

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Application Planning Grant 2021-2022 Individual Pathway
Services For: Lodestar: A Lighthouse Community Charter
Public School

Action Requested and Recommendation Approval by the Board of Education of the Measure N – College and Career Readiness Commission, of Measure N Application Planning Grant 2021-2022 Individual Pathway for Lodestar: A Lighthouse Community Charter Public School, in an amount not to exceed \$13,200.00.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Application Planning Grant 2021-2022 Individual Pathway
- Lodestar 2020-2021 Master Schedule
- Lodestar Charter School Renewal, July 1, 2021 – June 30, 2023



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2021-2022
Individual Pathway**

School:	Lodestar: A Lighthouse Community Public School	Principal	Jeff Camarillo
Pathway Industry Areas:	Media Arts	Principal Phone:	(510) 775-0382
School Address	701 105th Ave. Oakland, CA 94603	Principal Email:	jeff.camarillo@lighthousecharter.org
School Phone	(510) 775-0382	School Fax:	(510) 775-0382
2020-2021 Enrollment (9-12) *Oakland Residents *CALPADS enrollment	66	Anticipated Grant* (\$200) x enrollment.	\$13,200

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed on a quarterly reimbursement basis following the review of quarterly expenditure reports and supporting documentation.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
44%	56%	86%	17%	-	28%	93% (66/71)

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20%	-	-	73%	-	-	-	7%

Planning Team Members and Role (*Who is completing the Planning Grant Application?*)

Name	Role
Jeff Camarillo	Principal, Lodestar Upper School
Veronica Haro	HS Founding Media Arts Teacher
Laura Einhorn	Founding HS Instructional Lead Teacher
Elaine Peterson	Founding HS Academic Intervention Specialist
Corbrae Smith	Lodestar Middle School Making Arts & Design Teacher
Josh Weintraub	College & Career Counselor, Lighthouse Community High School
Shannon Wheatley	Chief Academic Officer, Lighthouse Community Public Schools
Rich Harrison	Chief Executive Officer, Lighthouse Community Public Schools
Brandon Paige	Director of Finance, Lighthouse Community Public Schools

School Vision:

LCPS high schools prepare Black and Brown youth of East Oakland to attend and persist through competitive colleges and universities by ensuring that our students are known and loved; their interests supported; and their curiosity nurtured. At LCPS, high school students experience rigorous learning that empowers them to be leaders who are equipped to disrupt inequities and be changemakers in our world.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practices constitute your “way” of being as a school. We would like to get a baseline on what you do well now. Consider that some of these practices could be embedded in the pathway.

The academic program at Lodestar - one of the Lighthouse Community Public Schools (LCPS) - helps us enable all students to meet the State’s challenging academic and performance standards. Our schools have the following program elements and associated instructional practices, which reflect our instructional stances:

K-12 and relatively small (~800 students total in each K-12 campus, with ~325 HS Students)

At Lighthouse Community Public Schools, students and families are known well and supported academically and socio-emotionally. Character development is a consistent focus of the K-12 program; our Core Values of Community, Social Justice, Agency, Love, and Integrity are embedded in everything that we do. Restorative Justice practices shift focus from punishment to learning and from the individual student to the community. Building a strong, K-12 school culture allows all students in our community to reach our high expectations. We also partner closely with families to better support students through 13 years of school in preparation for college and beyond.

All students participate in advisories, what we call “Crews”

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

Project-Based Learning

We partner with the EL Education Network (a school reform network focused on project-based learning and character development) to support curriculum design and provide professional development around Learning Expeditions (long-term, in-depth studies which offer real-world connections that inspire students towards higher levels of academic achievement). Students produce authentic products that serve a real need in the community. Off-campus learning experiences, called Fieldwork, include elements of adventure (i.e. any physical, artistic, or intellectual experience that involves risk, challenge, and self-discovery). Every adventure has a strong element of entering the unknown and not being certain of the outcome. These experiences create opportunities for leadership and collaboration as groups of students and teachers face challenges together.

Student-engaged assessment practices

All units and lessons are designed with Learning Targets (learning goals) to help students know where they are in the learning process. Student-led conferences, EXPOs of student work (where students spend an evening presenting and celebrating their learning with an audience of their peers, family and broader community), and passage presentations (demonstrating preparedness to move to the next grade level) all support students to reflect on their learning and set personal goals.

Enrichments

We know that students thrive when they have creativity/making, art, music, language, and other enrichments built into their school day. All Lighthouse Community Public Schools students have periods of their day where they can pursue their passions, collaborate, and work creatively.

Service

All students at LCPS are actively involved in their communities through Fieldwork (connecting their learning to hands-on experiences in the community), internships, and service learning opportunities. Integrated into academic classes, Crew, and extracurricular activities, these experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.

College-Bound Curriculum

Students of all ages develop the habits of scholarship (e.g., self-monitoring, problem solving) that they need to navigate the academic and social demands of college. Core academic skills such as research skills and analytic thinking are taught in every subject area and at all grade levels to prepare students for the complexities of college-level texts. Students in grades K-8 have access to the courses and opportunities that prepare them for a college-bound high school curriculum. High school students develop the content knowledge and skills necessary for college by taking a demanding college preparatory curriculum that is aligned to A-G subject requirements.

Creating a College-Bound Culture

Teachers and school leaders make it clear to all students that they are on a path to college and a career of their choice. LCPS students meet the A-G requirements that make them eligible to attend a four-year college. LCPS also supports with college and career exploration and admissions. Crew leaders help students make course selections 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.

School and Pathway Assessment:

Please insert a score based on the **Planning Team's** completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Note from the Lodestar Planning Team:
 As our team completed the Self-Assessment, we recognized that - because we haven't yet established our Pathway - we could have labeled ourselves a "1" across all categories. For scores >1, however, we discussed how certain structures within our school will ensure that the Pathway will begin at a point that will immediately align our program to those indicators in the rubric.

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	1	<i>Rigorous, Relevant, and Integrated</i>	1
<i>Leadership Configuration</i>	1.5	<i>Collaborative Learning</i>	1
<i>Distributed Leadership</i>	2	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	2
<i>Open Access & Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	2
<i>Divers Student Representation</i>	2	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2.5
Program of Study/Master Schedule		<i>College and Career Plan</i>	1
<i>Pathway Theme</i>	1	Work Based Learning	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	1
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. In the planning year, Measure N funds should be used to learn about Linked Learning, best practices for design and implementation, and piloting key aspects of the Linked Learning framework.
3. Please reference the Measure N Permissible Expenses document to ensure that all budgeted expenditures meet the requirements.

The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

The Goals of the Measure

The following goals of Measure N are to be met through the implementation of Linked Learning:

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
4. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self Assessment. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 5. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 6. Add additional lines if you would like add additional budget items.
 7. All budget items should total up to the total grant amount based on the CALPADS 9th-12 grade enrollment for 2020-2021 for Oakland residents only. Please submit documentation that supports the enrollment numbers provided.

Additional Supporting Documents to Submit

1. 2020-2021 Master Schedule
2. Copy of Charter Petition/Charter Renewal

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

The Lodestar High School Measure N Planning Team recently established itself and convened to begin to envision the pathway for Oakland’s newest public high school. The Planning Team, made up of founding educators of the high school and veteran LCPS educators and leaders, has begun the work to connect our school’s mission and vision to that of our future pathway. Collaboration amongst the team has already started to ensure equitable and distributive leadership as Lodestar High and LCPS establish this innovative and dynamic pathway.

The Planning Team believes strongly that our current vision for a Media, Arts and Entertainment pathway connects deeply with the vision of Lodestar High School, particularly as it relates to supporting the interests of our scholars and nurturing their curiosities. As a small, personalized and college-prep public charter high school, a key aspect of Lodestar High’s mission and vision is to ensure that all of our scholars have an opportunity to engage in rigorous and A-G approved course work that will support them in being eligible and admitted to the colleges and universities of their choice. For this reason, our future pathway will allow 100% of our scholars, including African-American and Latinx males, special education students, English learners and unsheltered/foster youth, to access the elective classes within it. The design team is excited to engage stakeholders in mapping out the pathway’s processes and practices. The current vision is for 100% of Lodestar scholars to take at least two years of A-G approved coursework within the menu of course options developed for the pathway. This will ensure that our pathway will represent the diverse range of our predominantly Latinx and African-American student population and close the opportunity gap, as every program in our high schools seeks to accomplish.

As part of the Planning Team’s initial work, we’ve engaged our students and families in continuing to build the visions for Lodestar’s High School. Slides from this engagement session - held on Tuesday, March 23 - are included as Attachment #1.

In regards to Design Team Establishment, Vision Development, Pathway Leadership Development, and Equity:

- How do you plan to address the key areas of growth to support the development of Linked Learning and be aligned to the Linked Learning pathway model?
- How do you plan to support the professional development of the design team to understand what is Linked Learning and how to implement it?

During the planning year, we want to rely on existing expertise within the Linked Learning community, and hire a consultant to support the Design Team’s work and professional learning. We envision that this will be supplemented with visits to existing, exemplary Pathway programs throughout Oakland that resemble what we will strive to create.

Budget	2021-22 Planning Activities	Anticipated Outcome
\$10,000	Hire Pathway Consultant to guide Design Team’s work.	<p>The Design Team will define the pathway mission and vision.</p> <p>The Design Team will structure the pathway’s course sequence and program to allow for access by all students.</p>

\$1,400	Release Days will allow for Lodestar staff to have release days that support engagement with Pathway Consultant.	The Design Team staff will meet with the Pathway Consultant to engage in development of the program.
\$1,400	Site Visits to other Pathway Programs. Funds will support release days for Lodestar teachers.	The Design Team staff will visit model Pathway programs.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Lodestar High School's future Media, Arts and Entertainment pathway will become an integral and rigorous program within the school's academic core. The courses taught within the pathway will call upon a combination of student-centered teaching, project-based learning and culturally sustaining curricula and pedagogy to ensure a deeply relevant and integrated experience for all Lodestar High scholars. One of Lodestar High's signature pedagogies is Complex Instruction, or authentic group work, and the pathway will be no exception to this approach. The school's future founding pathway education has been trained and developed professionally on collaborative learning and how to create collaborative, relevant and rigorous group worthy tasks.</p> <p>As an EL Education high school, Lodestar High believes deeply in project based learning that allows for the creation of high-quality, integrated, inter-disciplinary and authentic work products. The design team is excited to map out a course for collaboration time for math, science, English, Spanish and history-science teachers to collaborate with pathway teachers to design academic experiences that allow for the production of integrated projects. We envision students creating real-world and authentic products, calling upon their Media, Arts and Entertainment learning, to exhibit their knowledge in the core subjects. This is a key aspect to the Lodestar High and EL model that we look forward to manifesting through the Measure N planning grant.</p>		
<p>In regards to <i>School-Wide Rigorous and Challenging Academics for All Students</i>:</p> <ul style="list-style-type: none"> • How do you plan to address the key areas of growth to support the development of Linked Learning and be aligned to the Linked Learning pathway model? • How do you plan to support the professional development of school staff to understand what is Linked Learning and how to integrate Linked Learning into their practice? • How will the experience for students be different as a result? 		
<p>The Lodestar High design team looks forward to visiting local (OUSD and other Bay Area) high schools that have successfully developed Linked Learning pathways. We hope to explore pathway programs and models that have allowed for effective collaboration between pathway and core teachers. The team is very interested in hiring an experienced design consultant who has led the creation of integrated Media Arts project-based learning in a high school. We believe this will help us create and design the pathway program that will ensure that our students' interests are supported and their curiosities nurtured.</p>		
Budget	2021-22 Planned Activity	Anticipated Outcome
N/A	No Planning Year activities are budgeted directly. The Pathway Consultant's work will support these components.	N/A

3. Program of Study

Current Programmatic Narrative Based on Rubric

The Lodestar High pathway theme of Media, Arts and Entertainment has been selected based on the interests of Generation Z students. Through a series of both informal and formal conversations with both current and future Lodestar High teachers, students and families, the future Media, Arts and Entertainment pathway will not only further prepare Lodestar High scholars for college and career, but will peak their interests and engage them in academic learning that centers media that is already a vital and integral part of their lives.

The design team will work to ensure that the pathway’s coursework and curriculum is built to reflect both grade-level academic and CTE standards. The goal is for 100% of the courses developed within the pathway to become a-g approved and fulfill that requirement for Lodestar High scholars.

Lodestar High’s inaugural school year (20-21) featured a cohort model master schedule. The high school will continue to build its master schedule using cohorts, which will allow opportunities for interdisciplinary projects and common prep time for both pathway and academic core teachers.

In regards to *Program of Study*:

- How do you plan to address the key areas of growth to support the development of Linked Learning and be aligned to the Linked Learning pathway model?
- How do you plan to support the professional development of school staff to understand what is the program of study and how to integrate it into all aspects of school structures?
- How do you plan to develop pathway learning outcomes and integrate it into your graduate profile?
- How do you plan to learn about and pilot curriculum sequence, courses, or integrated projects that align to your pathway theme?

The Lodestar High design team is excited to deeply engage our community (students, families, teachers and local industry leaders) to formalize the vision and theme for future pathways. While the initial vision for a pathway in Media, Arts and Entertainment has been very well received, there is a great deal to be defined within that pathway. The team looks forward to hosting a series of community conversations focused on further defining the pathway model.

The design plans to visit and meet with Local Bay Area high school teams that have successfully built pathway models, especially in small high schools. Furthermore, the design team hopes to work with our EL Education school designer and coach to explore and learn methodologies and best practices to integrate pathway themes into our graduate profile and schoolwide learning outcomes.

Lastly, the design team hopes to use the planning grant to hire and call upon the expertise of a design consultant to support the school with curriculum development, course sequencing and the creation of integrated projects aligned with our pathway theme.

Budget	2021-22 Planned Activity	Anticipated Outcome
N/A	No Planning Year activities are budgeted directly. The Pathway Consultant’s work will support these components.	N/A

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Lodestar is in the nascent stages of building its Work-based Learning Program. In 2020-21, as we began our first year of the High School program, this proved too challenging to initiate amidst Distance Learning and Social Distancing requirements. We are excited to plan these experiences in the upcoming year.

In regards to *Work-based Learning*:

- How do you plan to address the key areas of growth to support the development of Linked Learning and be aligned to the Linked Learning pathway model?
- How do you plan to support the professional development of school staff to understand what is Work-Based Learning and how to integrate it into all aspects of school structures?
- How do you plan to develop the Work-Based Learning continuum?
- What regional workforce need will your pathway align to?
- What local labor market data is available to support your pathway theme selection?
- How do you plan to develop partnerships with industry partners to support the development of your pathway?

The design team believes that our current vision for our pathway theme is deeply aligned with the Tech and Media workforce needs of the Silicon Valley. We plan to use a portion of our planning grant to consult Silicon Valley industry professionals in shaping our pathway. The design team looks forward to providing industry related professional development to pathway educators to support the development of work-based curriculum development. Once our pathway is established, we look forward to providing professional development to all Lodestar High faculty to better understand work-based learning in support of school wide integration.

Budget	2021-22 Planned Activity	Anticipated Outcome
\$400	Event Resources	Design team will engage external stakeholders to develop the partnerships necessary to support a high-quality Pathway program.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Lodestar High is a deeply personalized and supportive learning community. We pride ourselves on our deep knowledge and understanding of our 71 founding Freshmen and their families. As Lodestar High School is connected to Lodestar’s kindergarten through 8th grade program, we are able to build rapport, trust and relationships with students and families as they move through our pipeline. This will ensure that by the time Lodestar middle schoolers become high school scholars, and thus, enter our pathway we are deeply in tune with the academic, social and emotional needs of each and every one of our scholars. This is one of many aspects of Lodestar’s program that makes us special and unique.

Lodestar High School’s CREW (advisory) model calls for eight student-led conferences (SLCs) to occur over the four year span of a student’s academic experience (2 per year, 1 per semester). SLCs provide the ideal venue to ensure that every Lodestar CREW leader/educator and families are deeply familiar with each scholar’s pathway experience and to ensure that personalized interventions are put in place for any scholar that may need them. CREW leaders will work closely with Lodestar High School leadership and college and career counselors to ensure that every Lodestar High scholar has a four year high school plan and a college and career post-secondary plan. Every Lodestar High Founding Freshmen has already developed a preliminary college that includes at least three universities they plan to apply to during their senior year of high school. We believe we are well positioned to deliver the personalized academic, social and emotional support services for students to be successful in the future pathway and every aspect of our academic program.

In regards to *Personalized academic, social, and emotional support services*:

- How do you plan to address the key areas of growth to support the development of Linked Learning and be aligned to the Linked Learning pathway model?
- How do you plan to support the professional development of school staff to understand what integrated/comprehensive student supports are and how to integrate it into all aspects of school structures?
- How will the pathway model be leveraged to address the academic, social, and emotional needs of your students?

We look forward to supporting the professional development of both Lodestar High educators and counseling staff to build upon our current student support structures and align them with the pathway’s mission and vision. Without a doubt, the Lodestar High School pathway will become an integral part of our model to maximize and leverage academic, social and emotional support for all of our college and career-bound scholars.

Budget	2021-22 Planned Activity	Anticipated Outcome
N/A	No Planning Year activities are budgeted directly. The Pathway Consultant’s work will support these components.	N/A

Lodestar
 Upper School: 9th Grade
 2020-21 School Year

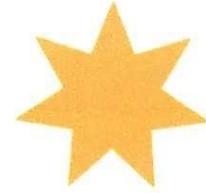
Mon, Tues, Thurs, and Fri

Teacher	Room	Gr	CREW	Dept.	9:00-9:25	9:30-10:25	10:25-10:55	11:00-11:55	12-12:55	1:00-1:55	2:00-2:55
Laura Einhorn	TBD	9	9	Humanities	CREW 9	English 9	Brunch	Prep	Lunch	English 9	English 9
Manny Martinez	TBD	9	9	Humanities	CREW 9	Prep	Brunch	Ethnic Studies	Lunch	Ethnic Studies	Ethnic Studies
Carlos Cabana	TBD	9	9	Math	CREW 9	Int. Math I	Asynchronous Work for Students in Altitude	Int. Math I	Lunch	Int. Math I	Int. Math I
Feroze Munshi	TBD	9	9	Science	CREW 9	Physics	Asynchronous Work for Students in Altitude	Physics	Lunch	Physics	Prep
Elaine Peterson	TBD	9	N/A	AS	N/A	Physics	Asynchronous Work for Students in Altitude	Physics	Lunch	Physics	Prep

Wednesday

Teacher	Room	Gr	CREW	Dept.	9:00-9:45	9:45-10:00	10:00-12 Noon	12 Noon-1:00	1:00-4:00 PM
Laura Einhorn	TBD	9	9	Humanities	CREW 9	Brunch	Asynchronous Work for Students in Altitude	Lunch	PD
Manny Martinez	TBD	9	9	Humanities	CREW 9	Brunch	Asynchronous Work for Students in Altitude	Lunch	PD
Carlos Cabana	TBD	9	9	Math	CREW 9	Brunch	Asynchronous Work for Students in Altitude	Lunch	PD
Feroze Munshi	TBD	9	9	Science	CREW 9	Brunch	Asynchronous Work for Students in Altitude	Lunch	PD
Elaine Peterson	TBD	9	N/A	AS	N/A	Brunch	Asynchronous Work for Students in Altitude	Lunch	PD

Material Revision Accompanying the Renewal of



LODESTAR

A Lighthouse Community Public School

Submitted to Oakland Unified School District
September 28, 2020

Charter Renewal Term:
July 1, 2021 - June 30, 2023

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September 28, 2020

Dear Board of Directors of the Oakland Unified School District, Superintendent Johnson-Trammell, and OUSD Office of Charter School Staff:

On behalf of the remarkable children and families of Lodestar A Lighthouse Community Public School, and as the designee authorized by the LCPS Board of Directors, I submit to you all of the required materials that will commence a **material revision process that is accompanying** the charter renewal application for a new charter term commencing July 1, 2021.

The revision is as follows:

Changes to lottery preferences or admission procedures - We will revise our enrollment priorities in order to accommodate recruiting and accepting an unsheltered student population to meet the demands of one of Oakland’s most vulnerable student populations. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	Siblings of enrolled and admitted students to keep families together	No Change
2	Children of Lodestar staff and LCPS Board Members (not to exceed 5%)	Children of Lodestar staff and LCPS Board Members (not to exceed 5 2.5% of total enrollment)
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	Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list. (For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing,

		<p>economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...; iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).</p>
4	Students living in the 94621 or 94603 zip code	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
5	Students zoned to attend underperforming schools within OUSD ⁴ 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	Students living in the 94621 or 94603 zip code
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland 6. All other applicants	Students zoned to attend underperforming schools within OUSD ⁴ 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
7	All other applicants.	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
8		All other applicants.

As required by OUSD, the full package, including this cover letter, is composed of:

- Signed Statement of Assurances and all District Required Language
- Final Copy of Material Revision
- Red-lined copy of the renewal petition, highlighting the revision.

The contents of this package was approved by the Lighthouse Community Board of Directors on September 23, 2020. I, Rich Harrison, as lead petitioner for Lodestar: A Lighthouse Community Public Charter School deem this renewal petition to be complete.

Sincerely,

A handwritten signature in black ink, appearing to be 'RH' with a stylized flourish at the end.

Rich Harrison
Chief Executive Officer
Lighthouse Community Public Schools

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Lodestar: A Lighthouse Community Public School (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at 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). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of 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 sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall 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. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall 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. (Ed. Code § 47605(l))
6. Shall 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 (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall 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. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

The Lighthouse Community Board of Directors affirms its commitment to the affirmations, declarations, and assurances above for Lodestar: A Lighthouse Community Public Charter School on September 23, 2020.



Rich Harrison, Chief Executive Officer

