success in college.	Lodestar implements an integrated literacy curriculum that is aligned to the Common Core State Standards for English Language Arts. A Cross-Cutting Practice of the school is to integrate literacy across the content areas through the use of complex text in all classes. For more information, see “Cross-Cutting Practices” in Element A .
Model Design: Knowing Students Well	My children need structured spaces to get to know each other and form relationships with their teachers.	Students at Lodestar are known well by the students and adults in their learning community. Through structures such as Crew and Community Meetings, and through the use of Restorative Justice practices, students become a contributing part of their thriving learning community. See “Community of Learning” in Element A for additional information.
Model Design: Collaborative Teachers	My children need teachers that collaborate and work together.	Teachers as learners is one of our core beliefs at Lodestar. Time for teacher collaboration and ongoing professional development is held sacred within the model. Teacher collaboration is especially crucial given the unique learning experiences students will have on a daily basis. For additional information, see “Professional Learning Community” in Element A .
Model Design: Engagement	My children need to be engaged. They may need an environment that is more like college- sometimes in large groups and sometimes in small settings like office hours.	The different Core Components of the model provide for this diverse student experience throughout the day and the opportunity for students to learn in groups, individually, and with varied types of supports and structures. For additional information, see Element A .
Model Design: Tracking Progress	My children need updates and feedback on how they are progressing, and I need to be included in these updates so that I can know how to help them.	Our model is rooted in students, teachers, and families all having access to real-time, authentic, and meaningful qualitative and quantitative feedback about student progress, mastery, and goals. For more information about “just-in-time” assessment as a key element of the Lodestar model, see Element C .
Family	As parents, we will need	New! Given this request from families

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Onboarding: Workshops	<p>workshops on the new model and how to support our children in it. We will also need to be taught English and math in the same way our children are being taught so that we can help them at home.</p>	<p>for specific instruction in how to support their children in this model, our community organizers will plan and host family workshops. These workshops, to be held at convenient times for families, will provide detailed information about our school model and tools and strategies parents can use to support their children's learning at home. Further, parents have clearly communicated a desire to increase their capacities in various areas. Therefore, the topics of family workshops will be decided upon based on family input collected by Community Organizers through home visits and surveys. Element A, "Families as Partners" has been revised to reflect the addition of these workshops.</p>
Family Communication: Student Progress	<p>To support my child, I need to be updated on my child's progress often. I need to have a trusting relationship with my child's teacher(s) so that we can work together. I want to play a role in supporting my student, setting goals, and tracking progress.</p>	<p>Lodestar prioritizes families as partners and carves out specific and deliberate times and channels to ensure that teachers and families are in constant communication. These structures include Individualized Learning Plan Conferences, Celebrations of Learning, Crew parents, Coffee Tuesdays, and ongoing communication between teachers and parents. See Element A, "Families as Partners".</p>
Family Engagement: Opportunities to Participate in Model	<p>I want to be invited to participate in the classroom, to use my talents, skills and background to support all students and be an additional adult in the room to support the teacher.</p>	<p>NEW! LCCPS provides numerous opportunities for parents to be involved in their child's education including Individualized Learning Plan conferences, Celebrations of Learning, Coffee Tuesdays, and Crew parent structures, but we hadn't included the explicit and specific application of parent volunteers to the "Self-directed Learning Time" component. We will pursue seeking parent with specific skill sets and talents to volunteer as specialists for "Self-directed Learning Time" and have revised Element A, "Families as Partners" accordingly.</p>

In the final moments of the Feedback Session on September 2, 2015, families were asked to brainstorm a list of frequently asked questions- questions that other parents might be asking about the new school. **Figure R.17** includes their suggestions for frequently asked questions. The Design Team feels it is important to note that quite a few of these questions pertain to enrolling and committing to the new school. These questions suggest that there is a need for the school, a strong interest in the school, and a growing community of parents committed to building the school. **Figure R.18** includes images of families engaging in the feedback and input process.

Figure R.17: Families' Suggested List of Frequently Asked Questions

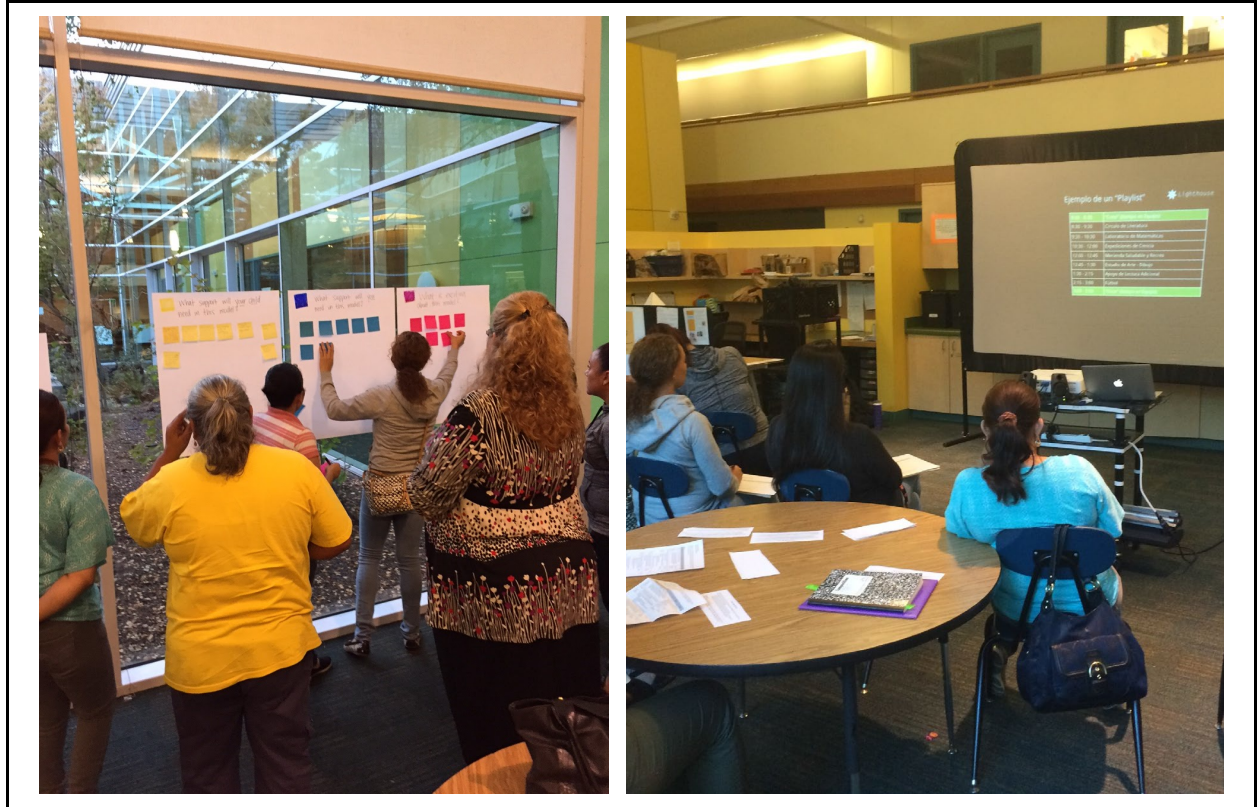
- When can I sign up for the lottery?
- Where is the new school going to be? If it's not in my zip code, can I still apply?
- What's the process for applying?
- What's the process for the lottery?
- How do students take assessments?
- How do I enroll my child at Lighthouse 2?
- Will my child need a uniform?
- When does registration for Lighthouse 2 begin?
- How many hours per week can or do I need to volunteer?
- When will the lottery be?
- What is needed to apply for the lottery?
- I've been on the waiting list for three years. Will my kids get into the new school?
- Where will the school be?
- When will the school start?
- What information do I need to register my student?
- What grades will be available?
- When will you provide information about the lottery?
- Can we invite more families to help at the new school?
- What opportunities will there be for parent involvement?
- Without the high school exit exam, will the curriculum be rigorous enough?

Figure R.18: Images of Family Engagement during Feedback Session

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Miscellaneous

Budget and Financial Reporting

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

Lighthouse Community Charter Public Schools has a successful track record of starting and running fiscally responsible schools. Toward this end, it has developed a five year budget that will ensure fiscal solvency through start-up and operation. The following documents are attached as [Appendix 30](#) and [Appendix 31](#):

- Budget Narrative
- Five-Year Budget, including:
 - Budget assumptions
 - Financial projections for the first five years of operation
 - Start-up costs
 - Cash-flow

These documents are based upon the best data available to LCCPS at the time of submission and will be updated to reflect any changes in state and federal funding levels and/or local cost structures.

Lodestar shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Lodestar's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all Lodestar's receipts and expenditures for the preceding fiscal year.

Federal Funds Compliance

To the extent that Lodestar is a recipient of federal funds, including federal Title I, Part A funds, Lodestar has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Lodestar agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Lodestar also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

District Fee for Oversight

Pursuant to Education Code Section 47604.32, OUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Lodestar shall pay OUSD an oversight fee in accordance with Education Code Section 47613.

The District may charge for the actual costs of supervisorial oversight of Lodestar not to exceed 1% of Lodestar’s state revenues, or the District may charge for the actual costs of supervisorial oversight of Lodestar not to exceed 3% if Lodestar is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Impact on Charter Authorizer

In accordance with Education Code 47604.3, Lodestar will promptly respond to all reasonable inquiries of the chartering agency. Lodestar recognizes the right of the chartering agency to inspect or observe any part of Lodestar at any time.

Lodestar Charter Petition - Miscellaneous

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 - Final Unaudited Financial Report for Prior Year
- December 1 - Final Audited Financial Report for Prior Year
- December 1 - First Interim Financial Report for Current Year
- March 1 - Second Interim Financial Report for Current Year
- June 15 - Preliminary Budget for Subsequent Year

Lodestar agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lodestar is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lodestar.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lodestar to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lodestar's 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:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lodestar shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lodestar. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lodestar's operations is received by the District, Lodestar shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District

Lodestar Charter Petition - Miscellaneous

to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lodestar by law or charter provisions.

Insurance

Lighthouse Community Charter Public Schools shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Administrative Services

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

Lighthouse Community Charter Public Schools and Lodestar will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

External Reporting

Lighthouse Community Charter Public Schools and Lodestar will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Public Records

Lighthouse Community Charter Public Schools and Lodestar acknowledge that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lodestar to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lodestar and of the District.

Lodestar further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lodestar does not have that Lodestar needs in order to meet its obligations, the District shall provide the same to Lodestar in a reasonably timely manner upon request.

The District may revoke the charter of Lodestar in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Facilities

Governing Law: *The facilities to be utilized by the school. The description of the facilities to be used by LCCPS shall specify where the school intends to locate.” Education Code Section 47605(g).*

Lodestar intends to locate in the East Region of Oakland, as detailed in **Element A** under Targeted “Desired Student Population and Need.”

Proposition 39 Facilities

Lodestar may seek the support of the Oakland Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 request and/or under a separately negotiated long-term lease arrangement. It shall utilize California Building Standards Code compliant facilities in accordance with Education Code Section 47610.

Alternative Facilities

If LCCPS is not able to acquire a suitable facility through Proposition 39, LCCPS and Lodestar may seek to rent or purchase a facility. The LCCPS Board of Directors will seat a Facilities Search Team to evaluate options. LCCPS will draw upon the experience of the team used in its previous facility search, which may include but is not limited to California Commercial Investments, Starkweather and Bondy, the Rogers Family Foundation, and Board Members. Please see Executive Summary for information on Board Member expertise in Facility Acquisition and Financing.

LCCPS and Lodestar may apply for facilities financing assistance under the state’s Charter School Facilities Grant Program and/or state-administered Charter School Facilities Incentive Grants such as SB740, dependent upon eligibility determined by the school’s percentage of socio-economically disadvantaged students.

Facility Requirements

Lighthouse Community Charter Public Schools seeks to locate a facility that will maximize its mission and vision, providing a safe and nurturing learning environment for its students. Lodestar will require a single campus located within the boundaries of the District.

In it’s opening year, Lodestar’s facilities requirements include, but are not limited to, the following:

- 20,000 Square Feet of classroom and indoor space for a minimum of:
 - 14 classrooms (10,000 square feet)
 - 5 Offices (2,000 square feet)
 - Bathrooms for boys, girls, and staff (750 square feet)
 - Multi-Purpose Room (2500 square feet)
 - Storage and Server Rooms (1000 square feet)
 - Staff Room (750 square feet)
 - Conference Room (500 square feet)

Lodestar Charter Petition - Miscellaneous

- Open Space (2500 square feet)
- One Acre of outdoor space

At full build-out, the facility anticipates the need for a 70,000 square foot facility.

Facility Safety

As outlined in **Element F**, the charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Please see **Element F** for all applicable assurances.

In the event Lodestar does not secure a facility from OUSD, it shall secure a site and shall provide OUSD a Certificate of Occupancy and proper clearances, as applicable to Lodestar, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

Attendance Accounting

LCCPS and Lodestar will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

Reporting

Lodestar will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Lighthouse Community Charter Public Schools and Lodestar agree to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, LCCPS shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

LCCPS and Lodestar agree to and submit to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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Lodestar shall be operated by Lighthouse Community Charter Public Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

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

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

Charter

Term

The term of this charter shall begin July 1, 2016 and expire five years thereafter on June 30, 2021, in accordance with OUSD policies.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. Lodestar must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Amendments

Any amendments to this charter shall be made by mutual agreement of the LCCPS Board of Directors and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCPS Board of Directors. The district and Lodestar agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between Lodestar and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Director of Finance and Operations, Lighthouse Community Charter Public Schools
Lighthouse Community Charter Public Schools
444 Hegenberger Road
Oakland, CA 94621

Oakland Unified School District
1025 Second Ave.
Oakland, CA 94606



Board of Directors MINUTES
Wednesday, December 11, 2019
6:00 p.m.

Location: Lighthouse Community Charter School
444 Hegenberger Rd. Oakland, CA 94621

Conference Line 605-313-4818 x 759617

Additional Location(s): TBD

If you need support getting into the meeting or finding the location, please call Brandon Paige at 510-473-8809.

Please request translation support or accommodations three days in advance of the meeting by calling Brandon Paige at 510-473-8809. *Por favor comuníquese con Brandon Paige al 510-473-8809 tres días antes de su junta para ayuda con traducción.*

Link to public speakers card [here](#). When the chair recognizes a member of the public for oral comment, such comment will be limited to three (3) minutes in accordance with law. Comments will be heard at the time of the item or under Open Forum, at the discretion of the chair. Public comment is not a time for discussion or response.

The Board of Directors for Lighthouse Community Public Schools is:

1 Barnes-Dholakia, Melissa	Via Phone	6 Moore, Alicia	Absent
2 Delker, Wayne	Present	7 Park, Soo Zee	Present
3 Enagbare, Tina	Present	8 Rogers, Brian	Present
4 Kean, Kimi	Absent	9 Solar, Sara	Present
5 Milner, Mark	Present	10 Wall, Brandon	Present

Quorum: 7

Join Us for Quick Mix & Mingle to Interact with Board Members Before the Board Meeting

Each board meeting is preceded by a Mix and Mingle from 5 - 6 p.m. in the location of the board meeting. "Mix and Mingle" is an opportunity for members of the LCPS community and public to interact and dialogue with board members. Please join us for more informal dialogue and Q/A.

LCPS Board of Directors Agenda
December 11, 2019
6:00 p.m.

#	Agenda Item	Person	Outcomes	Time	Duration
1	Call to Order & Attendance Taking Mr Delker called the meeting to order at 6:20 pm. Closed Session was moved to item #4.	Wayne	Formal beginning of meeting	6:00	5 min
2	Open Forum & Introductions	Wayne	Hear/record public comments; Identify next steps, as needed	6:05	10 min
3	Committee Report outs and Announcements The Finance, Talent, and Academic Accountability Committees convened since the last board meeting,	Various		6:15	10 min
4	CLOSED SESSION				
4a	Education Code 54957: Public Employee: CEO	Wayne	Discussion	6:25	35 min
<p style="text-align: center;">The Board will return from Closed Session.</p> <p style="text-align: center;">The board chair reported that there was no action to share out from closed session, but that the board plans to meet for a special board meeting in January 2020.</p>					
4b	Report out from Closed Session	Wayne	Report Out	7:00	5 min
3	CONSENT ITEMS Motion to approve: Rogers Seconded by: Park Vote: Yes - 7 No - 0 Abstain - 0 The motion passed unanimously.				

3a	Board Minutes: October 11, 2019	Staff	Approval	7:05	5 min
3b	Financial Statements as of October 31, 2019				
3c	Check Registers: September, October				
4	DISCUSSION & APPROVAL ITEMS				
4a	Academic Update <ul style="list-style-type: none">Charter Renewal Mr Wheatley presented an academic update across campuses.	Shannon	Presentation & Discussion	7:10	15 min
4b	Material Revision: Lottery Preference for Lodestar & Lighthouse Motion to approve: Milner Seconded by: Wall Vote: Yes - 7 No - 0 Abstain - 0 The motion passed unanimously.	Shannon	Discussion & Vote	7:25	10 min
4c	Fund Development Update and Requests: Year-End	Karen	Presentation & Discussion	7:35	10 min
4d	Compensation Changes for 2020-21 School Year Motion to approve the compensation changes for teachers in 2020-21: Rogers Seconded by: Wall Vote: Yes - 7 No - 0 Abstain - 0 The motion passed unanimously.	Brandon/ Anna	Presentation, Discussion, & Vote	7:45	30 min

	Motion to approve resolution 20191211: Park Seconded by: Milner Vote: Yes - 7 No - 0 Abstain - 0 The motion passed unanimously.				
Ms. Enagbare had to depart, leaving with 6 members of the board.					
4e	LCPS FY2019 Audit Motion to approve: Rogers Seconded by: Park Vote: Yes - 6 No - 0 Abstain - 0 The motion passed unanimously.	Brandon	Discussion & Vote	8:15	10 min
4f	Lodestar Construction Update & Planning Commission Debrief	Brandon	Discussion	8:25	5 min
ADJOURNMENT					