



Lighthouse Community Charter Public Schools

LCPS Board of Directors Meeting

Amended on October 14, 2020 at 6:01 PM PDT

Date and Time

Wednesday October 14, 2020 at 6:00 PM PDT

Location

Topic: LCPS Board of Directors Meeting

Time: Aug 26, 2020 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NlVmVnQT09>

Meeting ID: 843 2260 5337

One tap mobile

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Kimi Kean	1 m
B. Record Attendance		Brandon Paige	2 m
C. Open Forum and Introductions		Kimi Kean	10 m
Hear/Record public comments, Identify next steps as needed			
D. Committee Report Outs and Announcements	Discuss	Various	12 m

- Finance - Committee report from October 1, 2020 meeting
- AAC - Committee report from October 7, 2020 meeting

Purpose Presenter Time

II. Consent Items

6:25 PM

A. Approve Board Minutes: August 26, 2020	Approve Minutes	Brandon Paige	5 m
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B. Approve Minutes: September 23, 2020	Approve Minutes	Brandon Paige	
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C. Financial Statement Packet	Vote	Brandon Paige	
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Recommended Action: The Finance Committee has reviewed these materials and recommends approval of the Finance Committee packet as part of the Consent Agenda

Note that the Current Year Financial Statements have been pulled from the Finance Packet, and moved into an Approval Item below, for First Interim Budget Approval.

III. Discussion and Approval Items

6:30 PM

A. Budget Approval: 1st Interim / "October Revise"	Vote	Brandon Paige	10 m
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B. School Reopening Update	Discuss	Rich Harrison	5 m
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C. Charter Renewal Update	Discuss	Rich Harrison	5 m
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D. HR and Talent Update	Discuss	Anna Martin	10 m
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E. Resolution for Equity, Anti-Racism, and Addressing Anti-Blackness	Vote	Melissa Barnes-Dholakia	10 m
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F. Organizational Alignment Priorities and OKR Dashboard	Discuss	Rich Harrison	20 m
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G. Board Assessment	Discuss	Rich Harrison	20 m
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H. Development: Fall Fundraising Event Update	FYI	Karen Fee	1 m
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IV. Closed Agenda Item -

7:51 PM

A. Closed Session Item Public Employee Discipline/Dismissal Release (§ 54957)	Discuss		
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	Purpose	Presenter	Time
V. Closing Items			7:51 PM
A. Adjourn Meeting	Vote	Kimi Kean	5 m

Coversheet

Committee Report Outs and Announcements

Section: I. Opening Items
Item: D. Committee Report Outs and Announcements
Purpose: Discuss
Submitted by:
Related Material: AAC Update (1).pdf

Academic Accountability Update *(10/7/2020)*

Updates

Shared Priorities for 6.2

- Assessing Learning Loss & Data-Driven Instruction
 - MAP
 - Interim Assessments
- Launching Instructional Cycle
- ELD Program Development
- Reopening Planning for Hybrid Schedules

Data Updates

- Shared Current MAP Data
- Feedback from Instruction Partners
- Data summary from Staff Survey
- Classroom Walkthrough Data with Instruction Partners

Next Steps

Focal Areas

- Leveraging Interim Assessment data to increase **Rigor** → [Interim Assessments](#) (aligned with our adopted Math and ELA curriculum) via the Achievement Network
- Increase the quality of **instructional planning** → [Instruction Cycle](#)
- Ensure consistent touchpoints and **feedback to teachers** → Progress Monitoring via [TeachBoost](#)

Planning

- Using data to inform decision-making for 2nd semester



Coversheet

Approve Board Minutes: August 26, 2020

Section: II. Consent Items
Item: A. Approve Board Minutes: August 26, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for LCPS Board of Directors Meeting on August 26, 2020

APPROVED



Lighthouse Community Public Schools

Minutes

LCPS Board of Directors Meeting

Date and Time

Wednesday August 26, 2020 at 6:00 PM

Location

Topic: LCPS Board of Directors Meeting

Time: Aug 26, 2020 06:00 PM Pacific Time (US and Canada)

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Directors Present

A. Moore (remote), B. Rogers (remote), B. Wall (remote), E. Figueroa (remote), K. Kean (remote), M. Barnes-Dholakia (remote), M. Milner (remote), S. Solar (remote), W. Delker (remote)

Directors Absent

S. Park

Directors who arrived after the meeting opened

S. Solar

Guests Present

A. Martin (remote), B. Paige (remote), D. Meister (remote), K. Fee (remote), M. Patel (remote), R. Harrison (remote), S. Wheatley (remote), T. Mansfield (remote)

I. Opening Items

A. Call the Meeting to Order

K. Kean called a meeting of the board of directors of Lighthouse Community Public Schools to order on Wednesday Aug 26, 2020 at 6:03 PM.

B. Record Attendance

S. Solar arrived.

C. Open Forum and Introductions

Other attendees

Emine Uysal

Tina Hernandez

Jeff Camarillo

Robbie Torney

Kelly Lara

Kenya Williams

Public comments:

Gertrude Agbontaen, Parent and Staff member - Thanked everyone for their hard work. She hasn't had an opportunity to examine Altitude. Some concern around the ability to translate especially for students studying Spanish. What is in place to support them right now? How long will the integration take? Also, asked about the student alumni program. How many fellows will be accepted?

D. Committee Report Outs and Announcements

Committee Updates:

- AAC - Shannon Wheatley, CAO
- Finance - Brandon Paige, Director of Finance
- Governance - Rich Harrison, CEO

II. Consent Items

A. Approve Board Minutes

M. Milner made a motion to approve the minutes from LCPS Board of Directors Retreat on 07-29-20.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Wall	Aye
E. Figueroa	Aye
M. Barnes-Dholakia	Aye
S. Park	Absent
S. Solar	Absent
M. Milner	Aye
B. Rogers	Aye
K. Kean	Aye
A. Moore	Aye
W. Delker	Aye

B. Financial Statement Packet

M. Milner made a motion to approve the consent items.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

C. PCSD Development Agreement Addendum

M. Milner made a motion to approve the ...

B. Wall seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Moore	Aye
K. Kean	Aye
S. Solar	Absent
W. Delker	Aye
M. Milner	Aye
M. Barnes-Dholakia	Aye
S. Park	Absent
B. Wall	Aye
E. Figueroa	Aye

Roll Call

B. Rogers Abstain

D. Contract: EL Education

M. Milner made a motion to approve the EL education agreement.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

E. Contract: Seneca Family of Agencies

M. Milner made a motion to approve the Seneca contract.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

F. Contract: Lease extension for Shared Service Office at 433 Hegenberger Rd.

M. Milner made a motion to approve the lease extension.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

G. LCPS Fiscal Policy Update

M. Milner made a motion to approve the LCPS Fiscal Policy Update.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** to approve the motion.

III. Discussion and Approval Items

A. Renewal of Board Terms - Soo Zee Park

A. Moore made a motion to Renew Soo Zee Parks term for one year -.

W. Delker seconded the motion.

- School finance guru
- Invaluable experience
- Final year

The board **VOTED** to approve the motion.

Roll Call

B. Wall Aye
S. Solar Absent
E. Figueroa Aye
B. Rogers Aye
W. Delker Aye
K. Kean Aye
M. Milner Aye
A. Moore Aye

Roll Call

M. Barnes-Dholakia Aye
S. Park Absent

B. Election of New Board Member - Kenya Williams

M. Barnes-Dholakia made a motion to approve a three year term for new board member Kenya Williams.

A. Moore seconded the motion.

- Introduced the candidate during open forum
- Three year term
- Worked in a temporary role at LCPS in Operations

The board **VOTED** to approve the motion.

Roll Call

B. Rogers Aye
B. Wall Aye
S. Solar Absent
W. Delker Aye
S. Park Absent
K. Kean Aye
M. Barnes-Dholakia Aye
E. Figueroa Aye
M. Milner Aye
A. Moore Aye

C. Alumni Board Fellowship

Karen Fee, Director of Development, discussed a proposal to begin an Alumni Board Fellowship in January 2021. Two to four fellows would be selected to serve on the board as a non voting member for one year with the goal of eventually become a voting member of the LCPS Board of Directors.the fellows would be offered mentoring, networking and board experience from current board members.

- Are there ways to create an equity collective that supports the board - M. Barnes-Dholakia
- Share the idea with other charter boards for a larger impact - M. Milner

D. CEO COVID-19 Resolution

M. Milner made a motion to approve the resolution with changes.

M. Barnes-Dholakia seconded the motion.

- Valid for current academic year only
- Decisions will still be made with Board President and Governance Committee Chair

The board **VOTED** to approve the motion.

Roll Call

S. Solar	Abstain
B. Wall	Aye
W. Delker	Aye
S. Park	Absent
B. Rogers	Aye
K. Kean	Aye
A. Moore	Aye
E. Figueroa	Aye
M. Barnes-Dholakia	Aye
M. Milner	Aye

E. School Reopening Update

All four school principals shared opening day highlights.

F. Board Assessment

- CEO walked Board through high level data from the Board Assessment.
- Committees will unpack the data more closely and determine strengths and areas of development.

G. Organizational Alignment Priorities and OKR Dashboard

- CEO shared a roadmap for future meetings aligned with our priorities and OKR's
- Feedback from the Board on the dashboard
 - Make sure the dashboard is linked to the state expectations - W. Delker
 - What are the board expectations on how often this will be populated - B. Rogers
 - Echo the importance of aligning to state expectations and how are we digging into subgroups to make sure we are meeting those indicators - M. Barnes-Dholakia
 - Inspect what we expect as a Board - K. Kean

H. Charter Renewal Update

- CEO shared an update on the Charter Renewal and next steps.

I. Resolution of Anti Blackness/Anti racism

Will push this item out to the October board meeting.

J. Public Hearing: Learning Continuity and Attendance Plan

CAO shared an update on the Learning Continuity and Attendance Plan and how LCPS will handle the necessary stakeholder engagement.

K. MOU between LCPS & Oakland Undivided & Oakland Enrolls (HOLD ON POSTING)

CEO shared an update about the MOU's and LCPS acting as a liasion for Oakland area charter families. Mark Milner and Brian Rogers offered to support by looking over the drafts of the MOU's

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
K. Kean

Coversheet

Approve Minutes: September 23, 2020

Section: II. Consent Items
Item: B. Approve Minutes: September 23, 2020
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for LCPS Board of Directors Special Meeting on September 23, 2020

APPROVED



Lighthouse Community Public Schools

Minutes

LCPS Board of Directors Special Meeting

Date and Time

Wednesday September 23, 2020 at 10:00 AM

Location

Topic: LCPS Board of Directors Meeting

Time: Aug 26, 2020 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NlVmVnQ09>

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Meeting ID: 843 2260 5337

Find your local number: <https://us02web.zoom.us/u/kdSgmzjv7o>

Directors Present

A. Moore (remote), B. Rogers (remote), B. Wall (remote), E. Figueroa (remote), K. Kean (remote), K. Williams (remote), M. Barnes-Dholakia (remote), M. Milner (remote), S. Park (remote), S. Solar (remote), W. Delker (remote)

Directors Absent

None

Guests Present

B. Paige (remote), K. Fee (remote), M. Patel (remote), R. Harrison (remote), S. Wheatley (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Kean called a meeting of the board of directors of Lighthouse Community Public Schools to order on Wednesday Sep 23, 2020 at 10:01 AM.

C. Public Comment

No public comment.

II. Discussion Items

A. Charter Element 10 - Discipline Policy

M. Barnes-Dholakia made a motion to Approve.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Solar	Aye
K. Williams	Aye
K. Kean	Aye
M. Barnes-Dholakia	Aye
M. Milner	Aye
S. Park	Aye
B. Rogers	Aye
E. Figueroa	Aye
B. Wall	Aye
A. Moore	Aye
W. Delker	Aye

M. Barnes-Dholakia made a motion to Approve.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Moore	Aye
K. Kean	Aye
M. Milner	Aye
S. Solar	Aye
S. Park	Aye
M. Barnes-Dholakia	Aye
B. Wall	Aye
B. Rogers	Aye
E. Figueroa	Aye
W. Delker	Aye
K. Williams	Aye

B. Resolution #20200923a Submission of Charter Renewal for Lighthouse Community Charter School

S. Park made a motion to Approve.

B. Rogers seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Moore	Aye
M. Barnes-Dholakia	Aye
M. Milner	Aye
S. Solar	Aye
K. Kean	Aye
E. Figueroa	Aye
W. Delker	Aye
S. Park	Aye
B. Wall	Aye
K. Williams	Aye
B. Rogers	Aye

C. Resolution #20200918b Material Revisions for Lighthouse Community Charter School

W. Delker made a motion to Approve.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Delker	Aye
M. Barnes-Dholakia	Aye
B. Rogers	Aye
S. Park	Aye
S. Solar	Aye

Roll Call

E. Figueroa	Aye
B. Wall	Aye
K. Kean	Aye
M. Milner	Aye
A. Moore	Aye
K. Williams	Aye

D. Resolution #20200918c Submission of Charter Renewal for Lodestar: A Lighthouse Community Charter Public School

M. Milner made a motion to Approve.

K. Williams seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Kean	Aye
A. Moore	Aye
W. Delker	Aye
S. Park	Aye
E. Figueroa	Aye
M. Milner	Aye
M. Barnes-Dholakia	Aye
B. Rogers	Aye
S. Solar	Aye
B. Wall	Aye
K. Williams	Aye

E. Resolution #20200918d Material Revisions for Lodestar: A Lighthouse Community Charter Public School

W. Delker made a motion to Approve.

B. Rogers seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Barnes-Dholakia	Aye
A. Moore	Aye
B. Rogers	Aye
B. Wall	Aye
K. Kean	Aye
S. Solar	Aye
K. Williams	Aye
M. Milner	Aye
S. Park	Aye
W. Delker	Aye
E. Figueroa	Aye

F.

Learning Continuity & Attendance Plans (all LCPS charters)

B. Wall made a motion to Approves.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Delker	Aye
K. Kean	Aye
M. Barnes-Dholakia	Aye
S. Park	Aye
A. Moore	Aye
B. Rogers	Aye
S. Solar	Aye
E. Figueroa	Aye
K. Williams	Aye
M. Milner	Aye
B. Wall	Aye

G. Declaration of Need (all LCPS charters)

M. Barnes-Dholakia made a motion to Approve.

S. Park seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Kean	Aye
B. Rogers	Aye
K. Williams	Aye
B. Wall	Aye
S. Park	Aye
W. Delker	Aye
S. Solar	Aye
E. Figueroa	Aye
M. Milner	Aye
M. Barnes-Dholakia	Aye
A. Moore	Aye

H. Discussion of OUSD Site Visit - Board of Directors Focus Group

Rich briefly updated the board about OUSD's site visits for Lodestar and Lighthouse K-8 scheduled for this week.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:07 AM.

Respectfully Submitted,
K. Kean

Coversheet

Financial Statement Packet

Section: II. Consent Items
Item: C. Financial Statement Packet
Purpose: Vote
Submitted by:
Related Material: 2020_10_01 - LCPS Finance Committee Packet updated for board.pdf



Finance Committee

October 1, 2020



Finance Committee Agenda

	#	Category	Attached Statements, if applicable
Recurring Discussion Items	1	Goals: today & upcoming meetings	-
	2	Financial Statements: FY20	Budget vs. Actuals (Soft Close)
	3	Financial Statements: FY21	1) YTD Income Statement (August Close), 2) Two-year Cash Flow Projections, 3) Balance Sheet
Recurring Consent Items	4	Facilities	1) Sources & Uses, 2) Project-to-date [FINAL]
	5	Check Registers	July & August 2020 Register
	6	Contracts	N/A
Current Items	7	PPP Update	-
	8	BOT Assessment	Moved first, w/ Sam Falk from BOT joining from 5:00 - 5:20.
	9	Closing	-



Goals & Upcoming Scope

In advance of October's Board Meeting,
today's primary goals include:

1. Vet any questions for recommended October Revise
2. Vet any questions about close of financials for: A) FY20 and B) Facilities
3. Give input on Board on Track Assessment

Upcoming Meetings will
focus on:

December

1) Audit, 2) LCPS Staff Compensation Plan & MYP Assumptions

February

1) Governor's January Budget & update on 2021+ planning, 2) Scoping out Facility Refinancing timeline (possibly April based on need)



Recurring Discussion Items

- **Financials Statements (FY20) - Unaudited Actuals**
- **Financial Statements (FY21) - October Revised Budget**



FY20: SOIT CLOSE

As of: <u>June 30, 2020 (Final version for Unaudited Actuals)</u>				
		Budget	Actuals	Budget vs. Final Actuals
Summary				-
Unrestricted				
Revenues				
8000	Local Control Funding Formula	14,062,425	14,248,490	186,065
8100	Federal Revenue	1,358,076	1,541,643	183,567
8300	Other State Revenues	2,713,338	3,003,277	289,939
8600	Local Revenues	980,337	969,655	(10,681)
8800	Fundraising and Grants	976,700	1,321,347	344,647
	TOTAL	20,090,876	21,084,412	993,536
Expenses				
1-2000	Compensation	10,771,055	10,612,224	(158,831)
3000	Employee Benefits	2,423,930	2,419,172	(4,758)
4000	Books and Supplies	1,704,283	1,481,900	(222,383)
5000	Services & Other Operating Exp.	4,884,639	5,124,351	239,713
6000	Capital Outlay	25,000	-	(25,000)
	TOTAL	19,808,907	19,637,741	(171,166)
Operating Income, before Depreciation		281,969	1,446,671	1,164,702
<i>Operating Income, as a % of expenses</i>		<i>1.4%</i>	<i>7.4%</i>	
6900	Depreciation Expense	40,000	295,867	255,867
Change in Unrestricted Net Assets (inc. Depreciation)		241,969	1,150,803	908,834
Capital Campaign				
	Net Change	-	1,783,339	1,783,339

Our submission of the Unaudited Actuals confirmed the projections heading into the end of the year.

LCPS far outperformed its budget expectations. This provides some much needed buffer for cash reserves, looking ahead to spring 2021 deferrals.

Over the course of the year, the primary drivers of this change were:

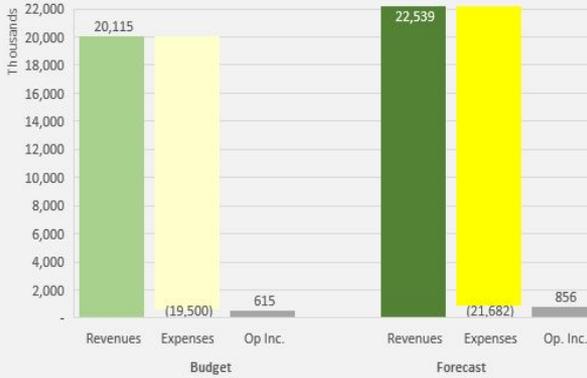
1. improved ADA, resulting in +\$220K
2. improvement on select programs totaling \$260K
 - a. Alder: \$60K
 - b. G1: \$20K
 - c. Nutrition: \$180K, which
3. reduced expenses, with the majority come at EOY (~\$400K)

Budget vs. Actuals

Enrollment & ADA

Cash Flow Forecast

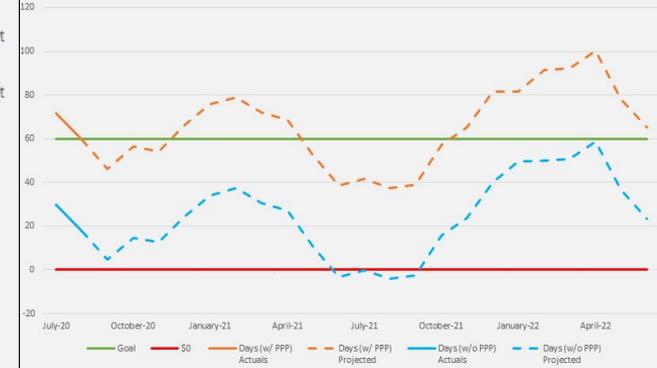
Budget vs. Forecast



LCPS Enrollment & ADA



LCPS Days of Cash on Hand: Actuals & Projected in FY21 & 22



Two revenue increases (LCFF & one-time Learning Loss Mitigation funding) drive improvement, and are up even further since we examined this in August.

Both our average enrollment (+25 YTD) and ADA (+31) have been higher than our budgeted targets.

On average, we've been seeing daily participation rates of 95.5%.

Orange indicates balances with PPP, and **Blue** without.

Note the drastic impact of deferrals in summer of 2021. This dip is less drastic than at our last review, based on improved revenues.

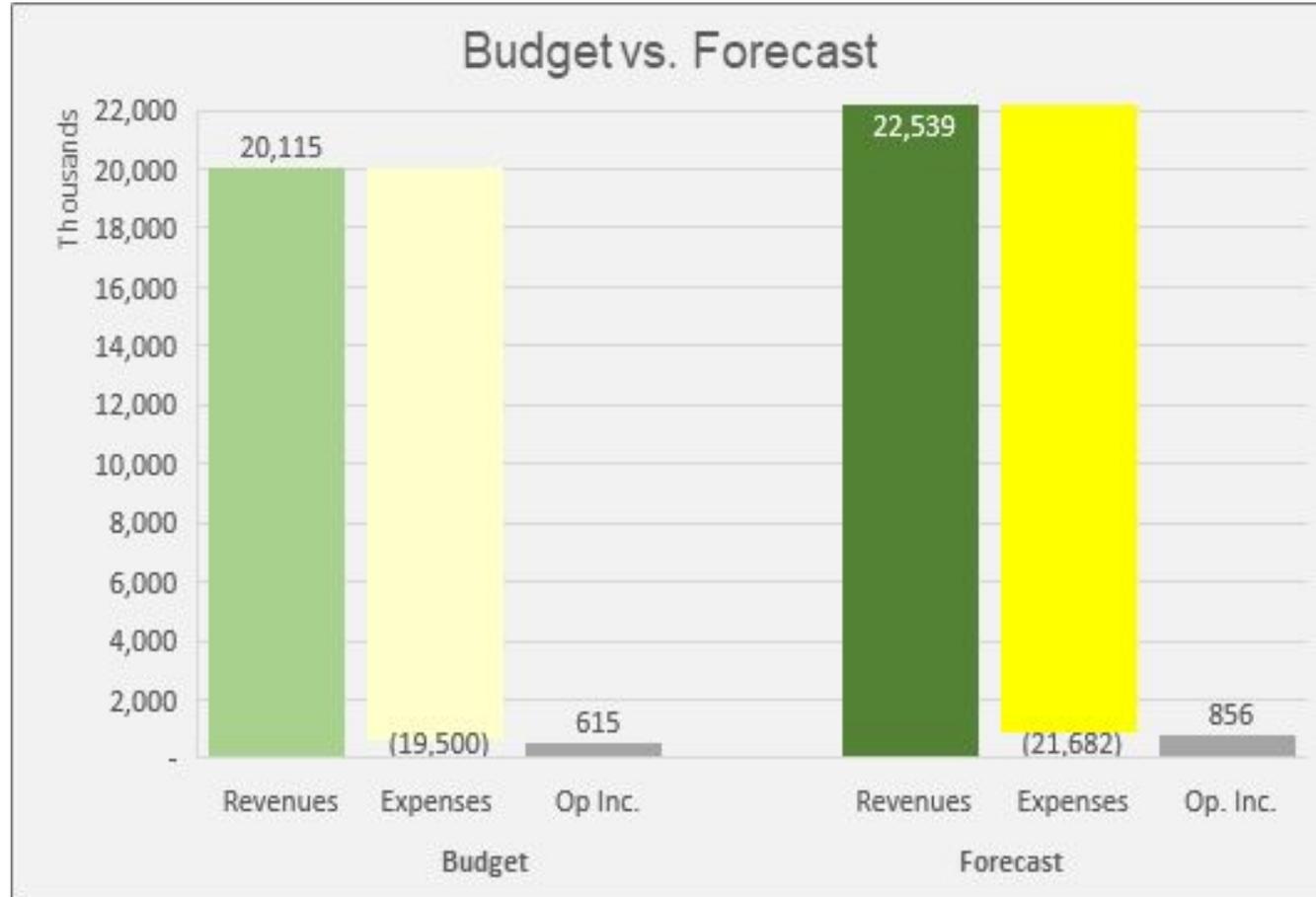


FY21: Key Indicator #1 - BUDGET vs. FORECAST

Recurring **DISCUSSION** Items

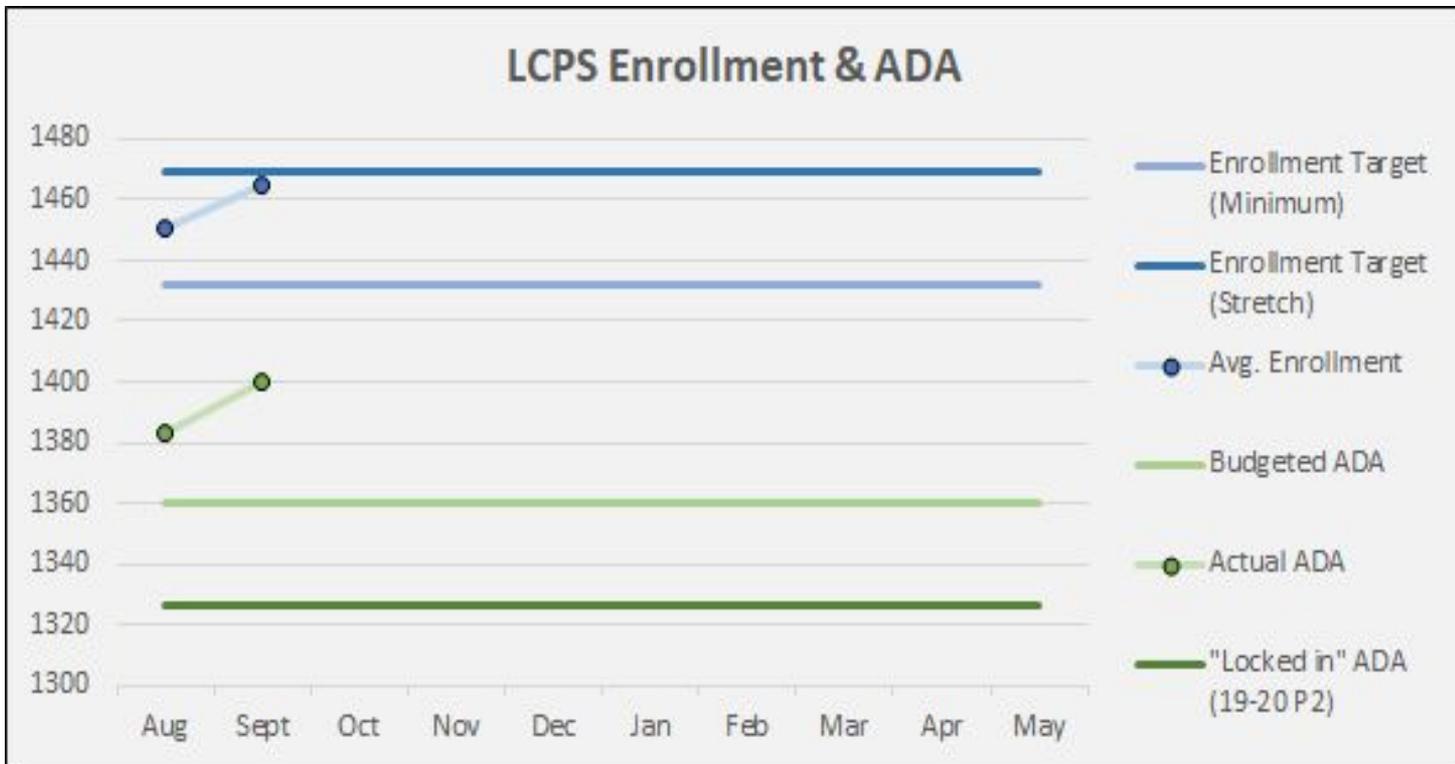
The current forecast is recommended for adoption as the October Revised Budget.

There are 2 major changes detailed on the ensuing slides:
 1) LCFF changes since June adoption, and
 2) One-time Learning Loss mitigation funds.



FY21: Key Indicator #2 - ENROLLMENT & ADA

Recurring DISCUSSION Items



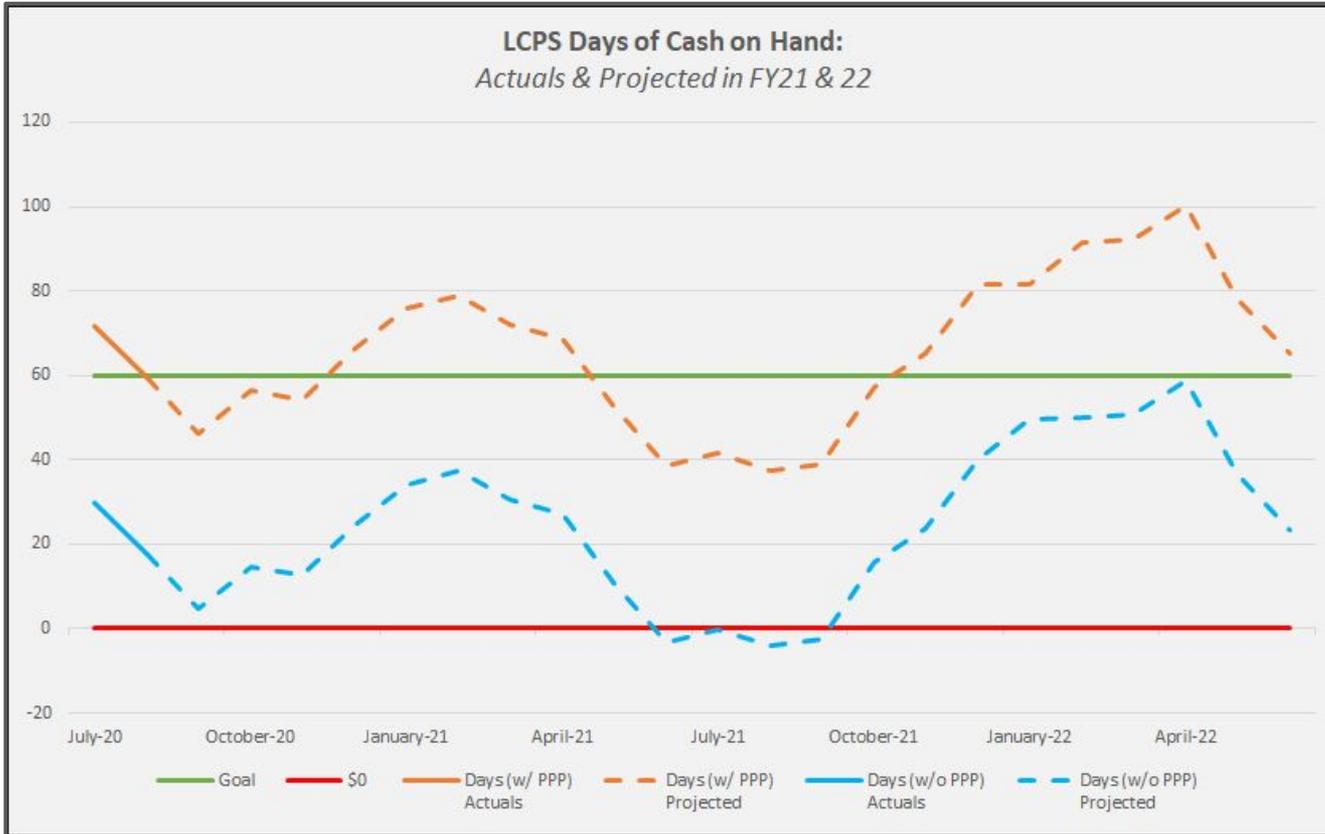
During the year, this will show ongoing enrollment and ADA.

Note: UPP to be added at Census Day (October 7).

Lighthouse Community Public Schools - LCPS Board of Directors Meeting - Agenda - Wednesday, October 14, 2020 at 6:00 PM

FY 21: Key Indicator #3 - CASH FLOW

Recurring DISCUSSION Items



Key Assumptions:

This includes the state's proposed deferrals, impacting LCFF from March - December 2021.

Note: Projected balances above do NOT include two additional sources of available cash:
 1. LCPS cash reserve account (\$250K / 5 Days COH), 2. Line of Credit with FRB (\$500K / 10 Days COH)

F Y 21: October Budget Adoption

Major revenue changes since June prompt a formal budget revision

Closer look at the 2 primary changes from June to October

LCFF

Total projected at \$14.7M, up \$1.1M from June budget

Drivers: The increase is attributed to:

1. increased rates at the state level (~\$650K)
2. growing population at Lodestar (~\$450K)

Variability: Base funding will be driven by last year's ADA, so it's largely locked in. However, there are 2 remaining inputs: student counts and Unduplicated Pupil Counts*, as of 10/7.

Learning Loss Mitigation

LCPS revenues totaled \$1.4M

Uses: This is one-time funding that will support needs associated with our COVID response including: acquisition of PPE & cleaning costs, improved Technology for students & staff, platforms to implement Distance Learning, to support high needs students & professional development for staff.

Potential Upside: this will positively support cash in the spring, given how we expend the funds through the fall. We'll have a firmer update about that bottom line impact in Jan. (requirement to encumber funds by 12/31 for majority of LLM)

* The Unduplicated Pupil Count is the number of students who (1) are English learners, (2) meet requirements for free or reduced-price meals, or (3) are foster youth. This impacts the Supplemental and Concentration* calculation of LCFF.

Lighthouse Community Public Schools - LCPS Board of Directors Meeting - Agenda - Wednesday October 14, 2020 at 6:00 PM

Cash Flow Highlight: LCFF Deferrals

State deferrals delay \$2M in 2021.

23% of the LCFF state funding will be deferred into the following year, prompting the cash dip shown in our projections

LCPS	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Deferral from...	-220K	-350K	-350K	-350K	-875K					
Deferred to...						+875K	+350K	+350K	+350K	+220K
Cumulative impact	-220K	-570K	-920K	-1.3M	-2.1M	-1.3M	-920K	-570K	-220K	0



What does this mean for LCPS?

At the low point in June-September 2021, we'll have about \$2M less in the bank

How will LCPS manage this cash deferral?

At this point, we are projecting to meet this challenges through a combination of: 1) receiving loan forgiveness of PPP loan, 2) recognizing revenue upsides (prior slide), 3) use of Cash Reserve account (\$250K), or 4) short-term use of Line of Credit (up to \$500K; FRB has indicated an increase to \$1M would be reviewed at the time of the line's renewal in March, if the need remains)

Recurring Consent Items

- **Facilities**
- **Check Register**
- **Contracts (N/A this month)**



Lodestar Facility

Looking back...

PCSD 701 105th Ave LLC - Lighthouse Lodestar - Financing Summary

Project Financing & Re-Financing Summary

PHASE 1: ACQUISITION & ADAPTIVE REHABILITATION OF 2 EXISTING STRUCTURES 12/1/2017-8/31/18

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 3,480,000
Hard Costs	\$ 4,830,461	Lighthouse Capital Contribution	\$ 1,840,000
Soft Costs	\$ 1,319,636	Lighthouse - More Capital Needed	\$ -
Finance Costs	\$ 399,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ -
Contingency	\$ 10,873		\$ -
Total Project Costs	\$ 15,320,000	Total Sources	\$ 15,320,000

PHASE 2B: PERM BLDG 3/1/19-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ -	PCSD Capital Contribution	\$ 2,951,000
Hard Costs	\$ 11,388,890	Lighthouse Capital Contribution	\$ 2,861,500
Soft Costs	\$ 1,239,584	Lighthouse - Add'l Capital for	\$ 94,000
Finance Costs	\$ 365,000	FRB - Loan Phase 1	\$ -
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 713,026		\$ -
Total Project Costs	\$ 13,706,500	Total Sources	\$ 13,706,500

SUMMARY - PROJECT INCEPTION THROUGH PERM BLDG 12/1/17-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 6,431,000
Hard Costs	\$ 16,219,351	Lighthouse Capital Contribution	\$ 4,701,500
Soft Costs	\$ 2,559,280	Lighthouse - More Capital Needed	\$ 94,000
Finance Costs	\$ 764,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 723,899	Other	\$ -
Budget Adjustment	\$ -	Reallocate Net Rental CF from LY2	\$ -
Total Project Costs	\$ 29,026,500	Total Sources	\$ 29,026,500

LH PURCHASE FROM PCSD 7/1/2024

USES		SOURCES	
Repay Acquisition Loan	\$ 10,000,000	PCSD - Credit for Net CF during lease	\$ 532,469
Repay Construction Loan	\$ 7,800,000	Credit for Loan #1 Amort. from rent	\$ 1,619,622
Repay PCSD Capital Contribution	\$ 6,431,000	Credit for Loan #2 Amort. from rent	\$ 827,917
Finance Costs	\$ 1,700,000	Lighthouse Capital Contribution	\$ 2,412,911
Management Costs	\$ -	New Loan	\$ 20,538,000
Contingency	\$ -		\$ -
Total Project Costs	\$ 25,931,000	Total Sources	\$ 25,930,919

Looking forward...

On the Facilities front, we have **3 primary areas of focus** moving forward:

- 1) Development** (chart below): of the \$7.4M Capital Campaign, we have \$200K remaining to raise by refinancing in 2023-24.
- 2) Refinancing:** during
- 3) Approvals:** we have our Temporary Certificate of Occupancy and are working with the city towards Final Occupancy.

LCPS' Sources Required				Accounting of Sources		
Phase	Timing for initial contrib.	Timing for FINAL contrib.	Amount	Received	Pledged	Outstanding
PHASE 1	Dec. '17	Jan '18	1,840,000	1,840,000	-	-
PHASE 2	May '19	Spring '20	3,005,500	3,005,500	-	-
PHASE "3"	N/A	Spring '24	2,600,000	390,629	2,000,000	209,371
TOTALS			7,445,500	5,236,129	2,000,000	209,371
				70%	27%	3%

Highlighted amount is \$200,000 under original budgeted amount.

Final figures will be complete at conclusion of Turf installation.

Recurring Consent Items

Check Register

The attached statement includes checks in July & August 2020.

Current Topics

- **PPP Update**
- **Board On Track Assessment**



PPP Loan

Paycheck Protection Program

- Our lender (CRF) is still rolling out the application.
- Internal reports are prepared, and will be further evaluated as we prepare the application.



Capital for Communities –
Opportunities for People®

Board Assessment - I. Results

Financial Indicators

Finance

LEVEL 1 Basic

LEVEL 2 Emerging

LEVEL 3 Intermediate

LEVEL 4 Advanced

LEVEL 5 Excellent 

	LEVEL 1 Basic	LEVEL 2 Emerging	LEVEL 3 Intermediate	LEVEL 4 Advanced	LEVEL 5 Excellent
Financial Oversight					BOARD 
Financial Policies and Procedures			BOARD		
Financial Controls				BOARD	
Financial Reports				BOARD	
Developing Realistic Budgets					BOARD 
Board Education			BOARD		
Annual Audit/990			BOARD		
Financial Compliance		BOARD			
Support of the CEO					BOARD 

Board Assessment - II. Answer Key

Answer key for: Finance	
Financial Oversight	<ul style="list-style-type: none"> All trustees have a clear understanding of the economics of your charter organization, including the budget and short- and long-term financial outlook. The board has a clear and consistent process for articulating priorities and mapping financial allocations to them.
Financial Policies and Procedures	<ul style="list-style-type: none"> There is a Financial Policies and Procedures (FPP) manual that is annually revised and reviewed by the Finance Committee. The Financial Policies and Procedures (FPP) manual meets and exceeds your charter authorizer's recommended standards.
Financial Controls	<ul style="list-style-type: none"> The books are closed on a timely basis each month, quarter, and year, without exception. The board's auditors are 100% comfortable with the internal controls (and compensating controls when you do not have enough staff members to divide up the duties). The board-approved financial-control policies provide meaningful checks and balances, which are followed consistently, without exception.
Financial Reports	<ul style="list-style-type: none"> Once a year, the CEO and the Finance Committee come to an agreement on what types of financial reports will be prepared for board review on an annual, quarterly, and monthly basis. Monthly, the board receives accurate financial reports that include projections through the end of the fiscal year each month or quarter. The financial reports allow the board to track the organization's financial position. Monthly, the Finance Committee reviews financial reports. The Finance Committee always make inquires into and understands the causes of any meaningful variances from the organization's projected budget.
Developing Realistic Budgets	<ul style="list-style-type: none"> Annually, there is a multi-year budget that has been approved by the full board and is revised and re-approved by the board. There is a strong annual budgeting process that involves a healthy dialogue between the CEO and both the Finance Committee and the full board about resource allocation priorities. The annual budgeting process gets completed in time for the CEO to make strategic hiring and programmatic decisions for the next year.
Board Education	<ul style="list-style-type: none"> Each trustee is well-versed in the key drivers and sources of revenues for your organization, and the related cash flows. The full board is annually trained by the Finance Committee to read, understand, and interpret the main points of the financial reports. The Finance Committee leads a portion of the new trustee orientation, orienting them to the organization's short and long-term financial health and training them on how to read and interpret financial reports.
Annual Audit/990	<ul style="list-style-type: none"> The organization always, without exception, receives an unqualified opinion and very few or no recommendations in the audit's management letter. If/when recommendations are received; they are always resolved and noted as completed in the subsequent management letter, without exception. The organization's completed 990 is reviewed/signed off by the Finance Committee and sent to the IRS on a timely basis, and shared annually with the full board, always and without exception.
Financial Compliance	<ul style="list-style-type: none"> The board is 100% confident that the organization's management team is properly handling restricted grants. The management provides the Finance Committee with a detailed checklist of all of management's deliverables and reports to various agencies, authorizers, and auditors. The Finance Committee annually confirms that the deliverables and reports to various agencies, authorizers, and auditors are completed/submitted accurately and on a timely basis.
Support of the CEO	<ul style="list-style-type: none"> The Finance Committee has an outstanding relationship with the CEO, and is able to actively help her/him develop their skills in overseeing the financial health of the organization. Recognizing that the members of the Finance Committee typically have more financial experience than the CEO, the Finance Committee annually helps the CEO assess whether the organization has an adequate number of staff members supporting the operational and financial needs of the organization. Annually, the Finance Committee assists the CEO in setting strategic goals about: <ul style="list-style-type: none"> Strengthening the staffing of the school Strengthening the financial systems of the organization

Board Assessment - III. Discussion

What jumps out from our results?

What do we want to prioritize?

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

		Budget	Actuals	Budget vs. Final Actuals
Summary				-
Unrestricted				
Revenues				
8000	Local Control Funding Formula	14,062,425	14,248,490	186,065
8100	Federal Revenue	1,358,076	1,541,643	183,567
8300	Other State Revenues	2,713,338	3,003,277	289,939
8600	Local Revenues	980,337	969,655	(10,681)
8800	Fundraising and Grants	976,700	1,321,347	344,647
	TOTAL	20,090,876	21,084,412	993,536
Expenses				
1-2000	Compensation	10,771,055	10,612,224	(158,831)
3000	Employee Benefits	2,423,930	2,419,172	(4,758)
4000	Books and Supplies	1,704,283	1,481,900	(222,383)
5000	Services & Other Operating Exp.	4,884,639	5,124,351	239,713
6000	Capital Outlay	25,000	-	(25,000)
	TOTAL	19,808,907	19,637,741	(171,166)
Operating Income, before Depreciation		281,969	1,446,671	1,164,702
<i>Operating Income, as a % of expenses</i>		<i>1.4%</i>	<i>7.4%</i>	
6900	Depreciation Expense	40,000	295,867	255,867
Change in Unrestricted Net Assets (inc. Depreciation)		241,969	1,150,803	908,834
Capital Campaign				
	Net Change	-	1,783,339	1,783,339
Fund Balance				
Beginning Balance				
	Unrestricted	3,839,919	3,839,919	
	Restricted	547,197	547,197	
Beginning Balance		4,387,116	4,387,116	
Projected Ending Balance		4,629,085	5,578,604	
<i>Projected Ending Balance, as a % of Expenses</i>		<i>23%</i>	<i>28%</i>	

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

		Budget	Actuals	Budget vs. Final Actuals
Revenue Detail				
8000	Local Control Funding Formula			
8011	State Aid	9,776,988	10,177,650	400,662
8012	Education Protection Account	1,155,213	793,769	(361,444)
8096	Funding in Lieu of Property Taxes	3,130,224	3,337,396	207,172
	Subtotal	14,062,425	14,308,815	246,390
8100	Federal Revenue			
8290	Title Funding	797,656	741,117	(56,539)
8181	Special Education	153,720	173,944	20,224
8220	Child Nutrition	406,700	626,582	219,882
8100	Other Federal Revenues	-	-	(0)
	Subtotal	1,358,076	1,541,643	183,567
8300	Other State Revenues			
8381	Special Education	740,719	935,591	194,873
8300	All Other State Revenues	1,972,619	2,067,686	95,067
	Subtotal	2,713,338	3,003,277	289,939
8600	Local Revenues			
	All Local	980,337	2,432,896	(10,681)
8800	Fundraising and Grants			
	All Philanthropy	976,700	3,104,685	2,127,985
8900	Other Inflow			
	All Transfers	-	-	-
Total Revenue		20,090,876	24,391,317	2,837,200

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

Expense Detail		Budget	Actuals	Budget vs. Final
				Actuals
1000	Compensation			
1100	Teacher Salaries	5,218,073	5,119,848	(98,225)
1300	Administrator Salaries	3,825,917	3,750,761	(75,156)
1400	Bonuses & Other Compensation	58,334	40,500	(17,834)
	Subtotal	9,102,324	8,911,109	(191,215)
2000	Compensation			
2100	Instructional Aide Salaries	439,457	501,723	62,266
2900	Other Non-certificated Salaries	1,229,274	1,199,391	(29,882)
	Subtotal	1,668,731	1,701,114	32,384
	Total Compensation	10,771,055	10,612,224	(158,831)
3000	Employee Benefits			
	Subtotal	2,423,930	2,419,172	(4,758)
4000	Books and Supplies			
4100	Textbooks & Curriculum	93,500	53,779	(39,721)
4200	Books & Other Materials	43,500	57,456	13,956
4300	Materials and Supplies	755,678	496,599	(259,079)
4400	Noncapitalized Equipment	170,982	170,171	(811)
4700	Food	640,623	703,895	63,272
	Subtotal	1,704,283	1,481,900	(222,383)
5000	Services & Other Operating Exp.			
5100	Subagreements for Services	169,500	1,862,588	(96,600)
5200	Travel and Conferences	50,360	34,114	(16,246)
5300	Dues and Memberships	37,810	22,845	(14,965)
5400	Insurance	83,426	78,662	(4,764)
5500	Utilities	352,853	329,694	(23,294)
5600	Leases, Repairs, and Improvements	1,917,555	1,921,064	3,509
5800	Professional Services & Other Exp.	2,155,251	2,449,465	372,977
5900	Communications	117,885	136,979	19,094
	Subtotal	4,884,639	6,835,412	239,713
6000	Capital Outlay			
6100	Capital Projects	25,000	-	(25,000)
6900	Depreciation Expense (for full accrual only)	40,000	295,867	255,867
	Subtotal	65,000	295,867	230,867
Total Expenses		19,848,907	21,644,669	84,702



PCSD 701 105th Ave LLC - Lighthouse Lodestar - Financing Summary

Acquisition; Phase 1 R

Project Financing & Re-Financing Summary

PHASE 1: ACQUISITION & ADAPTIVE REHABILITATION OF 2 EXISTING STRUCTURES 12/1/2017-8/31/18

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 3,480,000
Hard Costs	\$ 4,830,461	Lighthouse Capital Contribution	\$ 1,840,000
Soft Costs	\$ 1,319,696	Lighthouse - More Capital Needed	\$ -
Finance Costs	\$ 399,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ -
Contingency	\$ 10,873		\$ -
Total Project Costs	\$ 15,320,000	Total Sources	\$ 15,320,000

PHASE 2B: PERM BLDG 3/1/19-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ -	PCSD Capital Contribution	\$ 2,951,000
Hard Costs	\$ 11,388,890	Lighthouse Capital Contribution	\$ 2,861,500
Soft Costs	\$ 1,239,584	Lighthouse - Add'l Capital for Playground	\$ 94,000
Finance Costs	\$ 365,000	FRB - Loan Phase 1	\$ -
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 713,026		\$ -
Total Project Costs	\$ 13,706,500	Total Sources	\$ 13,706,500

Includes \$256k from LY2 net CF
May pull from contingency

SUMMARY - PROJECT INCEPTION THROUGH PERM BLDG 12/1/17-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 6,431,000
Hard Costs	\$ 16,219,351	Lighthouse Capital Contribution	\$ 4,701,500
Soft Costs	\$ 2,559,280	Lighthouse - More Capital Needed	\$ 94,000
Finance Costs	\$ 764,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 723,899	Other	\$ -
Budget Adjustment	\$ -	Reallocate Net Rental CF from LY2	\$ -
Total Project Costs	\$ 29,026,500	Total Sources	\$ 29,026,500

LH PURCHASE FROM PCSD 7/1/2024

USES		SOURCES	
Repay Acquisition Loan	\$ 10,000,000	PCSD - Credit for Net CF during lease	\$ 532,469
Repay Construction Loan	\$ 7,800,000	Credit for Loan #1 Amort. from rent	\$ 1,619,622
Repay PCSD Capital Contribution	\$ 6,431,000	Credit for Loan #2 Amort. from rent	\$ 827,917
Finance Costs	\$ 1,700,000	Lighthouse Capital Contribution	\$ 2,412,911
Management Costs	\$ -	New Loan	\$ 20,538,000
Contingency	\$ -		\$ -
Total Project Costs	\$ 25,931,000	Total Sources	\$ 25,930,919

(80.77)

Loan #1 Financing Terms:	LEASE YEAR (LY):						Totals
	1	2	3	4	5	6	
LY Start Date:	7/23/18	7/1/19	7/1/20	7/1/21	7/1/22	7/1/23	
LY End Date:	6/30/19	6/30/20	6/30/21	6/30/22	6/30/23	6/30/24	
Enrollment (from LH projections)	512	648	716	781	843	843	
Loan Principal	\$ 10,000,000						
Loan Closing Date	3/29/18						
Maturity Date	3/1/25						
Interest Rate	3.01%						
Amortization (Yrs)	24.82						
Term (Yrs)	6.92						
Estimated Payoff Date	6/30/24						
MS Enrollment	512	576	576	576	576	576	
HS Enrollment	0	72	140	205	267	267	
ADA (95%) (PCSD estimate)	486	616	680	742	801	801	
Difference to Max Capacity	331	195	127	62	0	0	
Annual Lease Payment from Rent/ADA	658,350	820,800	1,020,300	1,112,925	1,201,500	1,201,500	
	1,355	1,332	1,500	1,500	1,500	1,500	
CASH INFLOW							
Lease Income	\$ 619,415	\$ 820,800	\$ 1,020,300	\$ 1,112,925	\$ 1,201,500	\$ 1,201,500	\$ 5,976,440.32
Distribution from DSRF	n/a						\$ -
Subtotal - Cash Inflow	\$ 619,415	\$ 820,800	\$ 1,020,300	\$ 1,112,925	\$ 1,201,500	\$ 1,201,500	\$ 5,976,440.32
CASH OUTFLOW							
Loan #1 Debt Svc - Int. Exp.	\$ 276,769	\$ 292,355	\$ 283,808	\$ 275,000	\$ 265,923	\$ 256,569	\$ 1,650,425.48
Loan #1 Debt Svc - Princ. Amort.	\$ 157,853	\$ 280,066	\$ 288,614	\$ 297,422	\$ 306,499	\$ 315,853	\$ 1,646,307.08
Loan #2 Debt Svc - Int. Exp.	\$ -	\$ -	\$ 233,013	\$ 226,870	\$ 219,820	\$ 212,556	\$ 892,258.61
Loan #2 Debt Svc - Princ. Amort.	\$ -	\$ -	\$ 132,028	\$ 231,772	\$ 238,821	\$ 246,085	\$ 848,706.53
Rent for Temp Modulars	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PCSD Allowance for Mgmt Expens	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Op Exp / Phase 2 Costs	\$ 150,273	\$ 256,000	\$ -	\$ -	\$ -	\$ -	\$ 406,273
Subtotal - Cash Outflow	\$ 584,896	\$ 828,422	\$ 937,463	\$ 1,031,063	\$ 1,031,063	\$ 1,031,063	\$ 5,443,971.02
Net Cashflow	\$ 34,519	\$ (7,622)	\$ 82,837	\$ 81,862	\$ 170,437	\$ 170,437	\$ 532,469.30
DCR	1.08	0.99	1.09	1.08	1.17	1.17	
Cumulative DCR	1.08	1.03	1.06	1.06	1.09	1.11	

Refinancing:

Assumed Purchase Date:	6/30/24							
Enrollment	843							
ADA (95%)	801							
SB740/ADA	\$ 1,050							
Term (years)	35							
Loan Balance	\$ 15,352,462							
PCSD LLC Equity Payment	\$ 5,898,531							
Refinancing Costs (8%)	\$ 1,700,000							
Principal Refinance Amount	\$ 22,950,992							
Additional School Contribution	\$ (2,412,911)							
Total Refinance Amount	\$ 20,538,081							

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Interest Rate	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%	
Annual Facility Expense:								
Debt Service	\$ 1,091,249	\$ 1,166,374	\$ 1,243,838	\$ 1,323,514	\$ 1,405,272	\$ 1,488,980	\$ 1,574,506	
Total Debt + Lease Expense	\$ 1,091,249	\$ 1,166,374	\$ 1,243,838	\$ 1,323,514	\$ 1,405,272	\$ 1,488,980	\$ 1,574,506	
Per ADA Pupil Expense	\$ 1,362	\$ 1,456	\$ 1,553	\$ 1,652	\$ 1,754	\$ 1,859	\$ 1,966	
Per ADA Pupil Exp. (Post SB740)	\$ 341	\$ 406	\$ 503	\$ 602	\$ 704	\$ 809	\$ 916	

Total LH Capital Needed: \$ 7,208,411

Funded for Phase 1:	\$ 1,840,000
Fund for Ph. 2	\$ 2,955,500
Fund by 6/30/24 for purch.:	\$ 2,412,911



LCPS
701 105th Ave
Sources to Date

LCPS' Sources Required				Accounting of Sources				
Phase	Timing for initial contrib.	Timing for FINAL contrib.	Amount	Received		Pledged		Outstanding
PHASE 1	Dec. '17	Jan '18	1,840,000	Full Amt. Rec.	1,840,000	N/A		N/A
				Subtotal	1,840,000	Subtotal	-	Subtotal -
PHASE 2	May '19	Spring '20	3,005,500	RFF ('19)	500,000			
				SVCF	1,000,000			
				Beaver Foun.	250,000			
				Individuals	27,790			
				Irwin *	132,710			
				RFF ('20)	500,000			
				Valley	500,000			
				Fund for Future	95,000			
				Subtotal	3,005,500	Subtotal	-	Subtotal -
PHASE "3"	N/A	Spring '24	2,600,000	Irwin Remainder	117,290	RFF ('21)	500,000	TBD
				Beaver	250,000	RFF ('22)	500,000	by refinancing
				Individuals	23,339	RFF ('23)	500,000	
						RFF ('24)	500,000	
				Subtotal	390,629	Subtotal	2,000,000	Subtotal 209,371
TOTALS			7,445,500	Subtotal	5,236,129	Subtotal	2,000,000	Subtotal 209,371
					70%		27%	3%

Check Register

Lighthouse Community Public Schools

July

2020



Vendor	Check Number	Check Date	Description	Check Amount
Alameda County Dep. Of Environmental Health	72630	7/6/2020	Snack Bar permit	834.00
ACCO Engineered Systems	72631	7/10/2020	Lodestar service	1,782.50
Aeries Software	72632	7/10/2020	Lighthouse SIS	16,425.00
ASANA	72633	7/10/2020	Annual Subscription for Lighthouse	5,997.60
Bay Alarm Company	72634	7/10/2020	Inv 17044678	26.00
Bay Alarm Company	72635	7/10/2020	Sprinkler inspection 06/20-09/20	464.62
California Teaching Commission (CTC)	72636	7/10/2020	CTC credential permit	100.00
Carbon Lighthouse, Inc.,	72637	7/10/2020	Energy sales	3,600.00
City of Oakland - False Alarm	72639	7/10/2020	False Alarm for permit #389697	84.00
CPM Educational Program	72641	7/10/2020	Order #W124188	310.07
Crystal Williams	72642	7/10/2020	LCPS COVID-19 FUND	300.00
Ingrid Rojas Contreras	72643	7/10/2020	Visiting author	150.00
Joseph Rios	72644	7/10/2020	Visiting Author	150.00
Kenya Williams	72645	7/10/2020	Lunch for ops team	43.97
Kone Inc.	72646	7/10/2020	As per maintenance contract	252.31
Maria Candelaria Contreras	72647	7/10/2020	LCPS-COVID -19 FUND GIFT	300.00
Maria Distancia	72648	7/10/2020	LCPS COVID-19 FUNDS	300.00
Virginia McManus	72649	7/10/2020	Classroom supplies	1,020.42
National Equity Project	72650	7/10/2020	Travel & Mileage Jan-Mar 2020 M. Mosely	181.76
Nob Hill Catering, Inc.	72651	7/10/2020	NSLP Lighthouse	88,025.00
Orkin LLC	72652	7/10/2020	Monthly service fee	260.00
Quality First Services, Inc	72653	7/10/2020	Janitorial services	595.00
San Jose State University	72654	7/10/2020	Memo: Scholarship for Francisco Garcia, Student ID # 014875094	2,500.00
Southern New Hampshire University	72655	7/10/2020	Memo: Juan Carlos Perez 1663463	2,167.00
The Sherwin-Williams Co.	72656	7/10/2020	Sales order number 6503-92616	409.47
Jacobo Torres	72657	7/10/2020	Lighthouse Landscape	3,300.00
USI Insurance Services LLC	72658	7/10/2020	Accident Ins, policy renewal	7,500.00
RICOH USA Program	72659	7/10/2020	Copier at shared services	12,636.89
CETPA	72660	7/10/2020	CITE Annual membership	250.00
Cogent Solutions & Supplies	72661	7/10/2020	Waste container	3,287.50
ABC security	72662	7/17/2020	Security services at Lighthouse	2,593.60
David F. Crutcher, Attorney at Law	72663	7/17/2020	Retirement fees	3,070.50
Law Offices of Young, Minney & Corr, LLP	72664	7/17/2020	Legal fees	1,345.20
LinkedIn	72665	7/17/2020	Order Number CS5761530-19	8,639.50
Orkin LLC	72666	7/17/2020	Service call	125.00
PODS Enterprise LLC	72667	7/17/2020	SFRNCS1012350	285.84
Seneca Family of Agencies	72668	7/17/2020	30ZUNIBRI NPS BZ	31,783.10
ABC security	72669	7/24/2020	Campus safety at Lighthouse	442.96
Henry C Levy Treasurer, Tax Collector, Alameda County	72670	7/24/2020	Property tax parcel #44-5076-3-1	1,391.63
Beretta Investment Group	72671	7/24/2020	433 ST 201/202 Rent	4,545.00

Check Register

Lighthouse Community Public Schools

July

2020



Vendor	Check Number	Check Date	Description	Check Amount
Gladys Carrillo	72672	7/24/2020	Summer institute reimb	550.00
Charles Schwab Bank	72673	7/24/2020	Billing period 01/1/20-03/31/20	842.35
City of Oakland - False Alarm	72674	7/24/2020	False Alarm at Lodestar	168.00
Cogent Solutions & Supplies	72675	7/24/2020	Cleaning supplies	1,504.90
Dept Of Justice	72676	7/24/2020	Fingerprint	243.00
Evan Blaser Photography	72677	7/24/2020	High school graduation	1,172.00
Veronica Haro	72678	7/24/2020	Classroom supplies	24.68
Light Keepers LLC	72679	7/24/2020	Rent for 444 Hegenberger Facility	58,000.00
NWEA - Northwest Evaluation Association	72680	7/24/2020	Map Growth K-12	17,100.00
Orkin LLC	72681	7/24/2020	Monthly service bill	250.00
Orkin	72682	7/24/2020	Annual contract	1,391.55
PCSD 701 105th ave LLC	72683	7/24/2020	PCSD 701 105th Ave	68,400.00
PODS Enterprise LLC	72684	7/24/2020	Storage	415.99
Seneca Family of Agencies	72685	7/24/2020	As per MOU LHC-FTE-JUN20	83,163.82
The Management Center	72686	7/24/2020	Training for Ops Associate	625.00
RICOH USA Program	72687	7/24/2020	Copier lease at Lodestar	1,979.97
Western Association of Schools dba Accrediting Commission	72688	7/24/2020	Annual Accreditation mem fee 2020-2021	1,070.00
Cogent Solutions & Supplies	72698	7/31/2020	Custodial supplies	1,681.92
Illuminate Education Inc.	72699	7/31/2020	Annual subscription	8,434.28
Aron Kidane	72700	7/31/2020	Training and parking	153.00
SDI Innovation	72701	7/31/2020	Lighthouse order#AA20-0181366	1743.54
Surfclean LLC	72702	7/31/2020	Deep cleaning at Lighthouse	20890
The Advisory Group of San Francisco, LLC	72703	7/31/2020	July 1, 2020 to September 30, 2020	7657.65
U.S Glass & Aluminum, Inc.	72704	7/31/2020	Glass repair at Lighthouse	1316
Monica Anthony	72705	7/31/2020	Cleaning supplies clorox	16.23

Check Register

Lighthouse Community Public Schools

August

2020



Vendor	Check Number	Check Date	Description	Check Amount
ACCO Engineered Systems	72706	8/7/2020	Bid job for PCSD/Lodestar	2757
Blackbaud Inc	72707	8/7/2020	E-commerce annual subscription	100
Braven	72708	8/7/2020	Braven Career Booster fees - 44 enrollees	1760
Edtec Inc.	72709	8/7/2020	Platform license fee and training	11130
Laura Einhorn	72710	8/7/2020	Curriculum text	847.81
Girls Scouts of Northern California	72711	8/7/2020	Girls Scout for Lighthouse ASP	1000
Golden State Awards	72712	8/7/2020	Plaque with Logo and lettering	600.88
Kone Inc.	72713	8/7/2020	Monthly service charge	252.31
Law Offices of Amy Oppenheimer	72714	8/7/2020	Legal fees	31209
Love Educational Services, LLC	72715	8/7/2020	PDI speaker	1000
Orkin	72716	8/7/2020	Service call	3.23
Quality First Services, Inc	72717	8/7/2020	Custodial service	595
Renaissance	72718	8/7/2020	Schoolzilla enterprise annual subscription	13781.79
Julio Romero	72719	8/7/2020	Removal of dump at Lighthouse	600
RICOH USA Program	72720	8/7/2020	Shared service copier	5402.43
MIC Wright Specialty	72721	8/7/2020	Bill as of 7/31/2020	16822.6
Charter Schools Development Center	72722	8/14/2020	Registration conference fee	109
Cogent Solutions & Supplies	72723	8/14/2020	Custodial supplies	433.04
CPM Educational Program	72724	8/14/2020	Order number W127188	15.09
Jenna Stauffer	72725	8/14/2020	Consultation on charter renewal	7425
Nob Hill Catering, Inc.	72726	8/14/2020	Lodestar NSLP	28000
Panorama Education, Inc.	72727	8/14/2020	Project support and platform license	6125
Parchment LLC	72728	8/14/2020	Parchment Annual Subscription - Send Multi- Credential K12	420
Seneca Family of Agencies	72729	8/14/2020	Service as per MOU	15151.75
Surfclean LLC	72730	8/14/2020	School deep cleaning for COVID-19	9208
California Teaching Commission (CTC)	72731	8/14/2020	CTC permit	100
California Teaching Commission (CTC)	72732	8/14/2020	CTC permit	100
California Teaching Commission (CTC)	72733	8/14/2020	CTC permit	100
California Teaching Commission (CTC)	72734	8/14/2020	CTC permit	100
California Teaching Commission (CTC)	72735	8/14/2020	CTC permit	100
ACCO Engineered Systems	72736	8/21/2020	PGE Power Shut Off, Issues with Units	701.5
Arborwell Inc.	72737	8/21/2020	Tree trimming	4446
Carbon Lighthouse, Inc.,	72738	8/21/2020	Energy sales	3600
Claudia Torres Tapia	72739	8/21/2020	Alder Resident Stipend	2000
Gabriela Gonzales	72740	8/21/2020	Alder Resident Stipend	1818.18
Jessica Berdak	72741	8/21/2020	Alder Resident Stipend	1818.18
Josefina Belloso	72742	8/21/2020	Alder Resident Stipend	1818.18
Krishna Copy Center	72743	8/21/2020	Lodestar student work	154.24
Krueger International Inc.	72744	8/21/2020	Order number 177577	42376.26
Martha Carter	72745	8/21/2020	Alder Resident Stipend	1818.18

Check Register

Lighthouse Community Public Schools
August
2020



Vendor	Check Number	Check Date	Description	Check Amount
Nicole Rodriguez	72746	8/21/2020	Alder Resident Stipend	1818.18
PCSD 701 105th ave LLC	72747	8/21/2020	Additional August 2020 Rent	8044.35
Rosie Galvez	72748	8/21/2020	Classroom supplies	12.83
Scenario Learning	72750	8/21/2020	SafeSchools Incident System - Annual Subscription	2580
SchoolOutfitters	72751	8/21/2020	Lodestar order ORD11325198	1776.09
Seneca Family of Agencies	72752	8/21/2020	NPS-48ZUNIBRI	24944.16
Tali Gonzales-Medina	72753	8/21/2020	Alder Resident Stipend	1818.18
The CLM Group, Inc.	72754	8/21/2020	Meal Time	325
Yesenia Sanchez	72755	8/21/2020	Alder Resident Stipend	1818.18
Jenna Stauffer	72757	8/28/2020	Charter renewal services	8775
Altitude Learning	72758	8/28/2020	Learning services and training	60000
Follett Library Resources	72759	8/28/2020	RPS for online Lexiles renewal 10/01/2020-09/30/2021	199
Language People Inc.	72760	8/28/2020	Spanish interpretation	963.54
CPM Educational Program	72761	8/28/2020	P.O 2020-0009	2613.25
Orkin	72762	8/28/2020	Service call	158.32
Kenya Williams	72763	8/28/2020	Check replacement	2121.02
Law Offices of Amy Oppenheimer	72764	8/28/2020	Legal service	19367.5
Staples Advantage	72765	8/28/2020	3454097804	1996.52
City of Oakland - False Alarm	72766	8/28/2020	Permit Number 389697	168
Dept Of Justice	72767	8/28/2020	Finger print	1188
Law Offices of Young, Minney & Corr, LLP	72768	8/28/2020	Legal service	2534.6
Clare Computer Solutions	72769	8/28/2020	Test and turn up new internet circuit	1262.5
Seneca Family of Agencies	72770	8/28/2020	As per MOU LHC-FTE-JUL20	51,021.69
PCSD 701 105th ave LLC	72771	8/28/2020	PCSD 701 105th Ave	85,025.00
Great Minds LLC	72772	8/28/2020	Reference #: 2020-0013	380.00
Seneca Family of Agencies	72773	8/28/2020	As per MOU LODESY-COM-JUL20	52,607.67

Coversheet

Budget Approval: 1st Interim / "October Revise"

Section: III. Discussion and Approval Items
Item: A. Budget Approval: 1st Interim / "October Revise"
Purpose: Vote
Submitted by:
Related Material: 2020_10_01 - LCPS Finance Committee Packet - Updated Budget.pdf

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

		Budget	Actuals	Budget vs. Final Actuals
Summary				-
Unrestricted				
Revenues				
8000	Local Control Funding Formula	14,062,425	14,248,490	186,065
8100	Federal Revenue	1,358,076	1,541,643	183,567
8300	Other State Revenues	2,713,338	3,003,277	289,939
8600	Local Revenues	980,337	969,655	(10,681)
8800	Fundraising and Grants	976,700	1,321,347	344,647
	TOTAL	20,090,876	21,084,412	993,536
Expenses				
1-2000	Compensation	10,771,055	10,612,224	(158,831)
3000	Employee Benefits	2,423,930	2,419,172	(4,758)
4000	Books and Supplies	1,704,283	1,481,900	(222,383)
5000	Services & Other Operating Exp.	4,884,639	5,124,351	239,713
6000	Capital Outlay	25,000	-	(25,000)
	TOTAL	19,808,907	19,637,741	(171,166)
Operating Income, before Depreciation		281,969	1,446,671	1,164,702
<i>Operating Income, as a % of expenses</i>		<i>1.4%</i>	<i>7.4%</i>	
6900	Depreciation Expense	40,000	295,867	255,867
Change in Unrestricted Net Assets (inc. Depreciation)		241,969	1,150,803	908,834
Capital Campaign				
	Net Change	-	1,783,339	1,783,339
Fund Balance				
Beginning Balance				-
Unrestricted		3,839,919	3,839,919	
Restricted		547,197	547,197	
Beginning Balance		4,387,116	4,387,116	
Projected Ending Balance		4,629,085	5,578,604	
<i>Projected Ending Balance, as a % of Expenses</i>		<i>23%</i>	<i>28%</i>	

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

Revenue Detail		Budget	Actuals	Budget vs. Final
				Actuals
8000	Local Control Funding Formula			
8011	State Aid	9,776,988	10,177,650	400,662
8012	Education Protection Account	1,155,213	793,769	(361,444)
8096	Funding in Lieu of Property Taxes	3,130,224	3,337,396	207,172
	Subtotal	14,062,425	14,308,815	246,390
8100	Federal Revenue			
8290	Title Funding	797,656	741,117	(56,539)
8181	Special Education	153,720	173,944	20,224
8220	Child Nutrition	406,700	626,582	219,882
8100	Other Federal Revenues	-	-	(0)
	Subtotal	1,358,076	1,541,643	183,567
8300	Other State Revenues			
8381	Special Education	740,719	935,591	194,873
8300	All Other State Revenues	1,972,619	2,067,686	95,067
	Subtotal	2,713,338	3,003,277	289,939
8600	Local Revenues			
	All Local	980,337	2,432,896	(10,681)
8800	Fundraising and Grants			
	All Philanthropy	976,700	3,104,685	2,127,985
8900	Other Inflow			
	All Transfers	-	-	-
Total Revenue		20,090,876	24,391,317	2,837,200

Lighthouse Community Public Schools

Year to Date: Budget vs. Actuals

Site: LCPS Roll up

As of: June 30, 2020 (Final version for Unaudited Actuals)

Expense Detail		Budget	Actuals	Budget vs. Final Actuals
1000	Compensation			
1100	Teacher Salaries	5,218,073	5,119,848	(98,225)
1300	Administrator Salaries	3,825,917	3,750,761	(75,156)
1400	Bonuses & Other Compensation	58,334	40,500	(17,834)
	Subtotal	9,102,324	8,911,109	(191,215)
2000	Compensation			
2100	Instructional Aide Salaries	439,457	501,723	62,266
2900	Other Non-certificated Salaries	1,229,274	1,199,391	(29,882)
	Subtotal	1,668,731	1,701,114	32,384
	Total Compensation	10,771,055	10,612,224	(158,831)
3000	Employee Benefits			
	Subtotal	2,423,930	2,419,172	(4,758)
4000	Books and Supplies			
4100	Textbooks & Curriculum	93,500	53,779	(39,721)
4200	Books & Other Materials	43,500	57,456	13,956
4300	Materials and Supplies	755,678	496,599	(259,079)
4400	Noncapitalized Equipment	170,982	170,171	(811)
4700	Food	640,623	703,895	63,272
	Subtotal	1,704,283	1,481,900	(222,383)
5000	Services & Other Operating Exp.			
5100	Subagreements for Services	169,500	1,862,588	(96,600)
5200	Travel and Conferences	50,360	34,114	(16,246)
5300	Dues and Memberships	37,810	22,845	(14,965)
5400	Insurance	83,426	78,662	(4,764)
5500	Utilities	352,853	329,694	(23,294)
5600	Leases, Repairs, and Improvements	1,917,555	1,921,064	3,509
5800	Professional Services & Other Exp.	2,155,251	2,449,465	372,977
5900	Communications	117,885	136,979	19,094
	Subtotal	4,884,639	6,835,412	239,713
6000	Capital Outlay			
6100	Capital Projects	25,000	-	(25,000)
6900	Depreciation Expense (for full accrual only)	40,000	295,867	255,867
	Subtotal	65,000	295,867	230,867
Total Expenses		19,848,907	21,644,669	84,702

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: August 31, 2020

	Jul	Aug	YTD Total	Budget	Current Forecast	Budget vs. Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
Summary										
Unrestricted										
Revenues										
8000 Local Control Funding Formula	-	666,010	666,010	13,571,254	14,702,925	1,131,671	14,702,925	5%	5%	14,036,915
8100 Federal Revenue	-	-	-	1,491,909	2,918,079	1,426,170	2,918,079	0%	0%	2,918,079
8300 Other State Revenues	35,594	85,858	121,452	2,844,714	2,935,557	90,843	2,935,557	4%	4%	2,814,105
8600 Local Revenues	2,167	-	2,167	1,013,359	948,405	(64,954)	948,405	0%	0%	946,238
8800 Fundraising and Grants	64,500	4,551	69,051	1,193,700	1,033,700	(160,000)	1,033,700	6%	7%	964,649
8999 Uncategorized	-	-	-	-	-	-	-	-	-	-
TOTAL	102,261	756,474	858,735	20,114,937	22,538,666	2,423,729	22,538,666	4%	4%	21,679,931
Expenses										
1-2000 Compensation	373,369	1,043,816	1,417,185	10,966,183	11,041,016	74,833	11,041,016	13%	13%	9,623,831
3000 Employee Benefits	278,208	156,251	434,459	2,385,260	2,471,172	85,912	2,471,172	18%	18%	2,036,713
4000 Books and Supplies	249,654	183,698	433,352	1,169,806	2,702,052	1,532,246	2,702,052	37%	16%	2,268,701
5000 Services & Other Operating Exp.	419,865	399,441	819,306	4,978,398	5,468,140	489,743	5,468,140	16%	15%	4,648,835
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-
7000 Other Outflow	-	-	-	-	-	-	-	-	-	-
7999 Uncategorized	-	-	-	-	-	-	-	-	-	-
TOTAL	1,321,096	1,783,205	3,104,301	19,499,646	21,682,380	2,182,734	21,682,380	16%	14%	18,578,079
Operating Income, before Depreciation	(1,218,835)	(1,026,731)	(2,245,566)	615,290	856,286	240,996	856,286			3,101,852
<i>Operating Income, as a % of expenses</i>				3.2%	3.9%					
6900 Depreciation Expense	28,006	29,209	57,215	238,440	345,988	107,548	345,988	24%	17%	288,774
Change in Unrestricted Net Assets (inc. Depreciation)	(1,246,842)	(1,055,940)	(2,302,781)	376,850	510,298	133,447	510,298	-	-	

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: August 31, 2020

Revenue Detail	Jul	Aug	YTD Total	Budget	Current Forecast	Budget vs. Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
8000 Local Control Funding Formula										
8011 State Aid	-	465,765	465,765	8,962,291	9,902,384	940,092	9,902,384	5%	5%	9,436,619
8012 Education Protection Account	-	-	-	1,135,929	1,444,241	308,312	1,444,241	0%	0%	1,444,241
8096 Funding in Lieu of Property Taxes	-	200,245	200,245	3,473,033	3,356,300	(116,733)	3,356,300	6%	6%	3,156,055
Subtotal	-	666,010	666,010	13,571,254	14,702,925	1,131,671	14,702,925	5%	5%	14,036,915
								0%	0%	
8100 Federal Revenue										
8290 Title Funding	-	-	-	530,033	530,147	114	530,147	0%	0%	530,147
8181 Special Education	-	-	-	169,265	172,749	3,484	172,749	0%	0%	172,749
8220 Child Nutrition	-	-	-	498,989	508,530	9,541	508,530	0%	0%	508,530
8100 Other Federal Revenues	-	-	-	293,623	1,706,653	1,413,030	1,706,653	0%	0%	1,706,653
Subtotal	-	-	-	1,491,909	2,918,079	1,426,170	2,918,079	0%	0%	2,918,079
								0%	0%	
8300 Other State Revenues										
8381 Special Education	35,594	85,858	121,452	867,978	869,588	1,609	869,588	14%	14%	748,136
8300 All Other State Revenues	-	-	-	1,976,736	2,065,970	89,234	2,065,970	0%	0%	2,065,970
Subtotal	35,594	85,858	121,452	2,844,714	2,935,557	90,843	2,935,557	4%	4%	2,814,105
								0%	0%	
8600 Local Revenues										
All Local	2,167	-	2,167	1,013,359	948,405	(64,954)	948,405	0%	0%	946,238
								0%	0%	
8800 Fundraising and Grants										
All Philanthropy	64,500	4,606	69,106	1,193,700	1,033,700	(160,000)	1,033,700	6%	7%	964,594
								0%	0%	
8900 Other Inflow										
All Transfers	-	-	-	-	-	-	-	0%	0%	-
								0%	0%	
Total Revenue	102,261	756,474	858,735	20,114,937	22,538,666	2,423,729	22,538,666	4%	4%	21,679,931

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: August 31, 2020

Expense Detail	Jul	Aug	YTD Total	Budget	Current Forecast	Budget vs. Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
								0%	0%	
1000 Compensation								0%	0%	
1100 Teacher Salaries	8,439	606,335	614,774	5,698,925	5,771,448	72,523	5,771,448	11%	11%	5,156,674
1300 Administrator Salaries	308,330	321,560	629,890	3,878,827	3,878,827	-	3,878,827	16%	16%	3,248,937
1400 Bonuses & Other Compensation	-	-	-	74,690	77,000	2,310	77,000	0%	0%	77,000
Subtotal	316,770	927,895	1,244,664	9,652,442	9,727,275	74,833	9,727,275	13%	13%	8,482,611
2000 Compensation										
2100 Instructional Aide Salaries	-	25,283	25,283	238,459	238,459	-	238,459	11%	11%	213,176
2900 Other Non-certificated Salaries	56,600	90,638	147,238	1,075,282	1,075,282	-	1,075,282	14%	14%	928,044
Subtotal	56,600	115,921	172,521	1,313,741	1,313,741	-	1,313,741	13%	13%	1,141,220
Total Compensation	373,369	1,043,816	1,417,185	10,966,183	11,041,016	74,833	11,041,016	13%	13%	9,623,831
3000 Employee Benefits										
3400 Health & Welfare Benefits	243,539	51,612	295,151	1,280,965	1,281,539	574	1,281,539	23%	23%	986,388
3000 Other Employee Benefits	34,669	104,639	139,308	1,104,295	1,189,633	85,338	1,189,633	13%	12%	1,050,324
Subtotal	278,208	156,251	434,459	2,385,260	2,471,172	85,912	2,471,172	18%	18%	2,036,713
4000 Books and Supplies										
4100 Textbooks & Curriculum	819	6,751	7,570	59,310	59,310	-	59,310	13%	13%	51,741
4200 Books & Other Materials	-	60,000	60,000	35,841	35,841	-	35,841	167%	167%	(24,159)
4300 Materials and Supplies	34,725	74,385	109,110	293,428	748,428	455,000	748,428	37%	15%	639,318
4400 Noncapitalized Equipment	98,042	42,562	140,603	148,641	1,224,641	1,076,000	1,224,641	95%	11%	1,084,038
4700 Food	116,069	-	116,069	632,586	633,832	1,246	633,832	18%	18%	517,763
Subtotal	249,654	183,698	433,352	1,169,806	2,702,052	1,532,246	2,702,052	37%	16%	2,268,701
5000 Services & Other Operating Exp.										
5100 Subagreements for Services	-	18,545	18,545	261,500	261,500	-	261,500	7%	7%	242,955
5200 Travel and Conferences	6	-	6	3,500	3,500	-	3,500	0%	0%	3,494
5300 Dues and Memberships	1,320	-	1,320	22,500	22,500	-	22,500	6%	6%	21,180
5400 Insurance	8,883	16,823	25,706	80,000	83,426	3,426	83,426	32%	31%	57,720
5500 Utilities	16,016	36,490	52,506	342,500	342,500	-	342,500	15%	15%	289,994
5600 Leases, Repairs, and Improvements	307,577	126,782	434,359	2,097,333	2,097,333	-	2,097,333	21%	21%	1,662,974
5800 Professional Services & Other Exp.	78,118	187,624	265,743	2,036,565	2,522,881	486,317	2,522,881	13%	11%	2,257,139
5900 Communications	7,945	13,176	21,120	134,500	134,500	-	134,500	16%	16%	113,380
Subtotal	419,865	399,441	819,306	4,978,398	5,468,140	489,743	5,468,140	16%	15%	4,648,835
6000 Capital Outlay										
6100 Capital Projects	-	-	-	-	-	-	-	0%	0%	-
6900 Depreciation Expense (for full accrual only)	28,006	29,209	57,215	238,440	345,988	107,548	345,988	24%	17%	288,774
Subtotal	28,006	29,209	57,215	238,440	345,988	107,548	345,988	24%	17%	288,774
Total Expenses	1,349,102	1,812,414	3,161,516	19,738,086	22,028,369	2,290,282	22,028,369	16%	14%	18,866,853

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: LCPS Roll Up
 As of: August 31, 2020
 (Soft Close of UA's)

	Current Year: FY21												YTD Total	AP/AR	Budget	Forecast
	Actuals	Actuals	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected				
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash	3,538,151	4,253,404	3,529,900	2,747,570	3,352,937	3,228,872	3,938,627	4,495,038	4,687,374	4,286,605	4,082,510	3,125,062				
Unrestricted																
REVENUE TOTAL	102,261	756,474	1,012,552	2,657,622	1,571,662	2,455,808	2,178,179	1,841,059	1,260,455	1,426,205	686,290	916,121	16,864,687	5,673,979	20,114,937	22,538,666
EXPENSE TOTAL	1,321,096	1,783,205	2,246,766	2,128,911	1,772,384	1,822,710	2,029,858	1,725,379	1,737,880	1,706,956	1,722,603	1,366,603	21,364,351	318,029	19,499,646	21,682,380
Operating Cash Inflow (Outflow), exclusive of Depr.	(1,218,835)	(1,026,731)	(1,234,213)	528,711	(200,721)	633,098	148,321	115,679	(477,425)	(280,751)	(1,036,313)	(450,482)	(4,499,664)	5,355,950	615,290	856,286
6900 Depr.	28,006	29,209	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877	345,988	-	238,440	345,988
Operating Cash Inflow (Outflow), inclusive of Depr.	(1,246,842)	(1,055,940)	(1,263,091)	499,834	(229,599)	604,221	119,444	86,802	(506,303)	(309,629)	(1,065,190)	(479,360)	(4,845,652)	5,355,950	376,850	510,298
Prior Year Revenue	2,063,736	247,872	371,472				329,225									
Prior Year Expenses	(124,207)	-														
Change in Deposits on record (Assets)	-	-														
Change in Fixed Assets	28,006	29,209	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877	28,877				
Change in Accounts Receivable (current yr)	(2,900)	819														
Change in Accounts Payable (current yr)	(149,573)	16,726														
Prepays	369,029	-														
Other Balance Sheet changes	(30)	(44,545)														
Summerholdback for Teachers	(221,967)	82,355	80,411	76,657	76,657	76,657	78,865	76,657	76,657	76,657	78,865	(390,218)				
Transfer from Cash Reserve																
Transfer from Line of Credit																
Ending Cash - Total in Primary Checking	4,253,404	3,529,900	2,747,570	3,352,937	3,228,872	3,938,627	4,495,038	4,687,374	4,286,605	4,082,510	3,125,062	2,284,362				
Days of Cash on hand	72	59	46	56	54	66	76	79	72	69	53	38				
Days of Cash on hand (w/o PPP)	30	18	5	15	13	25	34	37	31	27	11	(3)				
Additional Cash accounts																
Cash Reserve Account	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000				
Ending Cash - Including Cash Reserve	4,503,404	3,779,900	2,997,570	3,602,937	3,478,872	4,188,627	4,745,038	4,937,374	4,536,605	4,332,510	3,375,062	2,534,362				
Days of Cash on hand	76	64	50	61	59	71	80	83	76	73	57	43				
Additional sources available																
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000				
Available Ending Cash	5,003,404	4,279,900	3,497,570	4,102,937	3,978,872	4,688,627	5,245,038	5,437,374	5,036,605	4,832,510	3,875,062	3,034,362				
Days of Cash available	84	72	59	69	67	79	88	92	85	81	65	51				

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: LCPS Roll Up
 As of: August 31, 2020
 (Soft Close of UA's)

		Year 2: FY22													Forecast	
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash		2,284,362	2,467,621	2,228,270	2,324,795	3,402,288	3,884,794	4,850,567	5,432,200	5,435,863	5,484,030	5,956,271	4,651,591			
Unrestricted																
REVENUE TOTAL		71,930	763,069	1,092,297	2,182,276	1,524,343	1,432,171	2,336,475	1,721,535	1,789,595	2,163,604	398,645	603,790	16,079,731	5,560,735	21,640,466
EXPENSE TOTAL		1,262,398	1,771,276	1,759,522	1,868,533	1,805,586	1,967,765	1,837,714	1,800,744	1,824,301	1,774,234	1,786,198	972,250	20,430,521	549,413	20,965,468
Operating Cash Inflow (Outflow), exclusive of Depr.		(1,190,468)	(1,008,207)	(667,224)	313,743	(281,243)	(535,594)	498,761	(79,209)	(34,706)	389,370	(1,387,552)	(368,460)	(4,350,790)	5,011,322	674,997
6900	Depr.	28,877	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	327,260	(1,752)	325,508
Operating Cash Inflow (Outflow), inclusive of Depr.		(1,219,346)	(1,035,333)	(694,350)	286,618	(308,368)	(562,720)	471,636	(106,335)	(61,831)	362,244	(1,414,678)	(395,586)	(4,678,049)	5,013,074	349,489
Prior Year Revenue		2,081,974	680,878	680,878	680,878	680,878	1,418,495									
Prior Year Expenses		(318,029)														
Change in Deposits on record (Assets)																
Change in Fixed Assets		28,877	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126	27,126			
Change in Accounts Receivable (current yr)																
Change in Accounts Payable (current yr)																
Prepays		-														
Other Balance Sheet changes		-														
Summerholdback for Teachers		(390,218)	87,978	82,872	82,872	82,872	82,872	82,872	82,872	82,872	82,872	82,872	(416,913)			
Transfer from Cash Reserve																
Transfer from Line of Credit																
Ending Cash - Total in Primary Checking		2,467,621	2,228,270	2,324,795	3,402,288	3,884,794	4,850,567	5,432,200	5,435,863	5,484,030	5,956,271	4,651,591	3,866,218			
Days of Cash on hand		42	38	39	57	65	82	91	92	92	100	78	65			
Days of Cash on hand (w/o PPP)		(0)	(4)	(3)	16	24	40	50	50	51	59	37	23			
Additional Cash accounts																
Cash Reserve Account		250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000			
Ending Cash - Including Cash Reserve		2,717,621	2,478,270	2,574,795	3,652,288	4,134,794	5,100,567	5,682,200	5,685,863	5,734,030	6,206,271	4,901,591	4,116,218			
Days of Cash on hand		46	42	43	61	70	86	96	96	97	104	83	69			
Additional sources available																
Unused Line of Credit - FRB		500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000			
Available Ending Cash		3,217,621	2,978,270	3,074,795	4,152,288	4,634,794	5,600,567	6,182,200	6,185,863	6,234,030	6,706,271	5,401,591	4,616,218			
Days of Cash available		56	52	54	72	81	98	108	108	109	117	94	80			

Lighthouse Community Public Schools (LCPS)
Balance Sheet
As of August 31, 2020

Financial Row	August 2020 Amount
ASSETS	-
Current Assets	
Total Bank	3,898,418.18
Total Accounts Receivable	1,248,434.12
Other Current Asset	
Total - 9330 - Prepaid Expenditures (Expenses)	(0.01)
Total Current Assets	5,146,852.29
Fixed Assets	
Total Fixed Assets	5,158,243.74
Other Assets	
9360 - Other Asset - Deposits	73,083.00
Total Other Assets	73,083.00
Total ASSETS	10,378,179.03
LIABILITIES & EQUITY	
Current Liabilities	
Total Accounts Payable	151,038.55
Total Credit Card	(11,043.57)
Total Other Current Liability, including Wages Payable ("Summer Holdback")	281,142.83
Total Current Liabilities	421,137.81
Long Term Liabilities	
Total - 9660 - Long Term Liabilities	2,473,600.00
Total Long Term Liabilities*	2,473,600.00
Equity	
With Donor Restriction	228,380.32
Retained Earnings	9,563,530.54
Net Income	(2,308,469.64)
Total Equity	7,483,441.22
Total LIABILITIES & EQUITY	10,378,179.03

* Paycheck Protection Program Loan

Coversheet

School Reopening Update

Section: III. Discussion and Approval Items
Item: B. School Reopening Update
Purpose: Discuss
Submitted by:
Related Material: School Reopening Staff and Family Comms 10.2.2020.pdf
COVID-19 _ Staff ReOpening Update Town Hall _ October 7th.pdf

Dear Crew -

Happy Friday! I hope you had a great week despite the many weights that each member of our community is carrying both personal and collective. This is not an easy time given our current social and political contexts, but I remain inspired by the commitment to our young people's futures you each embody every day.

I apologize in advance for the lengthy email, but we have a few important updates to share about our school reopening before we head into the weekend:

As you may have heard, Alameda County's departments of health and office of education have made updated announcements about guidance for reopening. We remain committed to health, safety, and quality teaching and learning for each member of our community and want to share where LCPS is at in our reopening planning. I want to appreciate the work Erin Wesseldine (Director of Special Education), Arlene Aldrette (Director of Operations), and Anna Martin (Director of HR and Talent) for their thoughtful planning around this very complex process.

School Reopening - Summary:

1. **LCPS will continue in Distance Learning through the first semester for the significant majority of our students .**
2. **We are moving ahead with plans for providing in-person services for a small number of students with high needs starting in November.**
3. **In October, our schools will reach out to those students and families that qualify. We have already begun working with all staff identified to provide those services.**
4. **Even when County data changes, our Phase 4 decisions (moving to a school-wide hybrid model) will be based on zip-code specific health data.**

Here's the latest on where we stand:

Current Alameda County Public Health Department (ACPHD) guidance allows for phased reopening:

- Alameda County made an [announcement on 10/1 announcing the ability for schools to plan for phased reopening](#) based on the current rates of COVID 19 in the county. (Click [here](#) to learn more about ACOE's guidance.) This new announcement allows for the following:
 - As Alameda County closes in on the two-week mark in the Red Tier, schools will be able to open only when appropriate public health measures are in place and plans are implemented to ensure optimal conditions for the return of staff and students, including how regular asymptomatic testing for staff will be implemented for staff returning in-person.
 - Elementary schools may begin limited in-class instruction in the next few weeks, followed by reopening timeframes for middle and high school students in the subsequent months. Any reopening plan must be approved by ACPHD and ACOE, and schools are not required to reopen and are asked to consider local conditions in their reopening plans.

LCPS Stance on Reopening: What does this Mean for LCPS?

- Our stance is that we will continue to put our students, families, and staff health and safety at the forefront. For this reason, we will remain primarily in distance learning for this semester.
- We are also mandated to safely meet our obligation to provide services and support to students who need it the most - students with certain disabilities and students who have, or are at greatest risk of experiencing significant learning loss. These supports will have extensive safety protocols aligned to the county's guidance and expectations. .
- For us to consider wider reopening in a hybrid model, we are looking for our two primary zip codes (94621 and 94603) in East Oakland to meet the county and state's reopening criteria for at least two weeks.
- Currently, COVID rates in our zip codes are still higher than Alameda County averages and do not meet this criteria for wider reopening in hybrid. We are actively monitoring our local conditions. As of today, the 94621 and 94603 zip codes remain above the 8% threshold and positive test cases are 2 to 3 times the county averages. For more on zip code data look [here](#).

LCPS' Plan for Phased Reopening:

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Distance Learning	Individualized	Small groups of	Hybrid (25% to 50%)	In-Person Learning

for all students	In-Person Services and Supports for some students with IEPs & Highest Need	students with high needs & at risk for severe learning loss	of students at a time) starting with Elementary	for all students
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Current Timeline for Beginning Phased Reopening:

6.2 October 2 - October 30	6.3 November 2 - December 18	6.4 January 6-February 11
<i>During this time, we will continue to monitor rates for our two zip codes, and our projected timeline is subject to change.</i>		
<ul style="list-style-type: none"> Continue Distance Learning Begin Planning for Phase 2 - 1:1 and services for high needs students Planning for & implementation of onsite public health measures and asymptomatic testing for staff and students 	<ul style="list-style-type: none"> Continue Distance Learning Begin implementation of Phase 2 - 1:1 testing and services for students with highest needs Begin planning Phase 3 for small groups and phase 4 for hybrid model for second semester 	<ul style="list-style-type: none"> Begin implementation of Phase 3 - small group services for high need students Assess and plan for Phase 4 - hybrid model for all students pending county guidance

LCPS is moving ahead with plans for Phase 2. We will provide in-person testing and services safely for individual students beginning in November through December (6.3)

- Alameda County has allowed 1:1 or small, in-person student groups at schools to provide high-need services. LCPS will move ahead with safely providing limited 1:1 or 1:2 in-person services (assessments and services for certain students with Individualized Education Plans (IEPs)) in 6.3.
- We are taking an incremental phased approach to these services and are working closely with staff and families who need these services to ensure health and safety for all.
- LCPS is actively working with local health agencies and providers to provide regular mandatory asymptomatic testing for staff and students in-person to ensure additional safety measures.
- See [here](#) for more details about our plans.

LCPS has begun planning for Phase 3 and 4 - school-wide small groups/hybrid models beginning no earlier than January (6.4):

- LCPS will begin planning for small groups for other high need students and for a hybrid model that would start no earlier than the second semester.
- We will engage with staff and families in this planning.
- Our HR team will continue to work with employees who have requested accommodations or leave because they are at higher risk or whose own COVID-impacted childcare needs make returning in-person a challenge.

Next Steps & How to Be Involved:

- Staff:**
 - We will have a mandatory town hall meeting on Wednesday 10/7 from 4pm to 5pm to share more detailed information with all staff and gather input on our plans. Invitation to follow. From time to time during our current context, there will be times where we will need to come together for important announcements around school reopening; we will use this 4 to 5pm block on Wednesdays for such all-hands meetings.
 - We will use the CAO/CEO office hours on Wednesday 10/14 for any questions or feedback staff may have about our plans.
- Families:**
 - We will send an email and announcement to families with this information, as well as schedule town halls to share information and gather input about reopening plans. Town halls for families will be held at the following times

- English (Tuesday, 10/13) - 6 - 7pm
- Spanish (Tuesday, 10/13) - 7 - 8 pm

Remember that above all, we need to work together to stay healthy and bring the COVID rates in our zip codes down. Please continue to model and engage in shelter in place and social distancing per county guidelines. Strongly encourage your students and families to practice social distancing at home to save lives and go back to school. If you are exposed to a positive case or hear of a student or family that is exposed, please report it via [this form](#) to Anna Martin and Arlene Aldrette, LCPS' COVID Liaisons, who are working closely with the county to monitor transmission and prepare for safe reopening.

I hope you all have a great weekend and thank you for all you do! Please take care of your hearts, minds, and spirit as best as possible as we approach another week of pursuing social justice through education.

With Lighthouse and Lodestar love,

Rich

FAMILY VERSION

Dear Lighthouse and Lodestar Families -

Happy Friday! I am writing to share a few important updates about our school reopening plans. I apologize in advance for the lengthy email.

As you may have heard, Alameda County's departments of health and office of education have made updated announcements about guidance for reopening. We remain committed to health, safety, and quality teaching and learning for each member of our community and want to share where LCPS is at in our reopening planning.

School Reopening - Summary:

1. **LCPS will continue in Distance Learning through the first semester for the significant majority of our students .**
2. **We are moving ahead with plans for providing in-person services for a small number of students with high needs starting in November.**
3. **In October, our schools will reach out to those students and families that qualify. We have already begun working with all staff identified to provide those services.**
4. **Even when County data changes, our Phase 4 decisions (moving to a school-wide hybrid model) will be based on zip-code specific health data.**

Here are more details:

Current Alameda County Public Health Department (ACPHD) guidance allows for phased reopening:

- Alameda County made an [announcement on 10/1 announcing the ability for schools to plan for phased reopening](#) based on the current rates of COVID 19 in the county. (Click [here](#) to learn more about ACOE's guidance.) This new announcement allows for the following:
 - As Alameda County closes in on the two-week mark in the Red Tier, schools will be able to open only when appropriate public health measures are in place and plans are implemented to ensure optimal conditions for the return of staff and students, i.
 - Elementary schools may begin limited in-class instruction in the next few weeks, followed by reopening timeframes for middle and high school students in the subsequent months. Any reopening plan must be approved by ACPHD and ACOE, and schools are not required to reopen and are asked to consider local conditions in their reopening plans.

LCPS Stance on Reopening: What does this Mean for LCPS?

- Our stance is that we will continue to put our students, families, and staff health and safety at the forefront. For this reason, we will remain primarily in distance learning for this semester.
- We are also mandated to safely meet our obligation to provide services and support to students who need it the most - students with certain disabilities and students who have, or are at greatest risk of experiencing

significant learning loss. These supports will have extensive safety protocols aligned to the county's guidance and expectations. .

- For us to consider wider reopening in a hybrid model, we are looking for our two primary zip codes (94621 and 94603) in East Oakland to meet the county and state's reopening criteria for at least two weeks.
- Currently, COVID rates in our zip codes are still higher than Alameda County averages and do not meet this criteria for wider reopening in hybrid. We are actively monitoring our local conditions. As of today, the 94621 and 94603 zip codes remain above the 8% threshold and positive test cases are 2 to 3 times the county averages. For more on zip code data look [here](#).
- Any family that needs or wants their child to remain in Distance Learning will have that choice this school year..

LCPS' Plan for Phased Reopening:

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Distance Learning for all students	Individualized In-Person Services and Supports for some students with IEPs & Highest Need	Small groups of students with high needs & at risk for severe learning loss	Hybrid (25% to 50% of students at a time) starting with Elementary	In-Person Learning for all students

Current Timeline for Beginning Phased Reopening:

6.2 October 2 - October 30	6.3 November 2 - December 18	6.4 January 6-February 11
<i>During this time, we will continue to monitor rates for our two zip codes, and our projected timeline is subject to change.</i>		
<ul style="list-style-type: none"> • Continue Distance Learning • Begin Planning for Phase 2 - 1:1 and services for high needs students • Planning for & implementation of onsite public health measures and asymptomatic testing for staff and students 	<ul style="list-style-type: none"> • Continue Distance Learning • Begin implementation of Phase 2 - 1:1 testing and services for students with highest needs • Begin planning Phase 3 for small groups and phase 4 for hybrid model for second semester 	<ul style="list-style-type: none"> • Begin implementation of Phase 3 - small group services for high need students • Assess and plan for Phase 4 - hybrid model for all students pending county guidance

LCPS is moving ahead with plans for Phase 2. We will provide in-person testing and services safely for individual students beginning in November through December (6.3)

- Alameda County has allowed 1:1 or small, in-person student groups at schools to provide high-need services. LCPS will move ahead safely providing limited 1:1 or 1:2 in-person services (assessments and services for certain students with Individualized Education Plans (IEPs)) in 6.3.
- LCPS is actively working with local health agencies and providers to provide regular mandatory asymptomatic testing for staff and students in-person to ensure additional safety measures.

LCPS has begun planning for Phase 3 and 4 - school-wide small groups/hybrid models beginning no earlier than January (6.4):

- LCPS will begin planning for small groups for other high need students and for a hybrid model that would start no earlier than the second semester.
- We will engage with staff and families in this planning.

Next Steps & How to Be Involved:

- **Families:**

- We will send an email and announcement to families with this information, as well as schedule town halls to share information and gather input about reopening plans. Town halls for families will be held at the following times
 - English (Tuesday, 10/13) - 6 - 7pm
 - Spanish (Tuesday, 10/13) - 7 - 8 pm
- We will be reaching out to families who qualify for these services to ensure they understand the requirements for return, including safety protocols and their child's unique needs.

Remember that above all, we need to work together to stay healthy and bring the COVID rates in our zip codes down. Please continue to model and engage in shelter in place and social distancing per county guidelines. Strongly encourage your students and families to practice social distancing at home to save lives and go back to school.

I hope you all have a great weekend and thank you for all you do! Please take care of your hearts, minds, and spirit as best as possible as we approach another week of pursuing social justice through education.

With Lighthouse and Lodestar love,

Rich

Estimado Equipo -

¡Feliz viernes! Espero que hayan tenido una gran semana a pesar de los muchos pesos que cada miembro de nuestra comunidad lleva tanto personal como colectivo. No es un momento fácil dado nuestros contextos sociales y políticos actuales, pero sigo inspirado en el compromiso con el futuro de nuestros jóvenes que cada uno encarna cada día.

Me disculpo de antemano por el largo correo electrónico, pero tenemos algunas actualizaciones importantes para compartir sobre nuestra escuela reabriendo antes de ir al fin de semana:

Reapertura de la escuela:

Como habrán oído, los departamentos de salud y la oficina de educación del condado de Alameda han hecho anuncios actualizados sobre la orientación para la reapertura. Seguimos comprometidos con la salud, la seguridad y la enseñanza y el aprendizaje de calidad para cada miembro de nuestra comunidad y queremos compartir dónde se encuentra LCPS en nuestra planificación de reapertura. Quiero agradecer el trabajo de Erin Wesseldine (Directora de Educación Especial), Arlene Aldrette (Directora de Operaciones) y Anna Martin (Directora de Recursos Humanos y Talento) por su cuidadosa planificación en torno a este proceso tan complejo.

Reapertura Escolar - Resumen:

- 1. LCPS continuará en Aprendizaje a Distancia a través del primer semestre para la mayoría de nuestros estudiantes.**
- 2. Continuamos hacia adelante con planes para proveer servicios en persona a un grupo pequeño de estudiantes con altas necesidades.**
- 3. En octubre, nuestras escuelas se comunicarán con aquellos estudiantes y familias que califican. Ya hemos empezado a trabajar con el personal identificado para proveer estos servicios.**
- 4. Aun cuando los datos de salud del condado cambien, nuestras decisiones sobre la Fase 4 (cambiar a un modelo híbrido a nivel escolar) se basará en datos específicos a nuestros códigos postales.**

Aquí está lo último sobre nuestra posición:

La guía actual del Departamento de Salud Pública del Condado de Alameda (ACPHD) permite la reapertura gradual:

- El Condado de Alameda hizo un [anuncio el 10/1 anunciando la capacidad de las escuelas para planear la reapertura gradual](#) basada en las tarifas actuales de COVID 19 en el condado. (Haga clic en [aquí](#) para obtener más información sobre la guía de ACOE.) Este nuevo anuncio permite lo siguiente:
 - A medida que el Condado de Alameda se acerque a la marca de dos semanas en el Nivel Rojo, las escuelas podrán abrirse sólo cuando se apliquen las medidas de salud pública apropiadas y se implementen planes para garantizar condiciones óptimas para el regreso del personal y los estudiantes.
 - Las escuelas primarias pueden comenzar una instrucción limitada en clase en las próximas semanas, seguidas de plazos de reapertura para estudiantes de escuela media y secundaria en los meses siguientes. Cualquier plan de reapertura debe ser aprobado por ACPHD y ACOE, y las escuelas no están obligadas a reabrir y se les pide que consideren las condiciones locales en sus planes de reapertura.

LCPS Postura sobre la Reapertura: ¿Qué significa esto para LCPS?

- Nuestra postura es que seguiremos poniendo a nuestros estudiantes, familias y personal en la salud y la seguridad. Por esta razón, nos mantendremos principalmente en el aprendizaje a distancia para este semestre.
- También tenemos el mandato de cumplir con seguridad con nuestra obligación de proporcionar servicios y apoyo a los estudiantes que más lo necesitan - estudiantes con ciertas discapacidades y estudiantes que tienen, o están en mayor riesgo de experimentar una pérdida significativa de aprendizaje. Estos soportes tendrán amplios protocolos de seguridad alineados con la orientación y las expectativas del condado.
- Para que consideremos la reapertura más amplia en un modelo híbrido, estamos buscando nuestros dos códigos postales primarios (94621 y 94603) en el este de Oakland para cumplir con los criterios de reapertura del condado y el estado durante al menos dos semanas.
- Actualmente, las tasas de COVID en nuestros códigos postales siguen siendo más altas que los promedios del Condado de Alameda y no cumplen con este criterio para una reapertura más amplia en híbrido. Estamos monitoreando activamente nuestras condiciones locales. A día de hoy, los códigos postales 94621 y 94603 permanecen por encima del umbral del 8% y los casos de prueba positivos son de 2 a 3 veces los promedios del condado. Para obtener más información sobre los datos de código postal, mire [aquí](#).

Plan Reapertura de LCPS:

Fase I	Fase 2	Fase 3	Fase 4	Fase 5
Aprendizaje a distancia para todos los estudiantes	Servicios y apoyos individualizados en persona para algunos estudiantes con IEP y necesidad más alta	Pequeños grupos de estudiantes con altas necesidades y en riesgo de pérdida grave de aprendizaje	Híbrido (25% a 50% de los estudiantes a la vez) a partir de	Aprendizaje en persona para todos los estudiantes

Línea de tiempo actual para la reapertura por fases inicial:

6.2 Del 2 de octubre al 30 de octubre	6.3 2 de noviembre - 18 de diciembre	6.4 6 de enero-11 de febrero
<i>Durante este tiempo, continuaremos monitoreando las tarifas de nuestros dos códigos postales, y nuestra línea de tiempo proyectada está sujeta a cambios.</i>		

<ul style="list-style-type: none"> ● Continuar el aprendizaje a distancia ● Comience a planificar la Fase 2 - 1:1 y los servicios para estudiantes con altas necesidades ● Planificación e implementación de medidas de salud pública in situ y pruebas asintomáticas para el personal y los estudiantes 	<ul style="list-style-type: none"> ● Continuar el aprendizaje a distancia ● Comience la implementación de las pruebas y servicios de la Fase 2 - 1:1 para estudiantes con las necesidades más altas ● Comience a planificar la Fase 3 para grupos pequeños y la fase 4 para el modelo híbrido para el segundo semestre 	<ul style="list-style-type: none"> ● Comenzar la implementación de la Fase 3 - servicios para grupos pequeños para estudiantes de alta necesidad ● Evaluar y planificar la Fase 4 - modelo híbrido para todos los estudiantes pendientes de orientación del condado
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LCPS sigue adelante con los planes para la Fase 2. Proporcionaremos pruebas y servicios en persona de forma segura para estudiantes individuales desde noviembre hasta diciembre (6.3)

- El Condado de Alameda ha permitido que 1:1 o pequeños grupos de estudiantes en persona en las escuelas proporcionen servicios de alta necesidad. LCPS seguirá adelante con la prestación segura de servicios en persona limitados de 1:1 o 1:2 (evaluaciones y servicios para ciertos estudiantes con Planes de Educación Individualizados (IEP)) en 6.3.
- Estamos adoptando un enfoque gradual incremental de estos servicios y estamos trabajando estrechamente con el personal y las familias que necesitan estos servicios para garantizar la salud y la seguridad para todos.
- LCPS está trabajando activamente con agencias y proveedores de salud locales para proporcionar pruebas asintomáticas obligatorias regulares para el personal y los estudiantes en persona para garantizar medidas de seguridad adicionales.
- Consulte [aquí](#) para obtener más detalles sobre nuestros planes.

LCPS ha comenzado a planificar las Fases 3 y 4 - modelos híbridos/grupos pequeños en toda la escuela a partir de no antes de enero (6.4):

- LCPS comenzará a planificar grupos pequeños para otros estudiantes de alta necesidad y para un modelo híbrido que comenzaría no antes del segundo semestre.
- Nos involucramos con el personal y las familias en esta planificación.
- Nuestro equipo de Recursos Humanos continuará trabajando con los empleados que han solicitado adaptación o licencia porque están en mayor riesgo o cuyas necesidades de cuidado infantil afectadas por COVID hacen que el regreso en persona sea un desafío.

Próximos pasos y cómo participar:

- **Personal:**
 - Tendremos una reunión requerida de todo el personal el miércoles 10/7 de 4pm a 5pm para compartir información más detallada con todo el personal y reunir información sobre nuestros planes. Invitación a seguir. De vez en cuando en nuestro contexto actual habrán tiempos en que tendremos que reunirnos por anuncios importantes acerca de la reapertura escolar; usaremos este tiempo de 4 a 5 los miércoles para ese tipo de reuniones.
 - Usaremos el horario de oficina de CAO/CEO el miércoles 10/14 para cualquier pregunta o personal de comentarios que pueda tener sobre nuestros planes.
- **Familias:**

- Enviaremos un correo electrónico y un anuncio a las familias con esta información, así como programaremos los ayuntamientos para compartir información y recopilar información sobre la reapertura de los planes. Los ayuntamientos para familias se llevarán a cabo en los siguientes horarios
 - Inglés (martes, 10/13) - 6 - 7pm
 - Español (martes, 10/13) - 7 - 8 pm

Recuerde que, sobre todo, tenemos que trabajar juntos para mantenernos saludables y reducir las tarifas COVID en nuestros códigos postales. Por favor, continúe modelando y participando en refugios en el lugar y distanciamiento social por las directrices del condado. Anime fuertemente a sus estudiantes y familias a practicar el distanciamiento social en casa para salvar vidas y volver a la escuela. Si usted está expuesto a un caso positivo o escucha de un estudiante o familia que está expuesto, por favor informe a través de [este formulario](#) a Anna Martin y Arlene Aldrette, Enlaces COVID de LCPS, que están trabajando estrechamente con el condado para monitorear la transmisión y prepararse para la reapertura segura.

Espero que todos tengan un gran fin de semana y gracias por todo lo que hacen! Por favor, cuiden sus corazones, mentes y espíritu lo mejor posible a medida que nos acercamos a otra semana de búsqueda de justicia social a través de la educación.

Con amor de Lighthouse y Lodestar,

Rich

VERSIÓN FAMILIAR

Estimadas Familias de Lighthouse y Lodestar -

¡Feliz viernes!

Le escribo para compartir algunas actualizaciones importantes sobre nuestros planes de reapertura de la escuela. Me disculpo de antemano por el extenso correo electrónico.

Reapertura de la escuela:

Como habrán oído, los departamentos de salud y la oficina de educación del condado de Alameda han hecho anuncios actualizados sobre la orientación para la reapertura. Seguimos comprometidos con la salud, la seguridad y la enseñanza y el aprendizaje de calidad para cada miembro de nuestra comunidad y queremos compartir dónde se encuentra LCPS en nuestra planificación de reapertura.

Reapertura Escolar - Resumen:

1. **LCPS continuará en Aprendizaje a Distancia a través del primer semestre para la mayoría de nuestros estudiantes.**
2. **Continuamos hacia adelante con planes para proveer servicios en persona a un grupo pequeño de estudiantes con altas necesidades.**
3. **En octubre, nuestras escuelas se comunicarán con aquellos estudiantes y familias que califican. Ya hemos empezado a trabajar con el personal identificado para proveer estos servicios.**
4. **Aun cuando los datos de salud del condado cambien, nuestras decisiones sobre la Fase 4 (cambiar a un modelo híbrido a nivel escolar) se basará en datos específicos a nuestros códigos postales.**

Aquí está lo último sobre nuestra posición:

La guía actual del Departamento de Salud Pública del Condado de Alameda (ACPHD) permite la reapertura gradual:

- El Condado de Alameda hizo un [anuncio el 10/1 anunciando la capacidad de las escuelas para planear la reapertura gradual](#) basada en las tarifas actuales de COVID 19 en el condado. (Haga clic en [aquí](#) para obtener más información sobre la guía de ACOE.) Este nuevo anuncio permite lo siguiente:
 - A medida que el Condado de Alameda se acerque a la marca de dos semanas en el Nivel Rojo, las escuelas podrán abrirse sólo cuando se apliquen las medidas de salud pública apropiadas y se implementen planes para garantizar condiciones óptimas para el regreso del personal y los estudiantes, incluyendo cómo se implementarán pruebas asintomáticas regulares para el personal que regresa en persona.
 - Las escuelas primarias pueden comenzar una instrucción limitada en clase en las próximas semanas, seguidas de plazos de reapertura para estudiantes de escuela media y secundaria en los meses siguientes. Cualquier plan de reapertura debe ser aprobado por ACPHD y ACOE, y las escuelas no están obligadas a reabrir y se les pide que consideren las condiciones locales en sus planes de reapertura.

LCPS Postura sobre la Reapertura: ¿Qué significa esto para LCPS?

- Nuestra postura es que seguiremos poniendo a nuestros estudiantes, familias y personal en la salud y la seguridad. Por esta razón, nos mantendremos principalmente en el aprendizaje a distancia para este semestre.
- También tenemos el mandato de cumplir con seguridad con nuestra obligación de proporcionar servicios y apoyo a los estudiantes que más lo necesitan - estudiantes con ciertas discapacidades y estudiantes que tienen, o están en mayor riesgo de experimentar una pérdida significativa de aprendizaje. Estos soportes tendrán amplios protocolos de seguridad alineados con la orientación y las expectativas del condado.
- Para que consideremos la reapertura más amplia en un modelo híbrido, estamos buscando nuestros dos códigos postales primarios (94621 y 94603) en el este de Oakland para cumplir con los criterios de reapertura del condado y el estado durante al menos dos semanas.
- Actualmente, las tasas de COVID en nuestros códigos postales siguen siendo más altas que los promedios del Condado de Alameda y no cumplen con este criterio para una reapertura más amplia en híbrido. Estamos monitoreando activamente nuestras condiciones locales. A día de hoy, los códigos postales 94621 y 94603 permanecen por encima del umbral del 8% y los casos de prueba positivos son de 2 a 3 veces los promedios del condado. Para obtener más información sobre los datos de código postal, mire [aquí](#).
- Cualquier familia que necesite o quiera que su hijo/a permanezca en aprendizaje a distancia tendrá esa opción para este año escolar.

Plan de Reapertura de LCPS:

Fase I	Fase 2	Fase 3	Fase 4	Fase 5
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Aprendizaje a distancia para todos los estudiantes	Servicios y apoyos individualizados en persona para algunos estudiantes con IEP y necesidad más alta	Pequeños grupos de estudiantes con altas necesidades y en riesgo de pérdida grave de aprendizaje	Híbrido (25% a 50% de los estudiantes a la vez) a partir de	Aprendizaje en persona para todos los estudiantes
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Línea de tiempo actual para la reapertura por fases inicial:

6.2 Del 2 de octubre al 30 de octubre	6.3 2 de noviembre - 18 de diciembre	6.4 6 de enero-11 de febrero
<i>Durante este tiempo, continuaremos monitoreando las tarifas de nuestros dos códigos postales, y nuestra línea de tiempo proyectada está sujeta a cambios.</i>		
<ul style="list-style-type: none"> ● Continuar el aprendizaje a distancia ● Comience a planificar la Fase 2 - 1:1 y los servicios para estudiantes con altas necesidades ● Planificación e implementación de medidas de salud pública in situ y pruebas asintomáticas para el personal y los estudiantes 	<ul style="list-style-type: none"> ● Continuar el aprendizaje a distancia ● Comience la implementación de las pruebas y servicios de la Fase 2 - 1:1 para estudiantes con las necesidades más altas ● Comience a planificar la Fase 3 para grupos pequeños y la fase 4 para el modelo híbrido para el segundo semestre 	<ul style="list-style-type: none"> ● Comenzar la implementación de la Fase 3 - servicios para grupos pequeños para estudiantes de alta necesidad ● Evaluar y planificar la Fase 4 - modelo híbrido para todos los estudiantes pendientes de orientación del condado

LCPS sigiera adelante con los planes para la Fase 2. Proporcionaremos pruebas y servicios en persona de forma segura para estudiantes individuales desde noviembre hasta diciembre (6.3)

- El Condado de Alameda ha permitido que 1:1 o pequeños grupos de estudiantes en persona en las escuelas proporcionen servicios de alta necesidad. LCPS seguirá adelante con la prestación segura de servicios en persona limitados de 1:1 o 1:2 (evaluaciones y servicios para ciertos estudiantes con Planes de Educación Individualizados (IEP)) en 6.3.
- LCPS está trabajando activamente con agencias y proveedores de salud locales para proporcionar pruebas asintomáticas obligatorias regulares para el personal y los estudiantes en persona para garantizar medidas de seguridad adicionales.

LCPS ha comenzado a planificar las Fases 3 y 4 - modelos híbridos/grupos pequeños en toda la escuela a partir de no antes de enero (6.4):

- LCPS comenzará a planificar grupos pequeños para otros estudiantes de alta necesidad y para un modelo híbrido que comenzaría no antes del segundo semestre.
- Nos involucramos con el personal y las familias en esta planificación.

Próximos pasos y cómo participar:

- **Familias:**
 - Enviaremos un correo electrónico y un anuncio a las familias con esta información, así como programaremos los ayuntamientos para compartir información y recopilar información sobre la reapertura de los planes. Los ayuntamientos para familias se llevarán a cabo en los siguientes horarios
 - Inglés (martes, 10/13) - 6 - 7pm

- Español (martes, 10/13) - 7 - 8 pm
 - Nos comunicaremos con las familias que califican para estos servicios para asegurarnos de que entiendan los requisitos para su vuelta a clases, incluyendo los protocolos de seguridad y las necesidades únicas de sus hijos/as.

Recuerde que, sobre todo, tenemos que trabajar juntos para mantenernos saludables y reducir las tarifas COVID en nuestros códigos postales. Por favor, continúe modelando y participando en refugios en el lugar y distanciamiento social por las directrices del condado. Anime fuertemente a sus estudiantes y familias a practicar el distanciamiento social en casa para salvar vidas y volver a la escuela.

Espero que todos tengan un gran fin de semana y gracias por todo lo que hacen! Por favor, cuiden sus corazones, mentes y espíritu lo mejor posible a medida que nos acercamos a otra semana de búsqueda de justicia social a través de la educación.

Con amor de Lighthouse y Lodestar,

Rich

LCPS All Staff Town Hall: COVID-19 School ReOpening Update

October 7, 2020

How is LCPS approaching the new guidance shared by the Alameda County Public Health Department (ACDPH), Alameda County Office of Education (ACOE) and the California Department of Public Health (CDPH)?

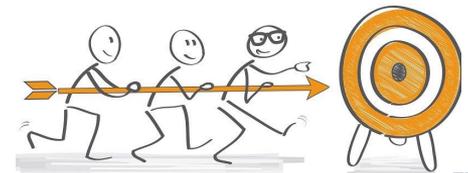
Welcome!

While we wait for everyone to get in the Zoom, show who's here and give some Lighthouse & Lodestar love by chatting:

- Your name & site (ensure these are in your photo too)
- A celebration of a way you and/or your team have met student or staff needs during this exceptional time

Objectives

- **#1** Understand LCPS' stance and plans for the phases, criteria and protocols for staff and students to return to in-person learning as local conditions permit
- **#2** Understand the updated CDPH & ACPHD guidance for targeted support and services to individual students & small groups and eventually to reopen to hybrid/in-person when local conditions permit.
- **#3** Understand in greater detail the plans and protocols for Phase 2 of in-person services and supports



LCPS' Plan for Phased Reopening (Updated):

Phase I	Phase 2	Phase 3	Phase 4	Phase 5
Distance Learning for all students	Individualized In-Person Services and Supports for some students with IEPs & Highest Need	Small groups of students with high needs & at risk for severe learning loss	Hybrid (25% to 50% of students at a time) starting with Elementary	In-Person Learning for all students



6.2 October 2 - October 30	6.3 November 2 - December 18	6.4 January 6-February 11
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During this time, we will continue to monitor rates for our two zip codes, and our projected timeline is subject to change.

<ul style="list-style-type: none"> Continue Distance Learning Begin Planning for Phase 2 - 1:1 and services for high needs students Planning for & implementation of onsite public health measures and asymptomatic testing for staff and students 	<ul style="list-style-type: none"> Continue Distance Learning Begin implementation of Phase 2 - 1:1 testing and services for students with highest needs Begin planning Phase 3 for small groups and phase 4 for hybrid model for second semester 	<ul style="list-style-type: none"> Begin implementation of Phase 3 - small group services for high need students Assess and plan for Phase 4 - hybrid model for all students pending county guidance and local conditions
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Thank you for your input on Beg. of Year Staff Survey

136 staff members took the survey

While we have more to do to respond and incorporate feedback from other stakeholders, we are trying to be responsive in the near term by:

- Building in more time to recharge and stay energized during the ongoing pandemic:
 - Voting Day (Nov 3rd) Minimum Day Half Day for All Staff
 - October 21st-Half Day to Recharge and Plan for Teachers / Date of our Charter Renewal Hearing
- Keeping Staff Updated on Our Reopening Plans & Providing Opportunities for Feedback & Input as Plans Impact You



Structure of our time

- A lot of presentation of information - PPT available following
- To engage you, we will:
 - In the chat, please write down your questions, as we will use this to build an FAQ and respond to some today
 - Urge you to take notes, if that is helpful to your processing
 - Use the poll feature at the end to check your understanding
- Share future opportunities to give feedback

High Level Summary of Current State of Reopening Planning

1. LCPS will continue in Distance Learning through the first semester for the significant majority of our students.
2. We are moving ahead with plans for providing in-person services for a small number of students with high needs starting in November.
3. In October, our schools will reach out to those students and families that qualify. We have already begun working with all staff identified for Nov. to provide those services to give input and ensure safety and needs are met.
4. Even when County data changes, our Phase 4 decisions (moving to a school-wide hybrid model) will be based on our schools' zip-code specific health data.



Objective #1: LCPS' Stance on Reopening

How is LCPS approaching the new guidance shared by the ACPHD and ACOE?

What are we centering as we make decisions about returning to in-person learning?

- Needs of our students who are most vulnerable and at highest risk for learning loss for whom in-person services would provide substantially more access
- Safety and public health guidelines & local community conditions
- Ensuring those most impacted in any phase have voice and the information & training needed to show up safely for our community



What is our stance on returning to in-person learning?

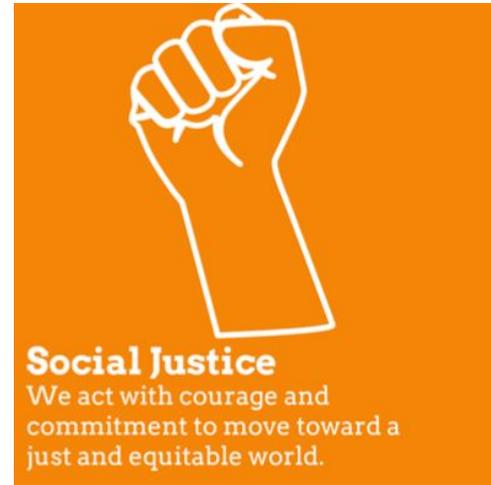
- We will continue to put our students, families, and staff's health and safety and learning at the forefront.
- We will remain primarily in distance learning for this semester for most staff and most students.



Why is this our stance on returning to in-person learning?

Allows us to:

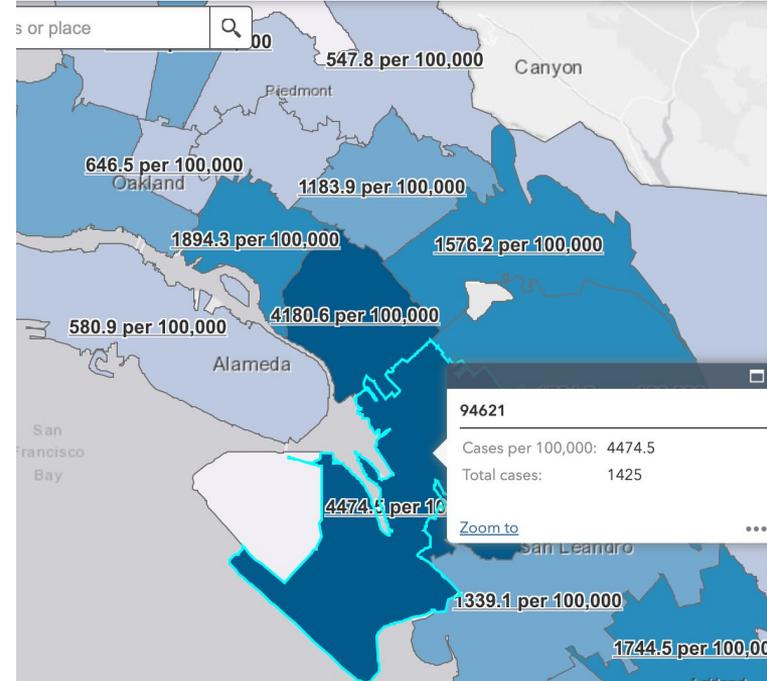
- Safely meet our obligation to provide services and support to students who need it the most while minimizing risk to students' and staff's safety while COVID rates remain higher than rest of county.
- Prioritize adequate in-person supports for students who are at greatest risk of experiencing significant learning loss.
- Ensure each phase puts in place well-planned and thorough safety protocols aligned to the county's guidance with time to train staff & students on them.



**So when will we consider
returning in person in a hybrid or
more widely reopened model?**

Our Local Conditions: Zip Codes

- **To consider wider reopening in a hybrid model:**
 - Want 94621 and 94603 to meet the county and state's reopening criteria for at least two weeks.
- **Current Status of Local COVID Rates:**
 - Still higher than Alameda County averages and do not meet this criteria for wider reopening in hybrid.
 - 94621 and 94603 zip codes remain above the 8% Red Tier threshold and positive test cases are 3 to 4 times the county averages.
 - For more on zip code data look [here](#).



LCPS' Plan for Phased Reopening (Updated):

Phase I	Phase 2	Phase 3	Phase 4	Phase 5
Distance Learning for all students	Individualized In-Person Services and Supports for some students with IEPs & Highest Need	Small groups of students with high needs & at risk for severe learning loss	Hybrid (25% to 50% of students at a time) starting with Elementary	In-Person Learning for all students



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Put any Clarifying Questions in the Chat

Take a quick stretch!





Objective #2: Overview of Existing Public Health Reopening Guidance

What is the educationally related guidance?

- **Individuals with Disabilities Education Act:** We have an obligation to continue to provide FAPE (“free and public education”) to the extent possible during Distance Learning.
- **Office of Civil Rights:** “School officials have an obligation to avoid discrimination on the basis of disability...while cooperating with public health authorities to ensure that students with disabilities have access to the school’s education program.”
- **Senate Bill 820:** Ends the tolling of assessment timelines



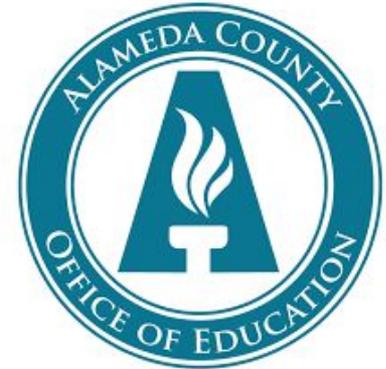
What is the health related guidance for 1:1 and small group?

- **California Department of Public Health:** On August 24, CDPH provided updated guidance that compels schools who are otherwise prohibited from opening due to their position on the county monitoring list to provide specialized, targeted support and services.
- **Alameda County Public Health Department:** Have established an additional layer of guidance for how to provide specialized, targeted support and services.



What is newest guidance for wider school reopening?

- **Alameda County Office of Education Guidance:** On October 1st ACOE announced guidance that schools are able to [plan for phased reopening](#) based on the county's approaching the two-week Red Tier criteria set by the state.
- Allows for the following:
 - Elementary schools are allowed first, followed by middle and high schools in the subsequent months.
 - Open only when appropriate public health measures are in place and plans are implemented.
 - Any reopening plan must be approved by ACPHD and ACOE and charter authorizer
 - Schools are **not** required to reopen more widely and are asked to "consider local conditions" in their reopening plans.



What conditions must we satisfy to offer any in-person services?



- Limit cohort size
- Restrict cohort mixing
- Maintain proper physical distancing, masking, cleaning, screening, and other safety measures
- Provide regular asymptomatic testing for staff and, as possible, students who are returning in-person

What conditions must we satisfy to reopen in hybrid/more widely?



- All of the previously listed and...
- Provide a clear [reopening plan](#) that has been reviewed by ACOE and met their criteria, approved by ACPHD & charter authorizer, and made publicly available
- We will gather further input from staff & families as we consider wider reopening



Put any Clarifying Questions in the Chat

Take a quick stretch!





Objective #3: Our Approach to Phase 2 for Specialized, Targeted Support & Services

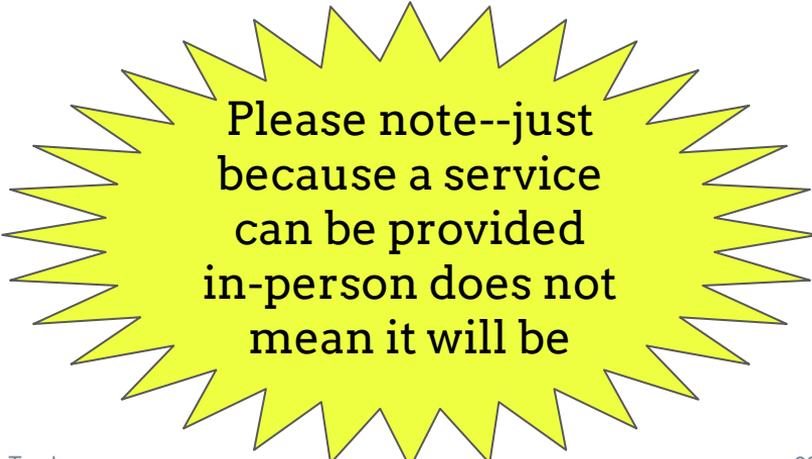
Which students should be prioritized for in-person return first?

- **Phase 2: November & December**
 - **Starting Nov:** Students with disabilities needing in-person assessments and targeted supports and services based on their IEP or 504*
 - **Starting pilot in late Nov/ launch in early Dec:** Foster youth and students experiencing housing insecurity
- **Phase 3: Starting in January**
 - English Language Learners
 - Students at higher risk of further learning loss or not participating in Distance Learning



***Only staff identified to provide specific in-person supports in any phase will be identified for in-person return to minimize total staff on campus & impacts on other students not returning in person.**

Phase 2 & 3: What qualities as specialized, targeted supports and services?

Direct Services (Not Limited To)	Indirect Services
<ul style="list-style-type: none">○ Special Education Evaluations○ Occupational Therapy○ Speech and Language Services○ Behavioral Services○ Counseling Services○ Specialized Academic Instruction○ Educational support services as a part of a targeted intervention strategy, including reading, math, & ELD	<ul style="list-style-type: none">○ Access to predictable, safe space○ Access to stable internet○ Increased supervision  <p data-bbox="1226 682 1651 944">Please note--just because a service can be provided in-person does not mean it will be</p>



Phase 2: what must occur before any in-person services begin?

- **Safety Protocols:** All internal protocols & policies are updated and aligned for that phase.
- **Coordination with ACPHD & ACOE:** Provide feedback and support in developing plans.
- **Communication:** Clearly communicate plans for providing specialized, targeted supports and services with all stakeholders.
- **Training & Monitoring:** All staff, students, and families are trained in these protocols and policies and we monitor their compliance to them.
- **Safety Equipment & PPE:** Personal protective equipment (PPE) acquired & provided
- **Personnel:** All staff notified at least 3 weeks in advance of scheduled return date. Consider staffing demands & accommodations as we begin increasing total students we serve in-person.
- **Student & Family Engagement:** All families notified at least 3 weeks in advance of opportunity to return. Families do not have to consent to this return--can remain in distance.

Phase 2: What does this mean for me?

If you ARE prioritized for return in-person, we need you to:

- Attend all trainings and mandatory input sessions to ensure we are able to return safely
- Continue practicing social distancing and abiding by public health guidelines to reduce community spread
- Begin asymptomatic testing in the week(s) proceeding your re-entry

If you are NOT prioritized for return in-person, we need you to:

- Continue providing a high quality distance learning for our students
- Get better at distance learning & support optimization of our distance model
- Continue practicing social distancing and abiding by public health guidelines to reduce community spread

We will continue to work with staff to provide reasonable accommodations through our existing





Objective #3 Continued: Overview of our Safety Protocols for Phase 2

Enhanced Safety Protocols



- Based on CDPH and ACPHD Guidance
- Cover before, during, after returning in-person on school sites
- Designed to address the following Phase 2 scenarios:
 - 1:1 Testing
 - 1:1 Instruction
 - Small Group Supervision
- Include additional PPE and safety equipment for staff & students
- Include enhanced cleaning & disinfecting, air filtration, and distancing protocols
- Additional training for staff already onsite

Safety Requirements Before Return: Staff & Students/Families



- Staff, students & families slated to return will receive intensive training on the policies and protocols in the weeks leading up to return in-person
- Must read, sign, & agree to follow the COVID Health & Safety & IIPP Policies
- Reminded to follow social distancing and shelter in place protocols in the weeks leading up to & following return
- Get tested for COVID in the 5-7 days prior to return as part of asymptomatic testing
- Screen for symptoms and report any exposure to a positive case

Safety Procedures Once Back



- Continue to train & practice protocols to stay safe
- Daily screening at home before coming to school and when arrive to campus
- Regular asymptomatic testing to monitor COVID rates in staff & students
- Protocols for quarantining individuals and cohorts based on symptoms and positive case exposures
- Follow rules for closing based on positive case rate of school population (5% or more at each site)
- Any staff or student regularly not following safety protocols or engaging in reckless behavior will be barred from in-person

Keep Practicing Safety Right Now!



- We need to work together to stay healthy and bring the COVID rates in our zip codes down.
- Please continue to model and engage in shelter in place and social distancing per county guidelines.
- Strongly encourage your students and families to practice social distancing at home to save lives and go back to school.
- There are NO school sanctioned gatherings of staff or students on or off campus at this time--violation may result in disciplinary action or barring from return
- Report exposure to a positive case for you or other staff, students, or families via [this form](#) to Anna Martin and Arlene Aldrette, LCPS' COVID Liaisons, who are working closely with the county to monitor transmission and prepare for safe reopening.

Additional Protocols for Phase 3+



- In collaboration with ACPHD and ACOE we will be developing an in-depth reopening plan that will address additional safety protocols as we return small groups of students to campus in January
- More to come in the coming months on those emerging plans
- We are assessing the feasibility and models for hybrid or wider return but are not yet planning for that as local conditions do not yet support this

Put any Clarifying Questions in the Chat

Take a quick stretch!

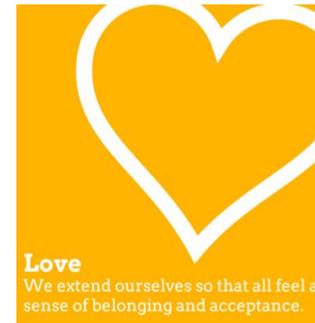




Next Steps & Opportunities for Feedback

For Staff

- Staff identified for return in person for Phase 2 and 3 will begin additional trainings and give additional input and feedback in the coming week.
- We will use the CAO/CEO office hours on Wednesday 12-1pm for any questions or feedback staff may have about our plans.
- We will use this 4 to 5pm block on Wednesdays for such all-hands meetings (one in Nov and one in Dec TBD).



For Families & Students

- We have scheduled town halls to share information and gather input about reopening plans. Town halls for families will be held at the following times
 - English (Tuesday, 10/13) 6 -7pm
 - Spanish (Tuesday, 10/13) 7 - 8 pm
- Families of students identified for services will be contacted & engaged in the coming weeks





Quick Final Poll



Gratitude + Appreciation



Q & A

Appendix

All the COVID Policies & Forms in 1 Place

- [COVID-19 Staff Policies Training Deck](#) from August PDI
- [COVID-19: Providing Specialized Services Training Deck](#) from 9/16 SpEd Crew
- Accommodations or Leaves Due to COVID19 Impacts [Policy](#) & [Request Form](#)
- Temporary Telework due to COVID-19 [Policy](#) & [Telework Guide](#)
- [Health and Safety Policy for COVID-19](#)
- **Site Access Pre-Approval Request Forms:** [Lodestar](#) and [Lighthouse](#)
- **Site Access Sign In Form:** [online sign in form](#)
- [Lighthouse Injury Illness Prevention Plan \(IIPP\)](#)
 - [IIPP COVID-19 Supplemental Addendum](#)
- [Form to Report A COVID Positive Case/Exposure/Concern](#)



**Also
On the
HUB**





Details on Phase 2 & 3 Criteria & Plans

Phase 2 Tier 1: Special Ed Evals

Timeline	Earliest anticipated is November (Start of 6.3 Cycle)
Purpose of Support or Services	Special education evaluation only
Prioritized Subgroup	<ol style="list-style-type: none"> 1. Students with initials, starting with oldest signed 2. Tris that need info to design appropriate supports 3. General Tris, starting with oldest signed
Data Criteria Considered in Selecting Subgroup	<p>Review of signed APs and student needs</p> <p>Input of the school psychologists and other professionals engaged in testing</p>
Approximate # of Students Served	<p>~25</p> <p>Limit 2 students per week per evaluator</p>
Frequency/Duration	<p>Approximately 1 week per student to complete testing</p> <p>Student on campus for approximately 10 - 15 hours</p>
Personnel Involved	Staff conducting 1:1 testing (School psychologists & some Ed Specialists)

Phase 2 Tier 2: Limited SpEd Services

Timeline	Earliest anticipated is December
Purpose of Support or Services	Specific services that cannot be provided in distance and are highly needed for students to access distance learning (e.g. student who has 1:1 support to navigate classroom environment)
Prioritized Subgroup	Students with IEPs or 504s
Data Criteria Considered in Selecting Subgroup	Review of IEPs and related services, interviews with families, teachers, and students, and additional data (e.g. grades, attendance, interims, etc.); agreed upon by the IEP team
Approximate # of Students Served	~12-15 total; 1:1 or 1:2 ratio of staff to student
Frequency/ Duration	Between 3-5 days/week; duration based on student need and purpose
Personnel Involved	Special education staff including some student support aides as necessary for in-person supports (most will remain in distance).

Phase 2 & 3 Tier 3: Targeted Subgroups

Timeline	High needs unsheltered and housing insecure students in mid-November/December. All others earliest anticipated in January
Purpose of Support or Services	More expansive services, including a space for consistent, predictable learning and/or access to direct instructional supports and interventions
Prioritized Subgroup	Expanded to include students at risk of further learning loss, "homeless" youth, and chronically absent students
Data Criteria Considered in Selecting Subgroup	Attendance, engagement, grades, interim performance, age/developmental needs
Approximate # of Students Served	~15 total; small group cohort(s)
Frequency/ Duration	Between 3-5 days/week; duration based on student need and purpose
Personnel Involved	Additional Instructional Staff

Phase 3 Tier 4: Expanded Small Group Supports & Services



Timeline	Earliest anticipated January and February
Purpose of Support or Services	Expanded to include instructional supports and services that are best delivered in-person (e.g. accommodations/modifications better suited for in-person, reading interventions, math interventions, ELD, etc.)
Prioritized Subgroup	Expanded to include ELLs and other prioritized subgroups
Data Criteria Considered in Selecting Subgroup	Attendance, engagement, grades, interim performance, age/developmental needs
Personnel Involved	Additional Instructional Staff

Coversheet

Charter Renewal Update

Section: III. Discussion and Approval Items
Item: C. Charter Renewal Update
Purpose: Discuss
Submitted by:
Related Material: LH Renewal Public Hearing Deck - Internal V2.pdf
LODESTAR RENEWAL EXECUTIVE SUMMARY - FINAL.pdf
L_ Renewal Public Hearing Deck - Internal V2.pdf

Lighthouse Community Charter School (K-8) Renewal Public Hearing October 21, 2020

"I have been at Lighthouse since kindergarten. I'm in 8th grade now and getting excited for high school. Lighthouse has shown me Love since kindergarten. Our school cares about our work and our progress.

- Sasha, Lighthouse Class of 2025



Lighthouse Community Charter School

Our Mission and Results

Our mission is to prepare students for college and a career of their choice.

Lighthouse graduates are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.



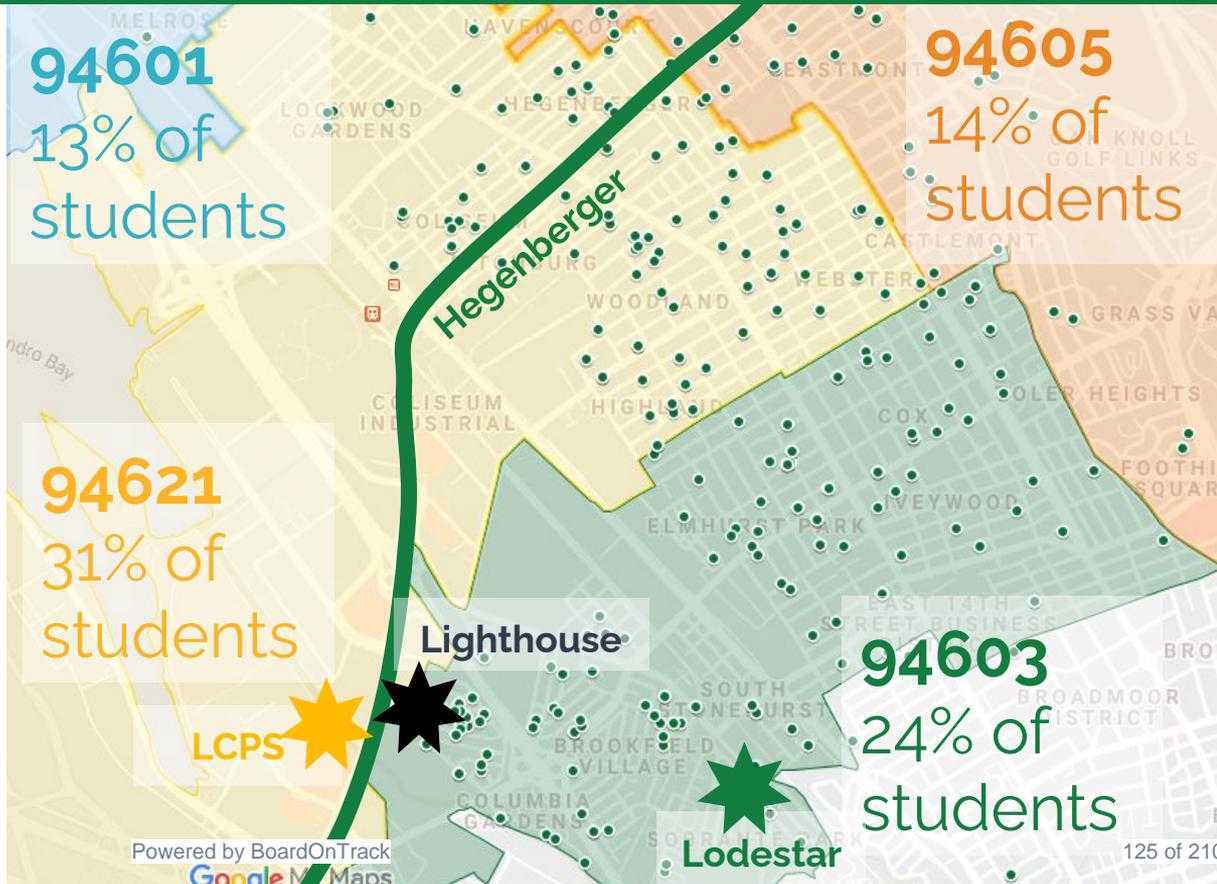
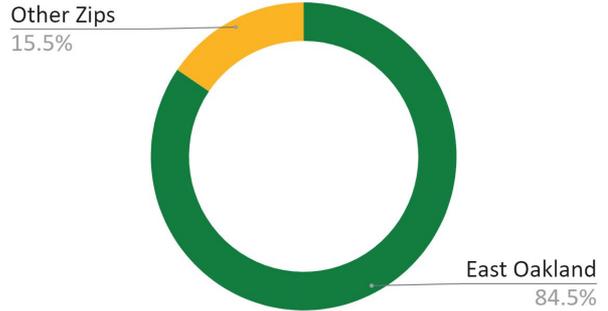
LCPS graduates low income students of color from college at 4X the national average.



Rooted in East Oakland

85% of students from East Oakland. 55% from 94603/94621 Zip Codes

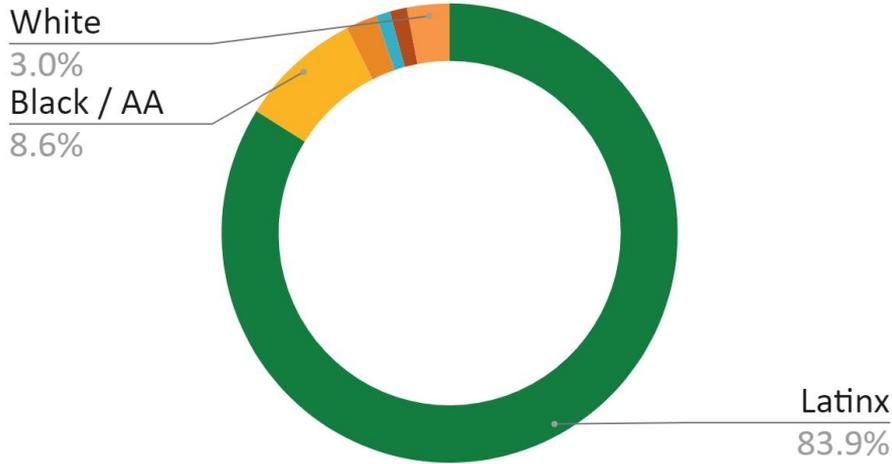
Lighthouse K-8 Student East Oakland Zips 20-21



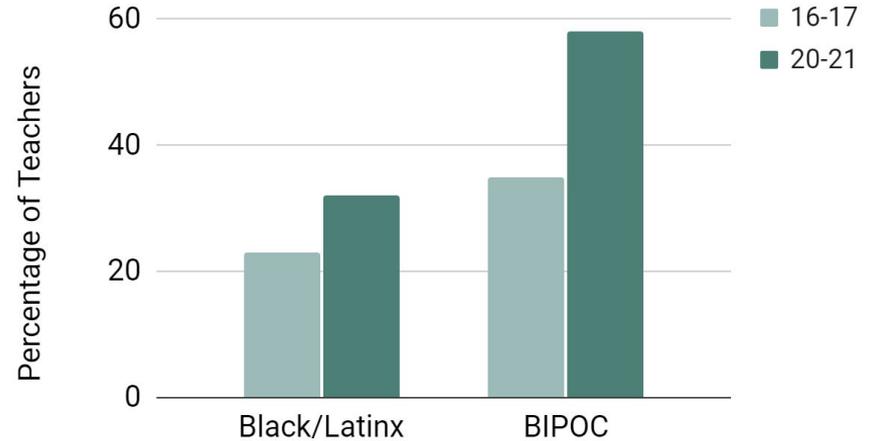
Lighthouse reflects the rich racial diversity of East Oakland

97% of students and 58% of staff identify as BIPOC

Lighthouse Students: Race/Ethnicity



Lighthouse Staff: Increase in Diversity



89%
FRL

56%
ELs

12%
IEPs

K-12 School Preparing

Students for College -

A sustainable model getting results in East Oakland



Vanessa and Evelyn, Class of 2015

“My teachers at Lighthouse taught me to advocate for myself in college and beyond. Because of that, I got to know my professors and one of them offered me an internship at Just Cities. Now I have a job there.” - Vanessa

Lighthouse (K-8) and LCPS have established a sustainable, K-12, college-going community in East Oakland.

510

Students enrolled K-8.

1 of 9

Oakland schools offering the EL Curriculum.

90%

LCPS students are accepted to 4-year Colleges and Universities.

44%

College graduation rate — 4X above national average

Lighthouse 8th graders dramatically outperform OUSD

Staying Power: Ready for high school and college

Under AB 1505, Lighthouse is Middle Track — and deserving of a 5 year renewal:

- **By the end of 8th grade in 2019, 53% were proficient in ELA and 39% in Math - compared to 31% in ELA and 21% in Math at OUSD.**
- **In Math, outperformed state averages for all subgroups.**
- **Students are closer to meeting the standard than schools that they would otherwise attend.**

CAASPP Proficiency, Cohort Level Progress

	ELA % Proficient						
	Overall	3	4	5	6	7	8
2019	35%	33%	33%	25%	22%	40%	53%
2018	38%	32%	33%	20%	26%	55%	53%
2017	29%	19%	10%	20%	41%	47%	27%
2016	31%	9%	22%	35%	53%	39%	26%

	Math % Proficient						
	Overall	3	4	5	6	7	8
2019	33%	49%	33%	16%	27%	32%	39%
2018	27%	26%	35%	17%	18%	39%	23%
2017	23%	26%	4%	24%	39%	29%	15%
2016	21%	21%	19%	20%	13%	17%	34%



Lighthouse has a higher equity rating than OUSD for 8 of 10 student subgroups

Outpacing OUSD on the CA School Dashboard



ELA	Overall	African American	Latinx	Low Income	English Learners	SWD
Lighthouse	Orange	Orange	Orange	Orange	Orange	Red
OUSD	Orange	Red	Orange	Red	Red	Orange

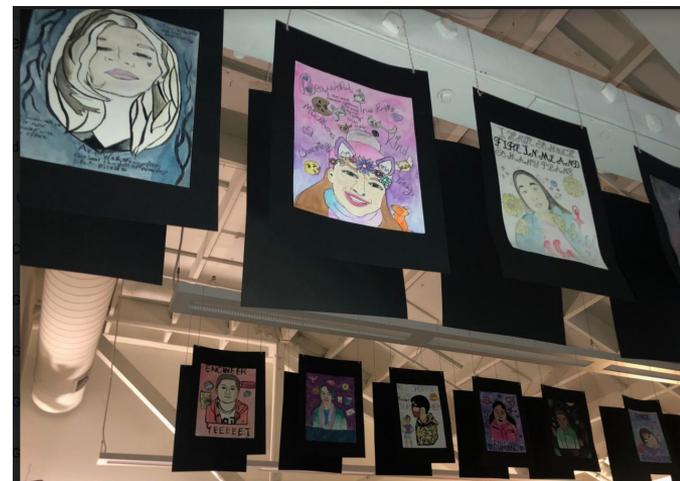
Math	Overall	African American	Latinx	Low Income	English Learners	SWD
Lighthouse	Yellow	Orange	Yellow	Yellow	Yellow	Yellow
OUSD	Orange	Red	Red	Red	Orange	Orange



A Strong Option for Oakland & District 7

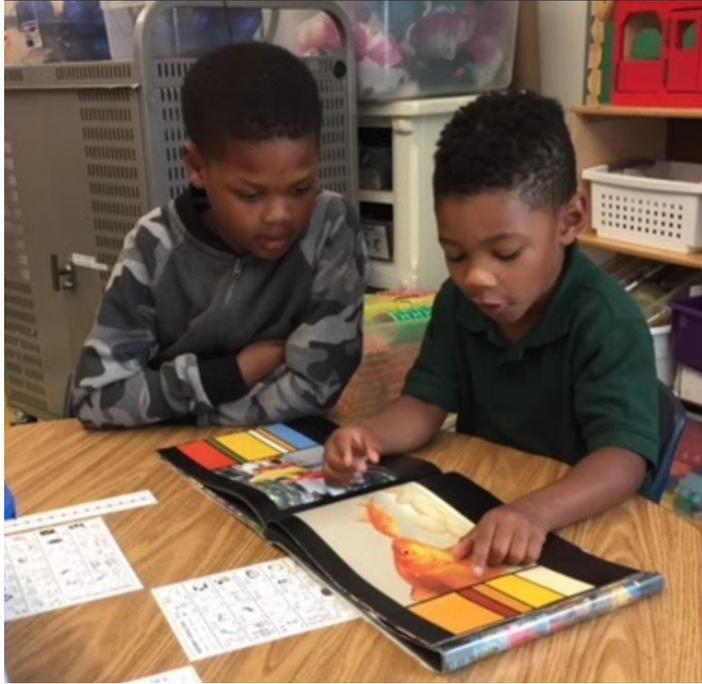
OUSD's SPA shows Lighthouse's impact (CA Dashboard + CORE)

Indicator	2016-17		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
ELA	Met	Met	Met	Met	Met	Met
Math	Met	Met	Met	Met	Met	Met
Suspensions	Met	Met	Met	Met	Not Met	Not Met
Chronic Absenteeism	N/A	N/A	Met	Met	Met	Met
Total	Met (Met 100%; 6 of 6)		Met (Met 100%; 8 of 8)		Met (Met 75%; 6 of 8)	



Strong results for Black Students

Black students at Lighthouse outperform their peers in OUSD and the State.



State

African American students outperformed student subgroup state averages in Math and ELA.

**Top 3
in Math**

Lighthouse had 3rd highest growth in K-8 OUSD district and charter comparisons (CORE 18-19 SY)

**Top 7
in ELA**

Lighthouse had 7th highest growth in K-8 OUSD District and Charter comparisons (CORE 18-19 SY)



Lighthouse Continuous Improvement Plan

Values-aligned, data-driven actions to address areas of growth.

Rigorous Academics	Instructional Management	School Climate
<p>Fidelity to Curriculum Eureka and Open Up (Math) and EL Education (ELA).</p>	<p>Leadership Development through instructional rounds with Instruction Partners to support schoolwide practices and protocols.</p>	<p>Restorative Justice across all grades with a focus to eliminate disproportionate discipline data for African American students and students with disabilities.</p>
<p>Interim Assessments and Data Cycles 4x/year in partnership with the Achievement Network (ANET) in Grades 2 - 11.</p>	<p>Frequent Teacher Coaching to support standards mastery, student engagement and demonstration of learning, and positive school culture.</p>	<p>Attendance Playbook that ensures every office manager, dean of students, and family engagement coordinator is supporting chronically absent students and their families.</p>



Partnering with Community to Address Inequities

- **Prioritizing enrollment and working with community partners to provide targeted programming to Oakland's unsheltered students.**
- **Partnering with the Oakland NAACP to address Dyslexia and early reading intervention.**



Lighthouse Class of 2019

Powered by BoardOnTrack



Charter Renewal During a Global Pandemic

Love, Stability, and Academic Results

Lighthouse students are continuing to learn and thrive in spite of an assault on East Oaklanders by COVID, its economic effects, and the continued impacts of racial injustice.



"Food distribution is working wonderfully for my family. This is a major help for me as a single parent. And I sometimes pick up boxes of food for another family that doesn't have a car."-Veronica, Lighthouse Parent

DISTANCE LEARNING BY THE NUMBERS

4.23 / 5

Family Satisfaction
Rating

96.3%

Daily
Attendance

12.2%

Students
with Special
Needs

22

Staff Members
providing
support to
ELD/SWD

Educational Equity and Parent Choice In East Oakland

A 5 year renewal is in the best interest of the community



Sandra and Jose chose Lighthouse for their children. The Cuevas family has been with Lighthouse since 2002.

- **Equity imperative for our 510 Students and their families who want to access strong post-secondary options in a K-12 model.**
- **Lighthouse (K-8) meets the 5 year renewal criteria, has a plan underway to address areas in need of improvement, and leverages a sustainable organization with strong leadership.**
- **Please come and visit to see our school in action before November's Board Vote.**

LODESTAR EXECUTIVE SUMMARY

Introduction

Lodestar is a growing school in its 5th year of operation. Chartered in October 2015 and opened the next school year, the school has grown from 216 students in 2016 (K - 2, 6th grades) to 653 in 2020 (K - 9 grades). In this charter term, we are proud of what we have accomplished and acknowledge that we have work to do to attain the levels of excellence that we seek and that our students deserve. We have always looked deeply in the mirror at our results and continuously seek to improve our practices in order to achieve these desired outcomes.

Our First Five Years

Lodestar continues to meet the needs of East Oakland Families in spite of challenges common in the first term of a charter.

	2016-17	2017-18	2018-19	2019-20	2020-21
Significant Events	Opened	Moved; Prop 39 and 51 facilities challenges ¹	Moved to Permanent Location	State Testing Cancelled; COVID-19	Distance Learning continues; High School launched
Location	Patten University, Fruitvale	St. Jarlath, Fruitvale	Permanent Campus, Sobrante Park	Permanent Campus, Sobrante Park	Distance Learning
Enrollment	256	289	503	586	653
CAASPP Test Takers	62 students (100% new to Lodestar)	138 students (38% new to Lodestar, n= 52)	292 students (53% new to Lodestar, n= 155)	0 students due to COVID-19	Testing status unknown
Testing Grades	6	3, 6, 7	3, 4, 6, 7, 8	NA	3 - 8

¹ Lodestar applied for Prop 39 facilities in year 1 and 2 of our operation. Lodestar did not receive an acceptable offer so needed to secure private facilities. In addition, Lodestar secured over \$50M of CSFA funds to renovate an OUSD campus, but because of the challenges posed in negotiations with OUSD, Lodestar sought out a permanent campus on its own, partnering with Pacific Charter School Development to purchase, renovate, and add onto a campus in East Oakland.

Lodestar 2020 Charter
Executive Summary

With the passage of AB1505, renewing charter schools are placed into three tracks (Low, Medium, and High) based on two criteria:

- 1) overall performance of students on the state dashboard, and
- 2a) overall performance compared to state averages, and
- 2b) subgroup performance of students compared to state averages for those subgroups on the state dashboard.

Data from 2017-18 and 2018-19, only two years of data from the 2nd and 3rd years of the school's operations, determined Lodestar's placement on the "low" renewal track based on AB 1505.

Over the course of our first term, as a community, we have overcome several obstacles, including moving three times in our first three years. Happily settled in a permanent home in the Sobrante Park neighborhood of Oakland, Lodestar is poised to continue to grow into a K - 12 school.

Oakland Impact: Lodestar's Commitments

In addition to improving the quality of Lodestar, when renewed, Lodestar is committed to serving Oakland's most vulnerable students, engaging in meaningful partnerships, and sharing best practices beyond our walls.

- **Priority for Unsheltered Families:** Lodestar is committed to meeting the growing need of unsheltered families in Oakland. In the charter renewal submission and material revisions, Lodestar will be giving admission preference for families experiencing housing insecurity.
- **Sharing best practices in partnership with NAACP:** In response to the California NAACP resolution on Dyslexia mandating screening, requiring specific teacher training, and targeted support systems and effective interventions in early literacy, Lodestar is actively partnering with the Oakland chapter to support students in core instruction. Lodestar commits to sharing its practices, protocols, training, and open to partnering with OUSD district schools and area charters to address this civil rights issue facing our special needs students.

The Students & Families We Serve

Lodestar has a rich diversity of students and staff that reflect Deep East Oakland; specifically, we serve more African American students than the majority of our local comparison schools.

Lodestar is dedicated to reflecting the rich diversity of Oakland’s East Region and places an intentional attention on recruiting and serving more African American students, special education students. With this renewal, we are making a vigorous commitment to recruiting and serving Oakland’s unsheltered students, as seen in changes to our admissions priorities.

If we compare ethnicity data² of Lodestar to the nearest schools³, we serve more African American students than the average of schools around us.

Ethnicity	Lodestar 19-20	Avg Comparison 19-20
Latino	69.7%	74.3%
African-American	20.3%	16.9%

Over the course of our charter term, we have seen other increases in our student diversity⁴ including:

- Increase in percent of English Learners from 22% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.5%.
 - 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities.
 - 14% of our founding high school class qualify for special education services.
- Increase in percent of low-income students from 70.1% to 78.9%

The Case for Lodestar: A Strong Option for Oakland and District 7

Lodestar doubled in size from 2017 to 2018. We served nearly 50%+ new students in 2018, many of them performing below Lodestar’s baseline. Lodestar’s “low” rating for

² CDE Dataquest

³ Brookfield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick

⁴ CDE Dataquest

Lodestar 2020 Charter
Executive Summary

AB 1505 is a direct result of taking on more students from families who sought out a quality option in East Oakland.

There are two key factors that must be weighed when deciding if Lodestar should be renewed for two years:

- Without the CAASPP in 2020, we were unable to show growth and performance for year 4 of our 5 year term - a year where we served 586 students.
- Additionally, our analysis of attendance-zone schools according to OUSD Live-Go data shows that 12 of the 14 schools our students would otherwise attend would be in the “low” track according to AB1505 criteria. Based on the most recent publicly available data, Lodestar outperforms these 12 schools.

Lodestar’s low rating from AB 1505 is a direct result of meeting increased student enrollment and family demand in the 2nd and 3rd year of our charter.

Lodestar qualifies for a 2 year renewal for three key reasons:

Strong Academic Plan: There is a clear and aligned academic plan to address underlying cause of low student performance (see Lodestar Improvement Plan)

Growth: Lodestar demonstrates one year’s progress relative to local and national comparisons as demonstrated by (summary below; see Performance Report for more information):

- The latest California 2018-19 state dashboard
- CORE growth data and the OUSD’s School Performance Analysis framework
- 2019-20 NWEA MAP

College Access: Lodestar’s high school that opened this school year will replicate the A-G completion rates, college access practices, and post-secondary outcomes as its sister school Lighthouse High School. For over a decade, LCPS has ensured that **all** students are enrolled in a - g courses and created academic programs where 90% of students are accepted to college; and where our **alumni graduate from college at four-times the national average for African American and Latinx students.**

Strong Academic Plan

In response to the academic data, Lodestar already has identified and started implementation of specific instructional, curriculum, and assessment strategies for improving its program and to meet the goals around increasing proficiency, distance

Lodestar 2020 Charter
Executive Summary

from meeting standard, and CORE percentile growth in its Performance Improvement Plan as part of the Charter Renewal submission.

Clear Goals for 2022:

By Spring 2022, meet 2 of 3 goals⁵ in ELA and Math:

- All students: 33% Proficient in ELA and 24% Proficient in Math, a 5% improvement from baseline
- All students: 42.1 Distance from Standard in ELA and 67.6.Distance from Standard, a 5 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

By Spring 2025, meet 2 of 3 goals in ELA and Math:

- All students: 38% Proficient in ELA and 29% Proficient in Math, a 10% improvement from baseline
- All students: 32.1 Distance from Standard and 62.6.Distance from Standard, 10 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

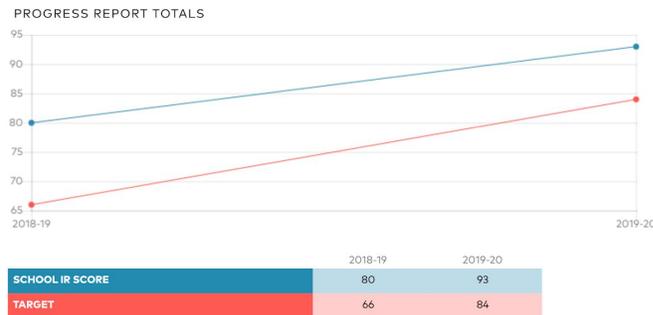
Rigorous Curriculum and Robust Assessment Practices

The foundation of our school design is EL Education, a model that supports the school to deliver high quality instruction, student-engaged assessments, and supports students in their development of character and high quality work. According to a third-party evaluation, Lodestar has a strong fidelity to the model and is improving in implementing the EL model.

⁵ Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.

Lodestar 2020 Charter
Executive Summary

Partner Profile and IR Report 2019-20
Lodestar Community Charter
Implementation Review



There are 4 key strategies to address and improve our academic program.

- 1. Implementation of Interim Assessments in partnership with ANET⁶:** Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards and given 4 times per year.
- 2. Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners⁷:** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.
- 3. ELA: Implementation of EL Literacy Curriculum Modules⁸:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

⁶ This is connected to the OUSD School Quality Rubric 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning)

⁷ **SQR Connection - 3A.3 Observation, Feedback & Coaching:** Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)

⁸ **SQR Connection - 4A.1 High Quality Curriculum:** The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)

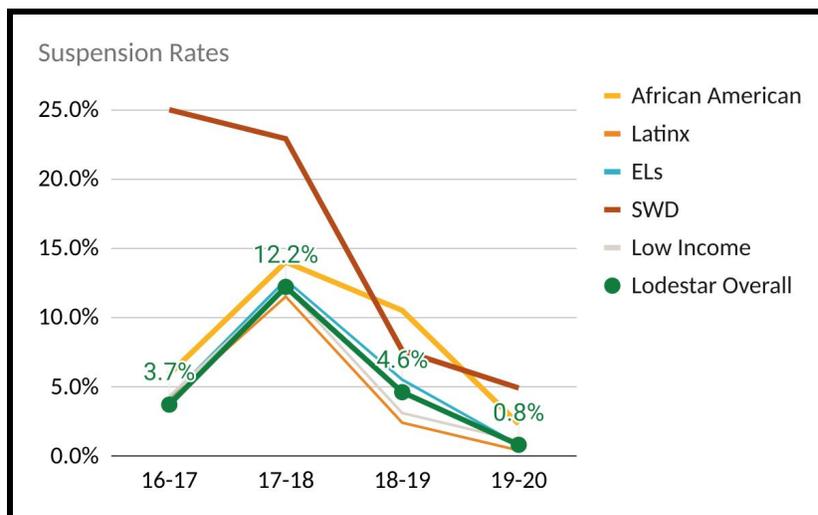
Lodestar 2020 Charter
Executive Summary

- 4. Implementation of Eureka (K-5) and Open Up (6-8) Math Curricula:** Lodestar Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

Lodestar already has made significant strides in improving its program through transparent Diversity, Equity, and Inclusion (DEI) initiatives. Specifically, the school has addressed its suspension rates by student subgroup as well as increased the diversity of its teaching staff.

Inclusive, Anti-Racist School Culture

Our commitment to an inclusive school culture in which students are fully participating is evidenced in our drastic reduction of school suspensions. Our commitment to being an anti-racist school is evidenced in our policies and practices of restorative justice and the centering of Black excellence and joy in our culture.



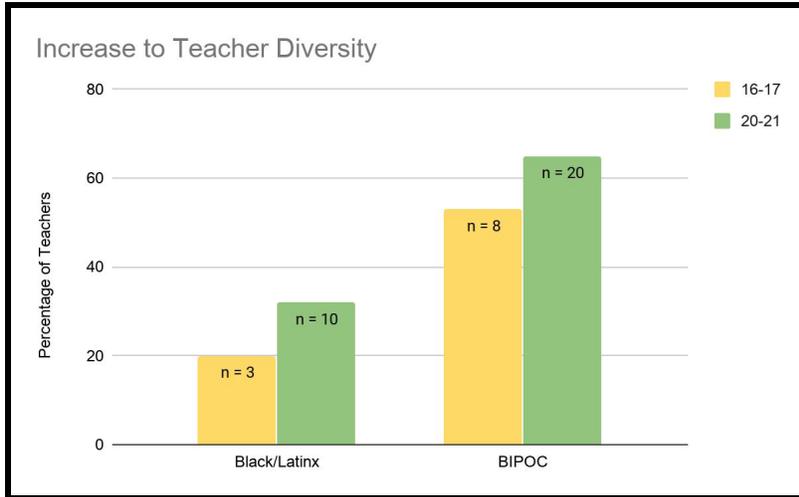
Teacher and Leader Diversity

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and initiatives have resulted in increased diversification of our teachers and leaders. Research shows that when teachers reflect the student body, student achievement increases.

Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race. Our partnership with the Alder Graduate School of Education, in place since 2019, has created a

Lodestar 2020 Charter
Executive Summary

robust pipeline of teachers of color who represent the communities we serve and are readying for the classroom in innovative residency models. Of Lodestar’s 2020-21 Alder residents, 75% (3 out of 4) are Black and Latinx and 50% (2 out of 4) are Spanish-bilingual.



Growth: Lodestar Demonstrates Progress

The latest California state dashboard from 2018-19 shows that Lodestar adds value to the educational K-12 options for Oakland families.

Lodestar’s African-American student achievement on the CAASPP outpaced State and OUSD averages two years in a row in math and one year in ELA.

Our longitudinal data also shows that the longer students stay at Lodestar, the stronger their proficiency rates.

With a renewal, Lodestar will be able to continue its trajectory of student growth.

California State Dashboard Comparison

Compared to OUSD, Lodestar has a higher equity rating in 7 of 8 student subgroup comparisons in both ELA and Math (African-American, Latinx, Low-income, and English Learners).

ELA	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Orange	Orange	Yellow	Not Rated

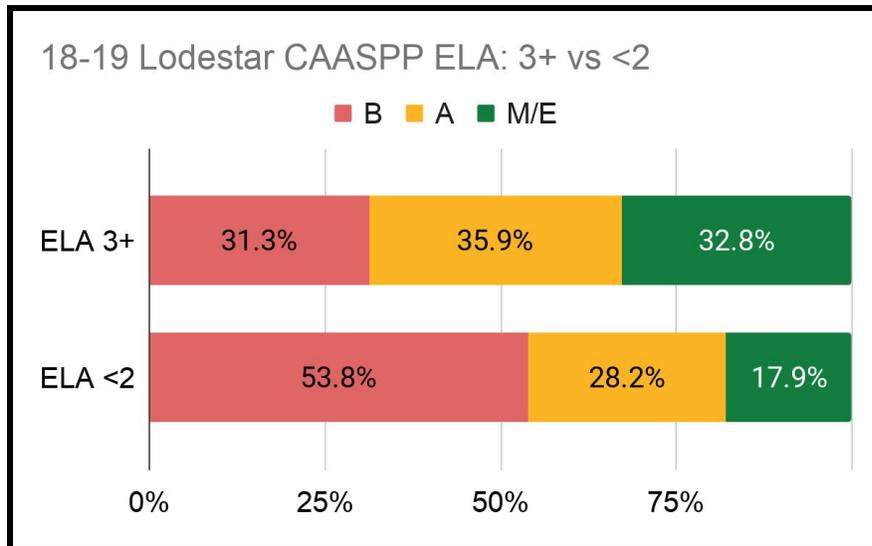
Lodestar 2020 Charter
Executive Summary

OUSD	Orange	Red	Orange	Red	Red	Orange
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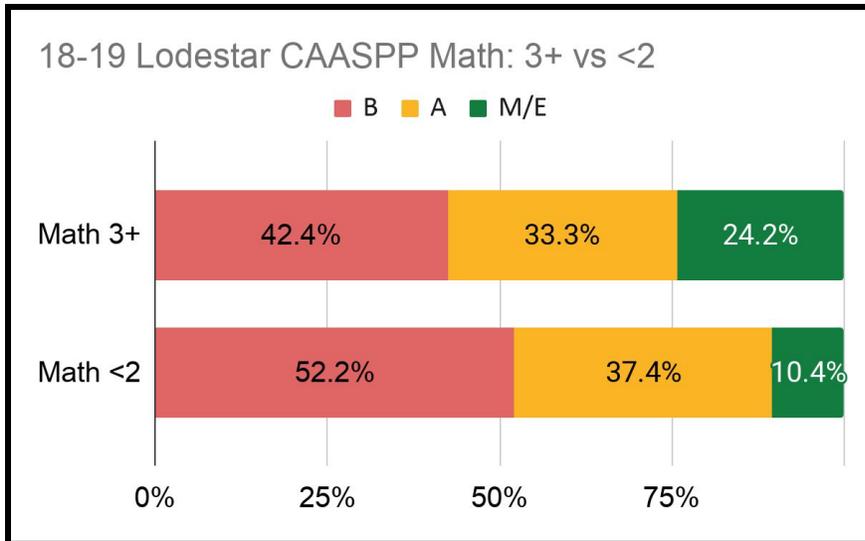
Math	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Yellow	Yellow	Yellow	Not Rated
OUSD	Orange	Red	Red	Red	Orange	Orange

STAYING POWER: Student Proficiency Increases with Years at Lodestar - Dramatically

When we analyze CAASPP results of students who have been with us for three years, we see what we are calling “The Lodestar Effect,” a demonstrable increase in CAASPP performance over time. Students who joined Lodestar in 2016-17 and stayed through the 2018-19 school year and took the CAASPP, scored significantly higher in ELA and math than students who had been with Lodestar less than two years. We believe an additional two years with a charter renewal, our students will be able to demonstrate even more significant gains on the CAASPP. In the visuals below, B = beginning (standard not met); A = approaching (standard nearly met); M/E = meeting/exceeding (standard met or exceeded).



Lodestar 2020 Charter
Executive Summary



Distance from Standard - DFS Improves with Years at Lodestar

The following shows how students who have been continuously enrolled at Lodestar since 2016 outperform students who have been at Lodestar only one year, another way to look at “The Lodestar Effect.”

	ELA		Math	
	All Students	Continuously Enrolled from 16-17 through 18-19	All Students	Continuously Enrolled from 16-17 through 18-19
18-19	-50.06	-31.49	-64.52	-44.21
17-18	-37.29	-26.74	-50.00	-36.76
16-17	-40.39	-35.44	-61.39	-56.44

OUSD’s School Performance Analysis and CORE Growth

The OUSD’s School Performance Analysis from 2018-19 shows that Lodestar adds value to educational K-12 options for families and has met 6 of 8 schoolwide and equity criteria that OUSD uses to measure progress.

Lodestar students are closer to meeting the academic standard and have stronger growth than many of their OUSD peers. This is evidenced by CORE growth percentiles which shows that students are making a year’s worth of growth or more vs. their OUSD peers.

OUSD School Performance Analysis (SPA)

Lodestar 2020 Charter
Executive Summary

Indicator	2016-17		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	N/A	N/A	Met	Met	Met	Met
Mathematics	N/A	N/A	Met	Met	Met	Met
Suspensions	N/A	N/A	Not Met	Not Met	Met	Met
Chronic Absenteeism	N/A	N/A	Met	Met	Not Met	Not Met
Total To meet, school must meet >50% of schoolwide/equity indicators for each year	N/A		Met (Met 75%; 6 of 8)		Met (Met 75%; 6 of 8)	

EQUITY												
<i>To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, schools can meet by meeting the threshold on either Dashboard Color or CORE Growth Level metric.</i>												
Indicator	Data Source	Student Group								Met / Not Met		
		B/AA	H/Lx	PI	SD	EL	SPED	HL	FY			
ELA State Test	Dashboard Color (DFS; change)	Orange -58.5; -29.5	Orange -44.1; -8.1		Orange -54.9; -10.9	Yellow -61.7; +5.9					Met (4 of 4)	Met
	CORE Growth Level (Percentile)	Medium MS: 57%	Medium ES: 42% MS: 79%		Medium ES: 39% MS: 75%	Medium ES: 39% MS: 73	Medium MS: 51				Met (5 of 5)	
Math State Test	Dashboard Color (DFS; change)	Orange -86.2; -6.6	Yellow -68.6; +4.7		Yellow -77.7; -+6.0	Yellow -84.4; +15.7					Met (4 of 4)	Met

Lodestar 2020 Charter
Executive Summary

	CORE Growth Level (Percentile)	Medium MS: 41%	Medium: ES: 91% MS: 50%		Medium ES: 89% MS: 49%	Medium ES: 94% MS: 48	Medium MS: 40			Met (5 of 5)	
Suspensions	Dashboard Color (% Suspended once; ; change)	Orange 10.5%; -3.5%	Green 2.4%; -9.1%		Yellow 5.5%; -7.2%	Yellow 3.1%; -9.1%	Orange 7.6%; -15.3%			Met (5 of 5)	
Chronic Absenteeism	Dashboard Color (% Chronically absent; change)	Red 24.2%; +9%	Red -15.1%; +8.8		Red 19.9%; +9.5	Red 11.9%; +5.6%	Red 21.2%; +4.1%			Not Met (0 of 5)	

Lodestar Demonstrates One Year’s Progress Relative to NWEA MAP National Norms

Lodestar students had more than a year’s worth of progress as measured by the NWEA MAP, a nationally normed referenced assessment tool.

The data strongly suggests that our students would have had significant gains had they taken the Spring 2020 CAASPP

Lodestar Compared to National Norms

Lodestar uses NWEA MAP to monitor student growth over the course of the school year. Below, we share our data story from MAP, emphasizing the Conditional Growth Index (CGI), a standardized measure of growth compared to growth norms. We believe this data demonstrates that our students were making considerable progress toward one year or more’s worth of growth in the 19-20 school year when the pandemic prevented our students from being able to demonstrate their ability to show this growth on the CAASPP.

According to NWEA, a CGI of 0 suggests typical growth and a CGI above 0.5 is an indicator of accelerated growth. When compared to national growth norms, a CGI of +1.0 suggests better than 84% of those tested, a +2.0 suggests better than 97% of those tested nationally.

Math Conditional Growth Index

Lodestar 2020 Charter
Executive Summary

Below is a summary chart of the Math CGI at Lodestar from January 2019 to January 2020. Highlights include:

- 4th - 7th grades showed accelerated growth in math, with 5th - 7th grade students outgrowing 84% of other students' growth in math, nationally
- 8th grade showed typical growth in math
- 3rd grade students showed below average growth.⁹

Grade	W19-W20	# of students
3	-4.11	46
4	0.99	42
5	1.04	37
6	1.92	59
7	1.02	33
8	0.25 ¹⁰	52

Reading - Conditional Growth Index

Below is a summary chart of the Reading CGI at Lodestar from the Winter of 2019 to the Winter of 2020. Highlights include:

- 4th, 5th, 6th, and 8th grades showed accelerated growth in reading compared to all other students nationally:
 - 5th and 6th grade students outgrew 84% of other students growth, nationally
 - 4th and 8th grade students outgrew 99% of other students growth, nationally!
 - 3rd and 7th grade students showed below average growth¹¹

Grade	W19-W20	# of students
3	-2.29	43

⁹ This data reflects the period between January 2019 - June 2019 (when this cohort was in 2nd grade) and August 2019 - January 2020. At this time, we had not formally adopted Eureka Math in Grades K-2 and were still providing math through an "instructional level" versus "grade level" model. This data prompted us to adopt Eureka (which we were piloting across 3-5) across the entire K-5 and to completely shift our model away from instructional level groupings. In addition, this cohort of students had a novice, first-year teacher in math during the 19-20 school year.

¹⁰ 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

¹¹ Grade 3: As with Math, our Grades 3-5 had fully adopted the EL Education Modules. This data reflects the January 2019 - June 2019 period when this 3rd grade cohort was in 2nd grade, and again prompted a shift to adopt the modules across the entire K-5. Grade 7: This cohort had a maternity sub during the January 2019 - June 2019 period while the 6th grade humanities teacher was out on leave, and this is reflected in their achievement data during this window.

Lodestar 2020 Charter
Executive Summary

4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55 ¹²	50

Charter Renewal During a Global Pandemic

Any recommendation and/or vote to give Lodestar anything less than a two year renewal or close Lodestar would be an act of egregious injustice and would upheave the lives and communities of so many families who have already been deeply affected by the global pandemic.

In the 2020 school year, students are attending school 95.8% of the time and 100% of families had a family/teacher conference in the first two weeks of school.

East Oakland children, youth, and families are facing an assault on their lives from multiple fronts:

- A global pandemic is affecting East Oaklanders at a much higher rate than other residents of Oakland, California, and the United States
- Racial injustice is affecting our families access to high quality education across our communities
- The loss of jobs, income, and housing security plagues many of our families.

Not only is there enough objective academic evidence to support giving Lodestar a two-year renewal, but it is simply the ethical thing to do in a time when Lodestar is creating stability and getting academic results for our students during a pandemic.

Now, in the new school year, even more distance learning supports are in place alongside Lodestar’s improvement plan and instructional, curriculum, and assessment strategies including:

- **Quality Instruction:** Use of the innovative, mastery-based learning management system, [Altitude](#) to monitor work completion of grade level standards work; Daily crew meetings via zoom to provide connection and community building
- **More time learning:** Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students

¹² 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

Lodestar 2020 Charter
Executive Summary

that allow for synchronous and asynchronous learning in small and large groups. Minutes of synchronous instruction per day range from 180 (average) across grades K - 5 to 260 for grades 6 - 9; Minutes of asynchronous instruction per day range from 140 minutes across K - 5 to 140 minutes for grades 6 - 9 .

- **Serving our Students with Special Needs**
 - Contact with all families whose students have IEPs to engage in conversation about services during distance learning
 - Special education service delivery model that combines support inside and outside of the general education classes and ongoing collaboration with the teaching team
 - Mental health and counseling to 4.6% of our students and building out systems that will allow us to serve a larger population
- **Family Engagement:** Weekly teacher/family check-ins via text, call, or zoom; Monthly town hall meetings for parents with above average attendance (last month, 85 parents participated when typically 20 - 25 parents would attend on-site meetings)
- **Basic Needs:** Home delivery of technology and food as needed, as well as weekly meal distributions on site.

These supports have resulted in 95.8% ADA across grades K - 9; 100% of students and families having a parent/teacher conference in the first two weeks of school.

Conclusion

Students and families are demanding high quality school options in East Oakland. It is an equity imperative to renew Lodestar in order to continue on the trajectory of growth we have demonstrated before the pandemic.

Lodestar is meeting renewal criteria for a two-year renewal, has a plan underway to address low performance, will achieve strong post-secondary options, has a permanent facility, and is a part of a stable organization with strong leadership.

Providing Lodestar a two-year renewal is not only in the best interests of its students, but also in the best interest of the future of Oakland.

Lodestar Charter Renewal Public Hearing

Wednesday, October 21, 2020



"I hope that he thrives in school and goes further than me. I want him to go to college, finish, and get to be what he wants to be."

Kayla, Lodestar Parent of Julian, Class of 2031



Lodestar: A Lighthouse Community Public School

Our Mission and Results

Our mission is to prepare students for college and a career of their choice.

Lighthouse graduates are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

*LCPS graduates low income students of color from college at **4X** the national average.*



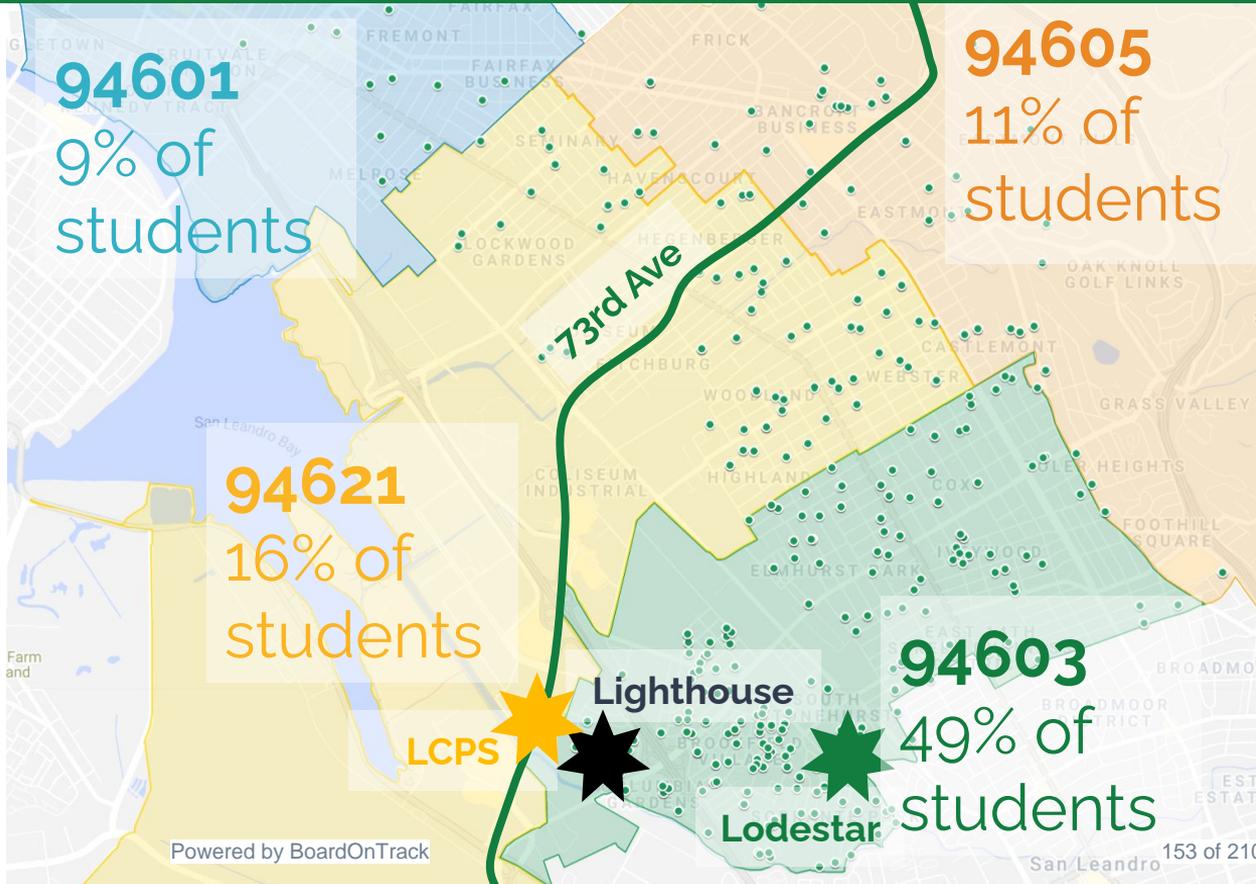
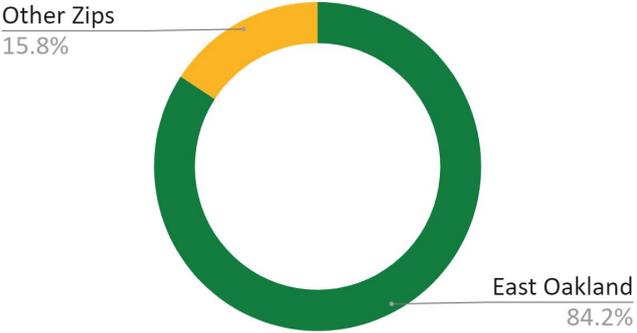
Neriah, Class of 2031



Rooted in East Oakland

84% of students from East Oakland. 49% from 94603 Zip Code.

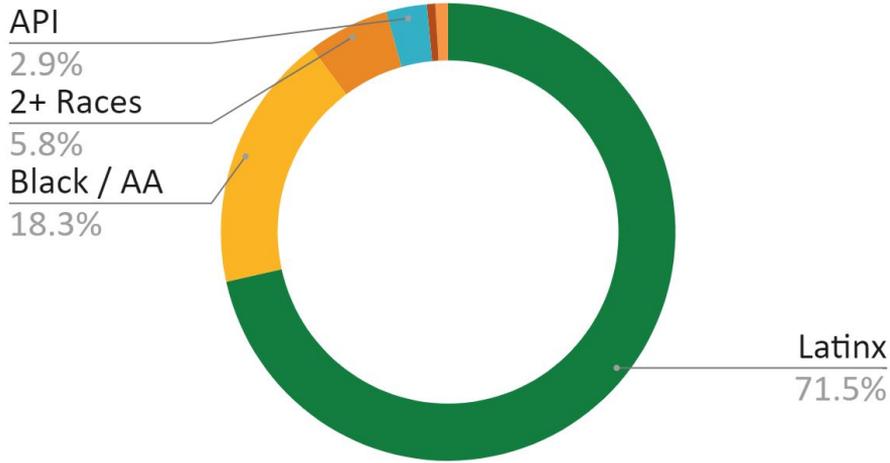
Lodestar K-9 Student East Oakland Zips 20-21



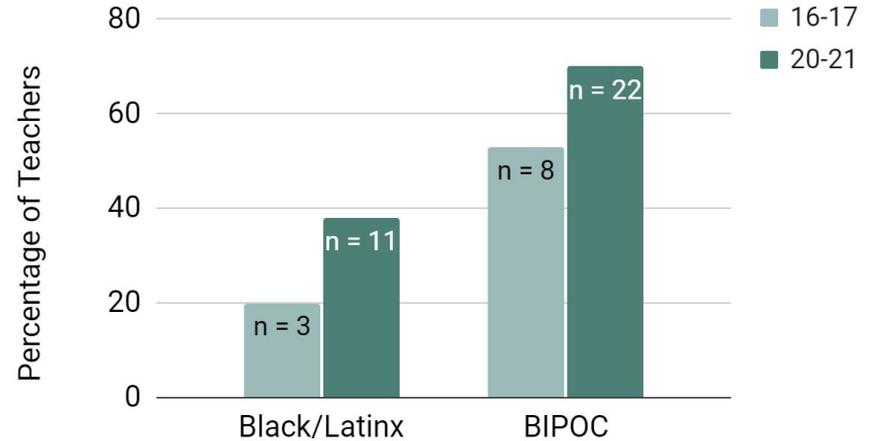
Lodestar reflects the rich racial diversity of East Oakland

99% of students and 70% of staff identify as BIPOC

Lodestar Students: Race/Ethnicity



Lodestar Staff: Increase in Diversity



78%
FRL

41%
ELs

18%
Black / AA
Students

10%
IEPs

A K-12 School Preparing Students for College

A sustainable model getting results in East Oakland



Lodestar High Opened in 2020 and builds on the track record of Lighthouse High

650

Students enrolled K-9

1 of 9

Oakland schools offering the EL Curriculum

\$29M

Invested in our East Oakland community with a brand new high school facility

44%

LCPS' college graduation rate — 4X above national average.

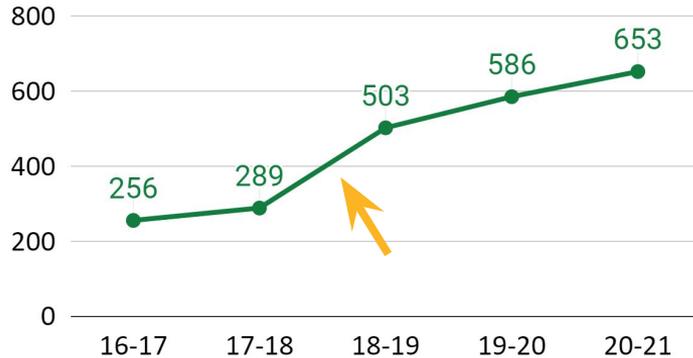
Lodestar's Startup Journey

We added 360+ students who need quality schools in East Oakland.

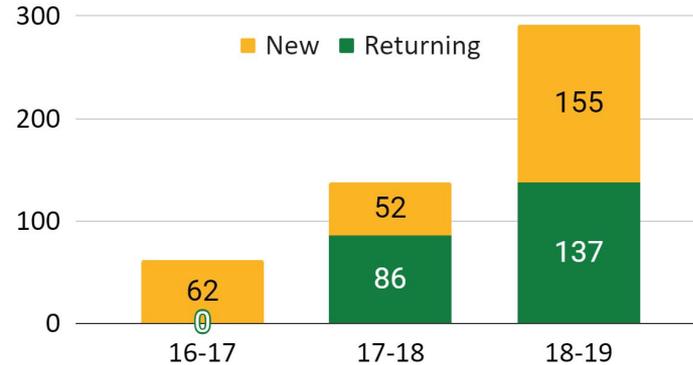
Over our first charter term, Lodestar moved two times and doubled the number of students we serve:

- Enrollment nearly doubled in the 18-19 school year.
- More than 50% of students who took CAASPP in 18-19 were new to Lodestar.

Total Enrollment



CAASPP Test Takers: New/Returning to Lodestar



Lodestar has a higher equity rating than OUSD

for 7 of 8 student subgroups

Outpacing OUSD on the CA School Dashboard



ELA	Overall	African American	Latinx	Low Income	English Learners	SWD
Lodestar	Orange	Orange	Orange	Orange	Yellow	Not Rated
OUSD	Orange	Red	Orange	Red	Red	Orange

Math	Overall	African American	Latinx	Low Income	English Learners	SWD
Lodestar	Orange	Orange	Yellow	Yellow	Yellow	Not Rated
OUSD	Orange	Red	Red	Red	Orange	Orange



A Needed Option in Oakland & District 7

Lodestar meets 75% of the OUSD school performance analysis criteria

Indicator	2016-17		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
ELA	N/A	N/A	Met	Met	Met	Met
Math	N/A	N/A	Met	Met	Met	Met
Suspensions	N/A	N/A	Not Met	Not Met	Met	Met
Chronic Absenteeism	N/A	N/A	Met	Met	Not Met	Not Met
Total	N/A		Met (Met 75%; 6 of 8)		Met (Met 75%; 6 of 8)	



2017-2018: Jarlath Campus
Grades K-3, 6-7 - 289 Students



2018-19: Sobrante Park
Grades K-4, 6-8 - 503 Students



The Lodestar Effect is real.

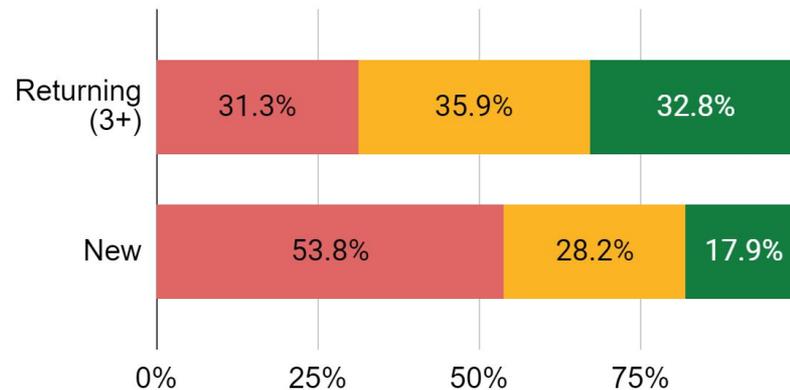
Students who are at Lodestar for 3 years are 2x more proficient than new students.



2016-2017 Patten Campus
Grades K-2, 6 - 256 Students

CAASPP 18-19 ELA: Returning (3+) vs. New

Below Standard Near Standard At/Above Standard



3 years at Lodestar = 2x more proficient than new-to-Lodestar students.

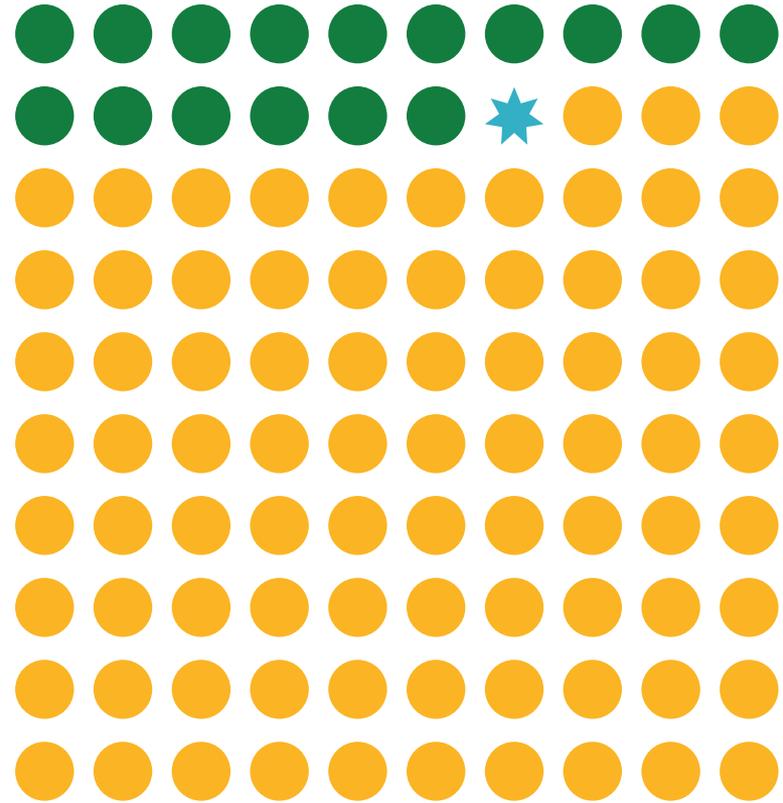
Lodestar outgrew >84% of schools nationally in 19-20

Our students would have had significant gains had they taken the Spring 2020 CAASPP

Lodestar uses MAP Growth¹ as additional verifiable data.

Lodestar's growth places us among the top schools nationally.

¹NWEA MAP Growth is the most trusted and innovative assessment used nationally for measuring achievement and growth in K-12 math and reading.



Black students at Lodestar outperform their peers in OUSD and the State



*Amaia and Ma'leah,
Class of 2027*

State

African American students outperformed student subgroup state averages in Math and ELA.

Top 10 in ELA

Lodestar had top 10 growth in K-8 OUSD district and charter comparisons (CORE 18-19 SY)

OUSD

Lodestar's equity rating (**Orange**) is higher than OUSD (**Red**).



Lodestar's Performance Improvement Plan

Values-aligned, data-driven actions to address areas of growth

Rigorous Academics	Instructional Management	School Climate
<p>Fidelity to Curriculum Eureka and Open Up (Math) and EL Education (ELA).</p>	<p>Leadership Development through instructional rounds with Instruction Partners to support schoolwide practices and protocols.</p>	<p>Restorative Justice across all grades with a focus to eliminate disproportionate discipline data for African American students and students with disabilities.</p>
<p>Interim Assessments and Data Cycles 4x/year in partnership with the Achievement Network (ANET) in Grades 2 - 11.</p>	<p>Frequent Teacher Coaching to support standards mastery, student engagement and demonstration of learning, and positive school culture.</p>	<p>Attendance Playbook that ensures every office manager, dean of students, and family engagement coordinator is supporting chronically absent students and their families.</p>



Partnering with Community to Address Inequities

- Prioritizing enrollment and working with community partners to provide targeted programming to Oakland's unsheltered students.
- Partnering with the Oakland NAACP to address Dyslexia and early reading intervention.

Oakland Love: The New Future, a student-designed mural at 105th and Edes

Charter Renewal During Dual Pandemics

Love, Stability, and Academic Results

Lodestar students are continuing to learn and thrive in spite of an assault on East Oaklanders by COVID, its economic effects, and the continued impacts of racial injustice.

DISTANCE LEARNING BY THE NUMBERS

4.2 / 5

Family Satisfaction
Rating

95.2%

Daily Attendance

10%

Students
with Special
Needs

17

Staff Members
providing support to
ELD/SWD



Lodestar should be renewed for 2 Years

Lodestar is a Needed Option for Oakland and District 7



- In the midst of a Global Pandemic, Lodestar is producing academic results and serving our 650 students and families.
- Lodestar has a plan underway to improve areas of low performance and leverages a sustainable organization with strong leadership.
- Please come and visit to see our school in action before November's Board Vote.



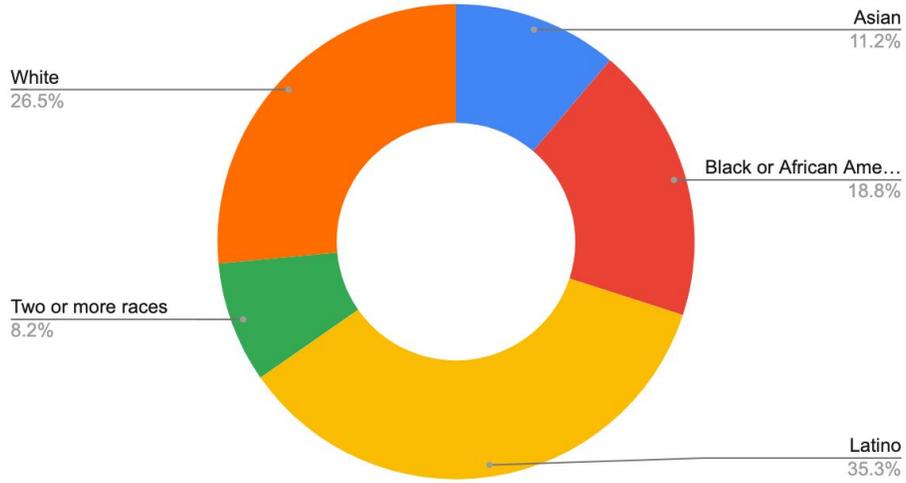
Coversheet

HR and Talent Update

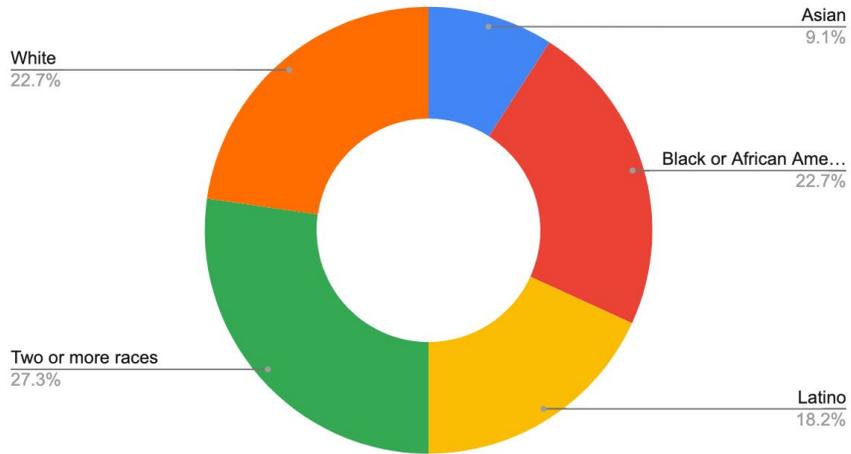
Section: III. Discussion and Approval Items
Item: D. HR and Talent Update
Purpose: Discuss
Submitted by:
Related Material: LCPS Staff Demographics 2020-21.pdf
End of Grading Period 1 LCPS Staff Survey-All LCPS Staff.pdf
LCPS Staff Retention Analysis_ 2019-20 to 2020-21.pdf

LCPS Staff Demographics 2020-21

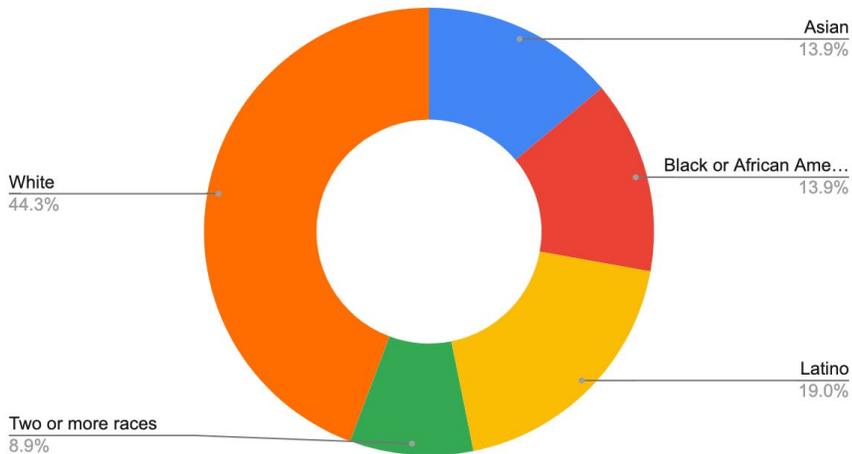
LCPS Staff by Race/Ethnicity 2020-21



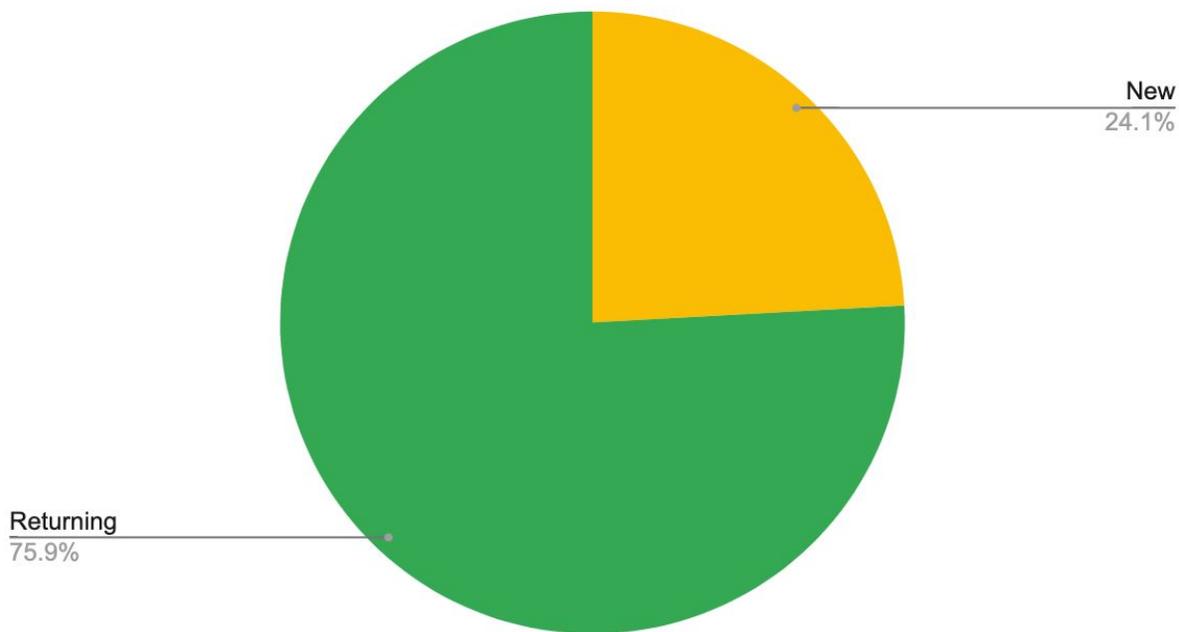
LCPS Leadership by Race/Ethnicity



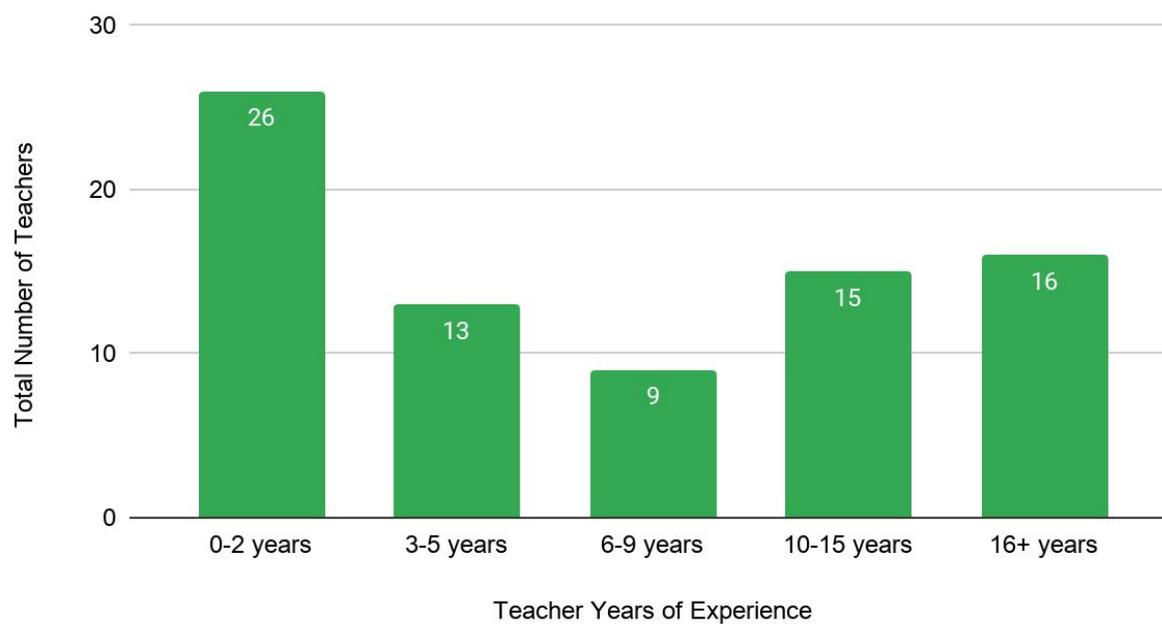
LCPS Teachers by Race/Ethnicity



LCPS Staff: New vs. Returning (170 staff members)



LCPS Teacher Years of Experience



End of Grading Period 1 LCPS Staff Survey-Overall LCPS All Staff Responses

Survey Response Rate

78% of LCPS Staff Took the Survey
Overall Respondents n=136 (129 staff; 7 non-staff)

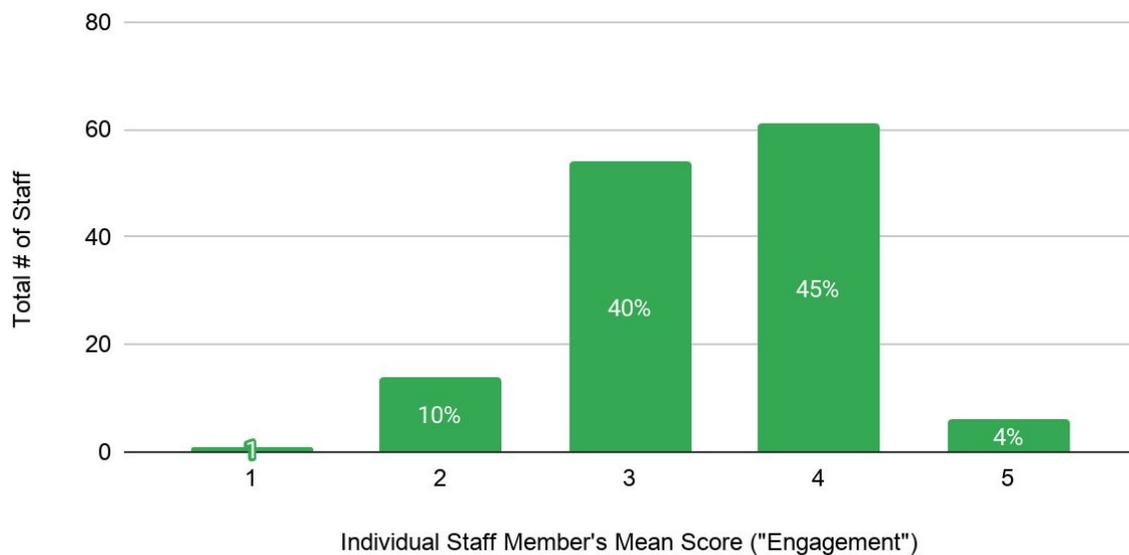
Note: Respondent demographics mapped roughly evenly to overall LCPS staff demographics by site, race, being new/returning, etc. with the exception of role:

Role	Percent Responded	Total n=
Teachers	95%	n=73
Shared Services (non-Director)	100%	n=8
Site Operations (custodial, food service)	81%	n=13
Administrative (Site & Shared)	46%	n=16
Instructional/Student Support Staff (IAs, ASP, Counseling, Asst Deans, OMs, etc)	56%	n=19
Non-Employee Staff (Seneca, Alder, Wright Interns, etc)	n/a	n=7

Future surveys will offer time during LCPS-wide PD for all staff to take

Overall Average Score for Engagement-All LCPS Staff

By staff member we calculated "engagement" based on mean of scaled responses



Note: >4=Engaged; 2-3.99=Disengaged; 0-1.99=Actively Disengaged

LCPS Overall Staff Scaled Responses		Score Distribution				
All Staff Questions	Average Response (Mean)	1	2	3	4	5
Given the unique start of this school year and the continued pandemic, overall, how supported by LCPS have you felt to do your best work?	3.6	3%	10%	28%	39%	21%
Given the current context, how strongly do you agree with the statement "I know what is expected of me at work" at this point?	4.1	1%	2%	13%	54%	30%
How strongly do you agree with the statement: "I have the materials and resources to do my work right" at this point in distance learning? This includes: equipment, technology, curriculum, support for personal or HR matters, etc.	3.4	4%	15%	34%	32%	15%
How effective & supportive have our communications been while in distance learning (e.g. transparency, clarity, knowing what is happening or changing, responsive, etc)?	3.6	6%	10%	24%	40%	20%
How supported have you felt by your manager during the first 6 weeks?	4.2	0%	4%	18%	31%	47%
How connected to and supported by your team and colleagues have you felt during the first 6 weeks?	3.9	1%	8%	21%	38%	32%
Overall Average of all Scaled Responses	3.8	3%	8%	23%	39%	27%
Instructional Only Questions	Average Response (Mean)	1	2	3	4	5
How engaged have your students been in distance learning?	3.5	0%	3%	44%	52%	1%
How supportive has our PD been in helping you to translate your work to distance learning so far?	3.0	9%	18%	41%	25%	6%
Non-Instructional Questions	Average Response (Mean)	1	2	3	4	5
How well do you feel you have been able to prepare and support sites and/or staff while in distance learning?	3.4	5%	11%	35%	32%	16%
How supportive has our PD been in helping you to translate your work while our schools are in distance learning so far?	3.3	8%	16%	27%	38%	11%

Disaggregation of Scaled Response Average (Q1-6)			
What site do you work at primarily?	Average Response	n=	Response Rate
Lighthouse 9-12 Instructional	3.5	28	100%
Lighthouse K-8 Instructional	3.8	38	68%
Lighthouse Operational	4.1	9	60%
Lodestar 6-9 Instructional	3.9	18	64%
Lodestar K-5 Instructional	4.0	23	85%
Lodestar Operational	3.3	8	67%
Shared Services	4.2	12	71%
Currently, where are you working?	Average Response	n=	
Partially onsite and partially from home	4.0	12	
Regularly onsite	3.6	11	
Remotely from home	3.8	113	
Are you a new or returning staff member?	Average Response	n=	
New-This is my first year at LCPS	4.0	34	
Returning-I have worked at LCPS before	3.7	102	
What is your race or ethnicity?	Average Response	n=	
Asian	3.7	12	
Mixed Race	4.1	9	
Black	3.9	22	
Decline to State	3.3	10	
Latinx	3.8	43	
White	3.8	40	
What is your primary role?	Average Response	n=	
Administrator	3.9	16	
ASP	4.0	6	
Non-Employee Working with Our Schools	3.8	7	
Operations Staff	3.7	13	
Shared Services Staff (Non-Administrative)	4.4	8	
Student Support Staff	3.9	13	
Teacher	3.7	73	
Grand Total	3.8	136	

Open Response Synthesis of High Level Themes

Below is a synthesis of the most common themes found in open response feedback with information on frequency & sub themes within the overarching theme (note, theme coding was general and frequency is just a note of approximately how many times this theme was mentioned across responders noting that most open responses were optional and therefore only a self-selected subset of respondents mentioned anything).

Top 3 Growth Areas: Overarching Themes related to Why Staff Responded a Three or Lower (Neutral or Negative) on any of Q1-6 (in order of frequency)

#1: Impact of Last Minute Changes, Roll Outs, and Messaging (57):

- Changes for major aspects of program/schedule made at last minute, felt chaotic, or made it hard to plan ahead
- Staff and family emails & comms too long, unclear, inconsistent, and last minute
- Challenging for teachers and line-staff to prioritize--all deadlines/changes messaged from org-level as equally important
- Other sub themes: (10 or fewer)
 - Don't feel supported at the org-level (vs. site-level sense of support)
 - Sense of top-down deliverables and decisions
 - Lack of clarity between site and shared initiatives
 - Didn't get curriculum, grading policy, LMS in time

#2: Not Enough Time to Plan or Connect/Working Too Many Hours (43):

- Primary concerns were lack of planning time and/or lack of connection to team or peers (or both)
- Some staff are feeling isolated either from peers or teams or generally--many noted the difficulty of the kind of natural, frequent micro-interactions when in person
- Other sub themes: (10 or fewer)
 - Not enough time to meet with the right teams/people/parents/individual students
 - Not enough time to meet with my supervisor
 - Schedule not realistic or not getting right/promised hours
 - Don't feel supported to practice self-care

#3: Don't Have the Supplies or PD Needed to Do My Work Right--Currently (28):

- PD insufficient on new systems/my role (12)--Altitude mentioned repeatedly
- Lack of response to tech and other supply needs for me or my students
- Lack of supplies for teaching at home or lack of supplies for students (15)
 - Printers, monitors, space in home to teach
 - Tech requests for apps, e-signature, etc.
 - Student supplies

Top 3 Glow Areas: Overarching Themes related to Why Staff Responded a 4 or Higher (Positively) on any of Q1-6 (in order of frequency):

#1: Supervisor and Administration/Shared Services Responsiveness to Needs (50):

- Feel supported by site leadership and direct supervisor was the most common sub-theme
- Availability and one-on-one time with my supervisor
- Supervisor listening, supporting to meet my needs (extra planning time, flexibility, supplies or supports I requested)
- Noted responsiveness of teams/people in Shared Services as well as site-level leaders
- Feeling inspired, seen, valued by my supervisor

#2: Building Community & Sense of Team Despite Distance (19):

- Note that this was in contrast to others who felt disconnected from team or peers
- Called out the ways leaders and teams have worked to meet more frequently or create ways to connect despite distance
- Called out coming together in team to check in on each other and/or having peers that they work in collaboration with frequently as countering sense of isolation

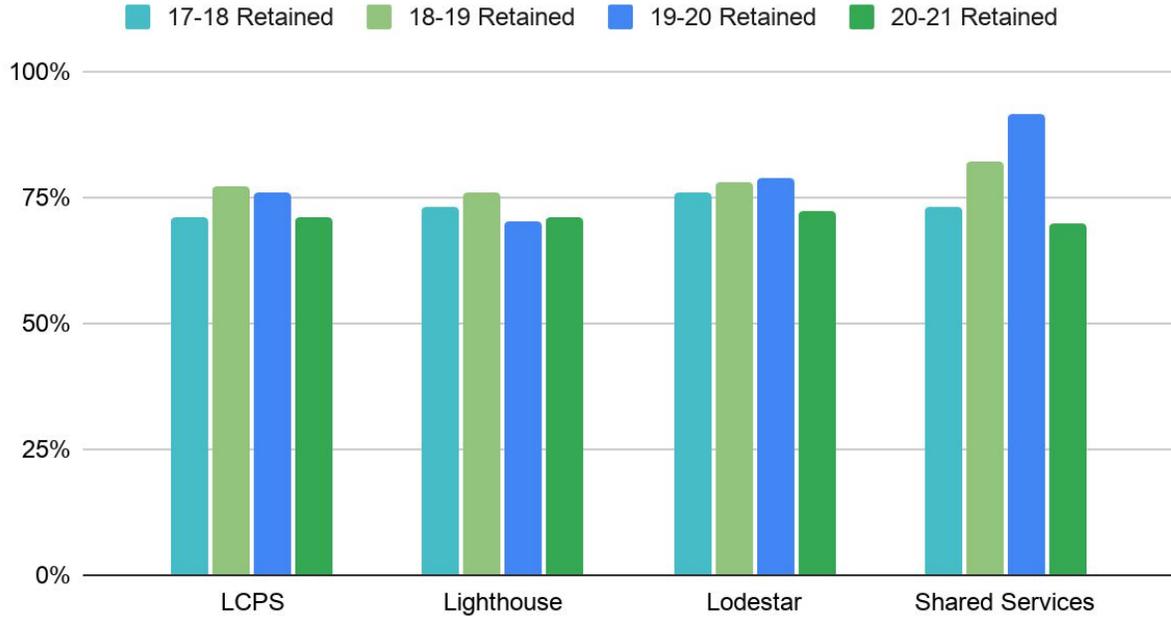
#3: Transparency of Communication From Leadership & General Sense that Everyone is Doing Their Best with a Difficult Situation (15):

- Direct and frequent communication about COVID and reopening status
- Sense by some that communication has been (more) open, honest, thoughtful and consistent
- General sense (8) that everyone from top to bottom of the organization is doing their best with an unprecedented situation
- Note that many more spoke to feeling that communication has not felt this way

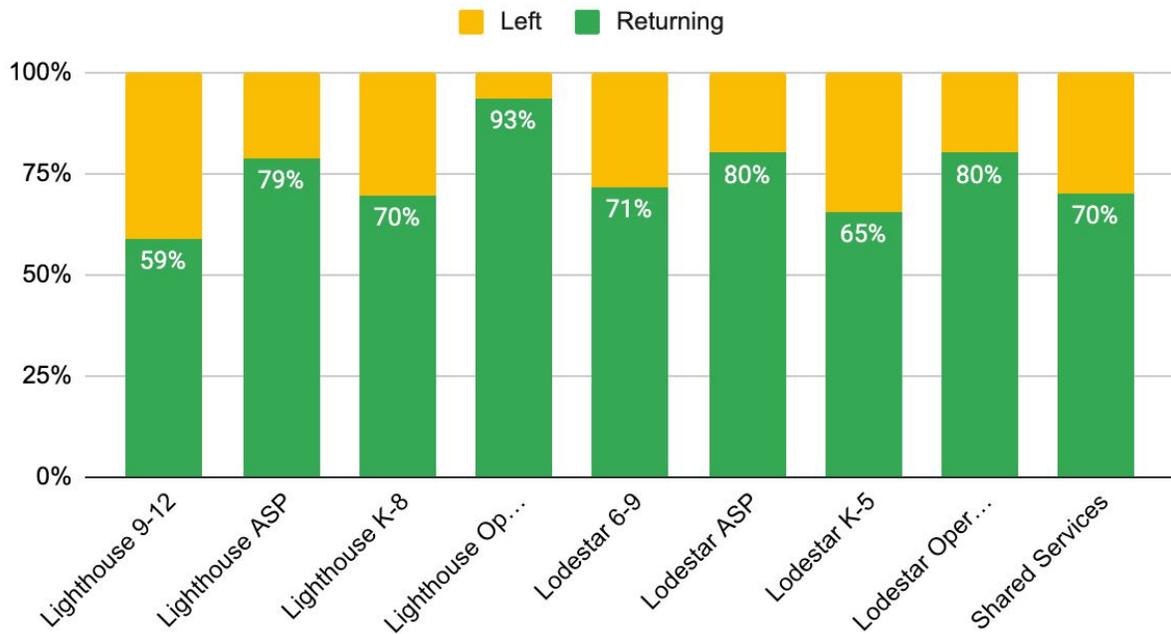
LCPS Staff Retention Analysis: 2019-20 to 2020-21

LCPS OKR: Retain 85% of staff annually

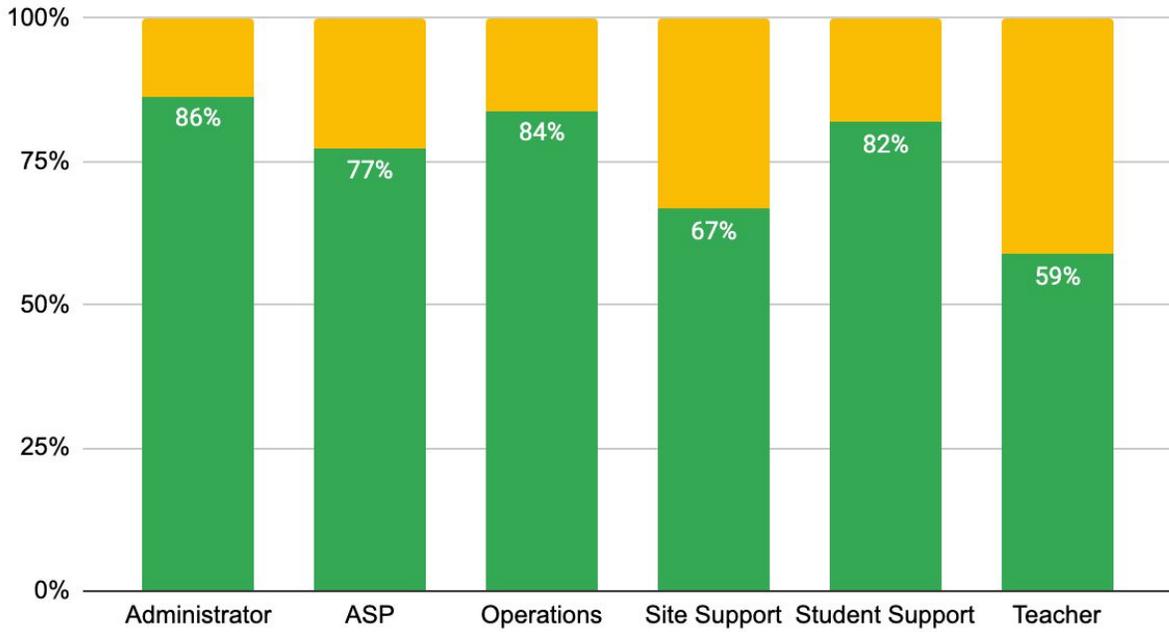
LCPS Retention by Site 2017-2020



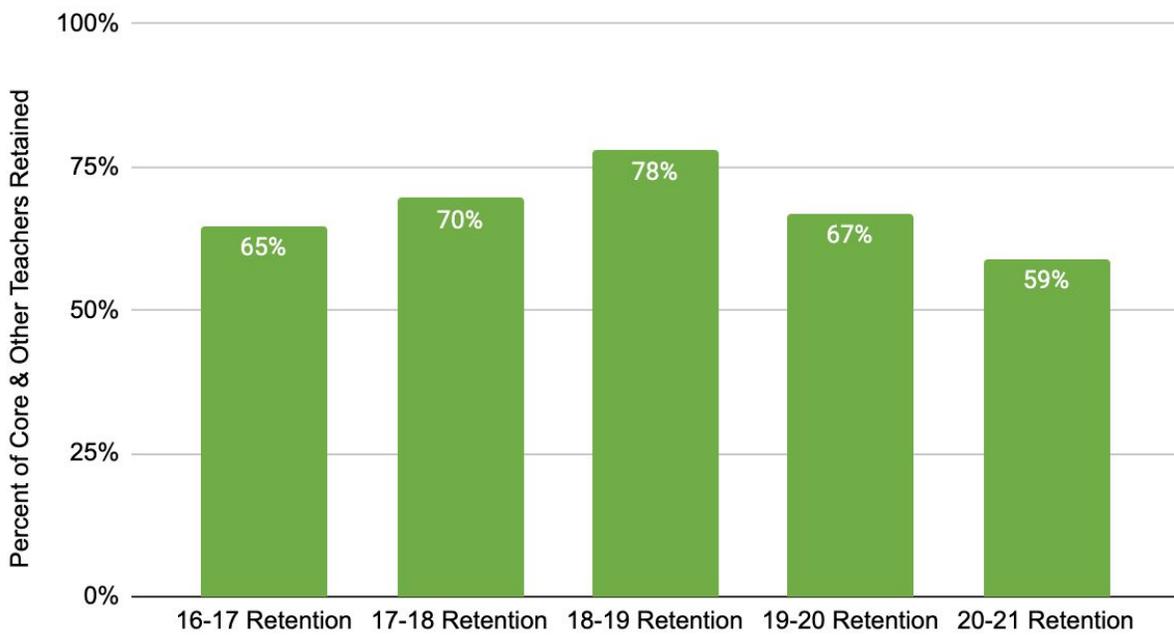
LCPS Turnover/Retention by Program 2019-20 to 2020-21



LCPS Retention/Turnover by Role 2019-20 to 2020-21



LCPS Teacher Retention Year Over Year



Coversheet

Resolution for Equity, Anti-Racism, and Addressing Anti-Blackness

Section: III. Discussion and Approval Items
Item: E. Resolution for Equity, Anti-Racism, and Addressing Anti-Blackness
Purpose: Vote
Submitted by:
Related Material: LCPS Resolution Equity AntiRacism and AntiBlackness.pdf

Lighthouse Community Public Schools
Draft Resolution # XXX
School Board Commitment to Promote Equity and Anti-Racism and Combat Anti-Blackness

RECITALS

WHEREAS, the most recent incidents of violence against Black Americans are highlighting the continued systemic bias and institutional racism in our society;

WHEREAS, there is a visible resurgence of White Supremacist groups in our nation rallying publicly against the very premise that Black Lives Matter and against equity more broadly;

WHEREAS, Lighthouse Community Public Schools condemns this violence, racism, anti-Blackness, and disregard of human dignity and life and is committed to actively interrupting systemic racism through our core work of eliminating inequities in the education system;

WHEREAS, we also understand, recognize, and own that disparities continue to exist within our own schools in terms of both experiences and outcomes, most notably for our Black students;

WHEREAS, our ultimate goal in this work is to enable all students to become Change Makers through achieving their own remarkable potential and genius, which includes a positive self-identity, alongside a strong foundation of knowledge, skills, and critical thinking;

WHEREAS, this work is most urgent for our Black students, but extends to all historically underserved and marginalized groups, including Indigenous and People of Color; those experiencing poverty, houselessness, or foster/kinship care; students who are LGBTQ+; students receiving special education instruction; and students who are linguistically diverse;

WHEREAS, this work is often driven without representative voices of the students and families most impacted.

THEREFORE, BE IT RESOLVED, by the Board of Directors of Lighthouse Community Public Schools that:

1. We stand in solidarity with the Black community to condemn this violence and the blatant disrespect for Black lives, as well as the underlying systems and beliefs that produce it - we see it, we hear it, and we are committed to working to change it;
2. We commit to our ongoing work as individuals and our collective work overseeing our schools in continuing to become equitable and anti-racist in behaviors, actions, and policies and to actively work against anti-Blackness;
3. We commit to eliminating the inequities that exist in terms of both experiences and outcomes for our students and families, most notably for our Black students;

4. We commit to reviewing and revising our established Organizational Key Results (OKRs) to ensure alignment with this resolution, namely promoting equity and anti-racism and combatting anti-Blackness;
5. We commit to conducting an annual equity audit of our data on the outcomes and experiences of our students, families, and staff to identify and address inequities;
6. We commit to centering student and family voice in analyzing this data and determining next steps for our organization, empowering the voices of those with the greatest stake in our collective work.

DATED this 14th day of October, 2020.

Kimi Kean
Chair,
Board of Directors
Lighthouse Community
Public Schools

Sara Solar
Vice Chair,
Board of Directors
Lighthouse Community
Public Schools

Rich Harrison
CEO,
Lighthouse Community
Public Schools

NOTES:

Naming the point in time

Naming the tensions

Naming the different experiences and outcomes and taking responsibility for producing those
Naming we are still in progress in producing a graduate that has all the things we aspire to be
(Sara article, Rich changemaker)

Taking action to center decision making and program improvement through the lens of
students and families

Our work as a school is to elevate the voices and leadership of

Evaluating our systems and structures and actively working on these pieces in the OKRs

Coversheet

Organizational Alignment Priorities and OKR Dashboard

Section: III. Discussion and Approval Items
Item: F. Organizational Alignment Priorities and OKR Dashboard
Purpose: Discuss

Submitted by:

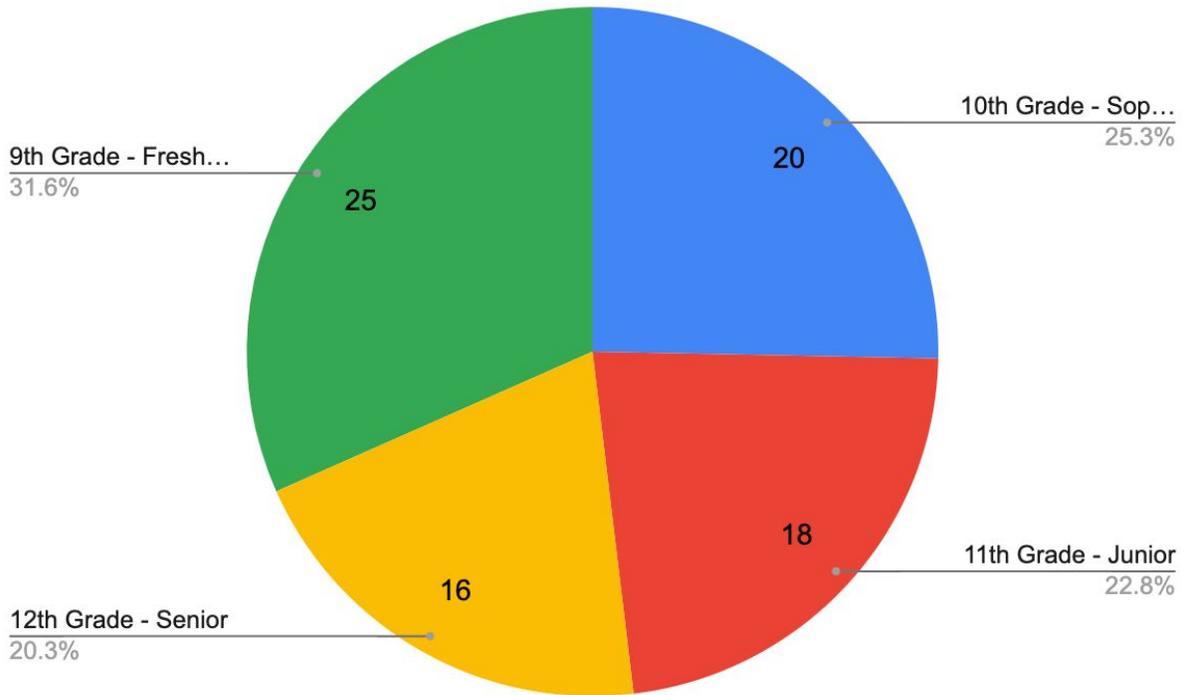
Related Material:

Optional - Copy of Fall 2020 Family Survey _ Lighthouse 9-12.pdf
LCPS - OKR Scorecard - Update 10_14 Board Of Directors Meeting.pdf
Updated - LCPS - OKR Scorecard - Update 10_14 Board Of Directors Meeting (1).pdf
Optional - Copy of Fall 2020 Family Survey _ Lodestar 6-9.pdf
Optional - Copy of Fall 2020 Family Survey _ Lighthouse K-8.pdf
Optional - Copy of Fall 2020 Family Survey _ Lodestar K-5.pdf

Fall 2020 Family Survey Lighthouse 9-12

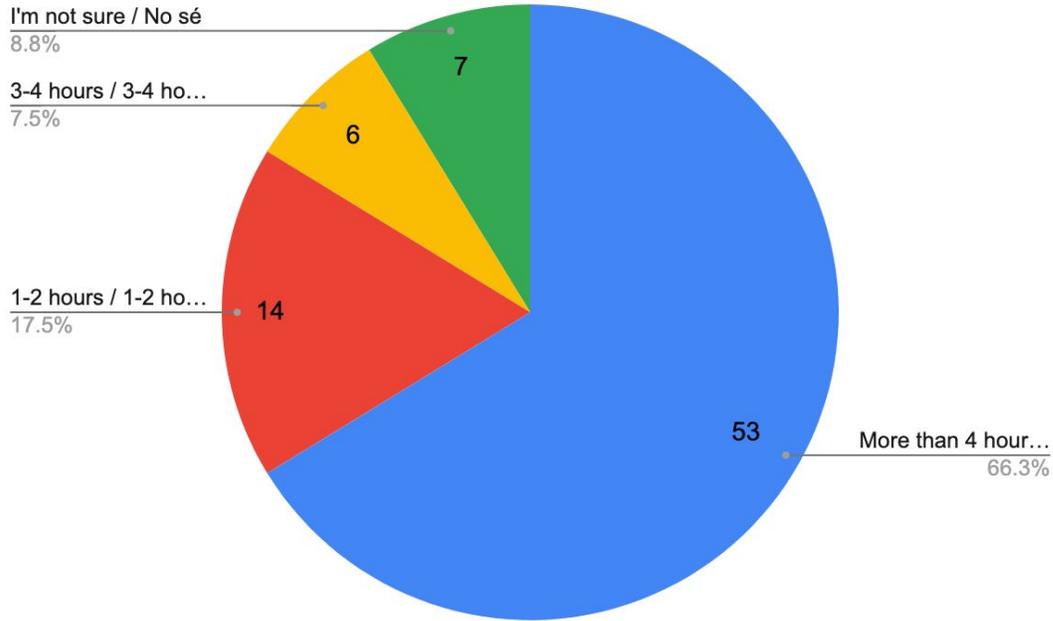
Number of Responses	82
Number of Students Represented in Responses	173

Grades Represented

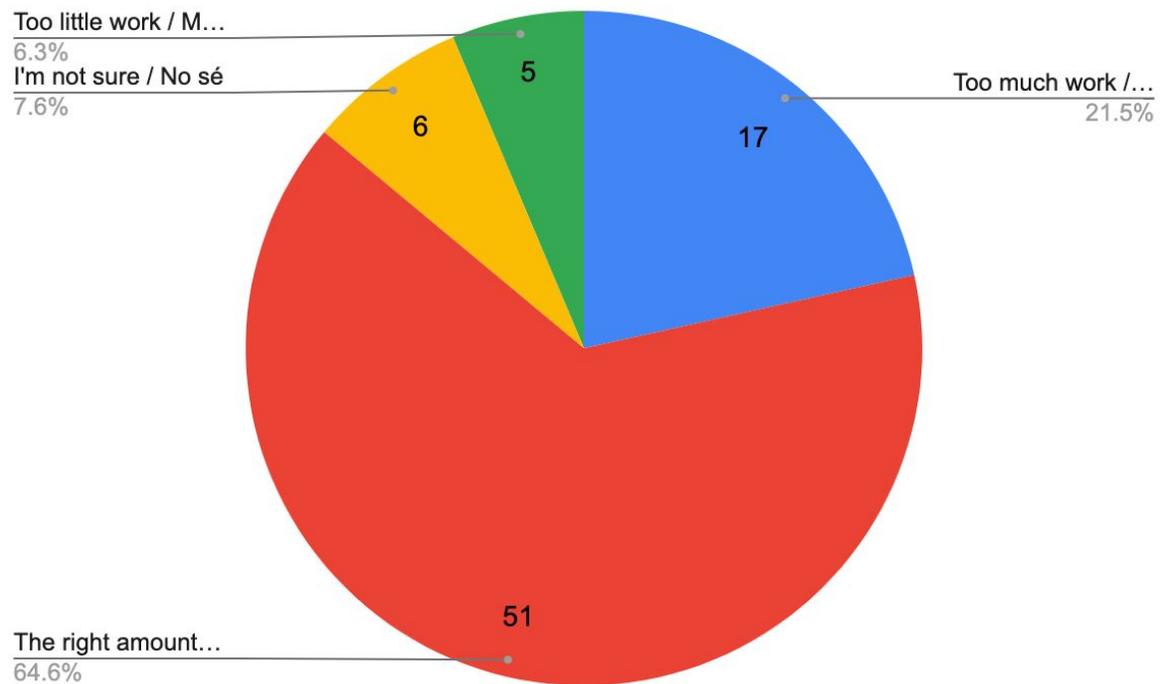


Question	Ave	Response Count				
		1	2	3	4	5
How supported do you feel by your child's school since the start of the school year?	3.84	3	5	24	17	30
How well do you understand what is expected of your child during Distance Learning?	3.84	2	10	13	29	26

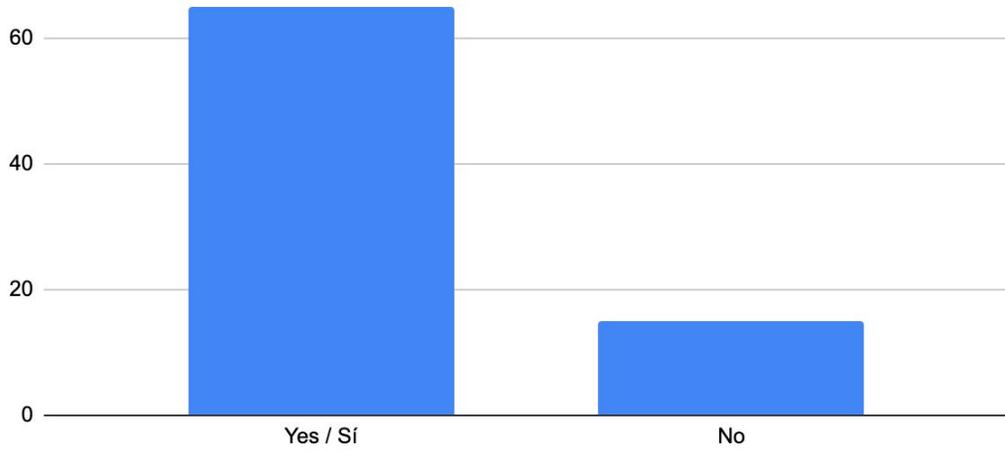
About how much time does your child spend on schoolwork each day, including live classes and independent work time?



The amount of work being asked of my child, based on their age is...

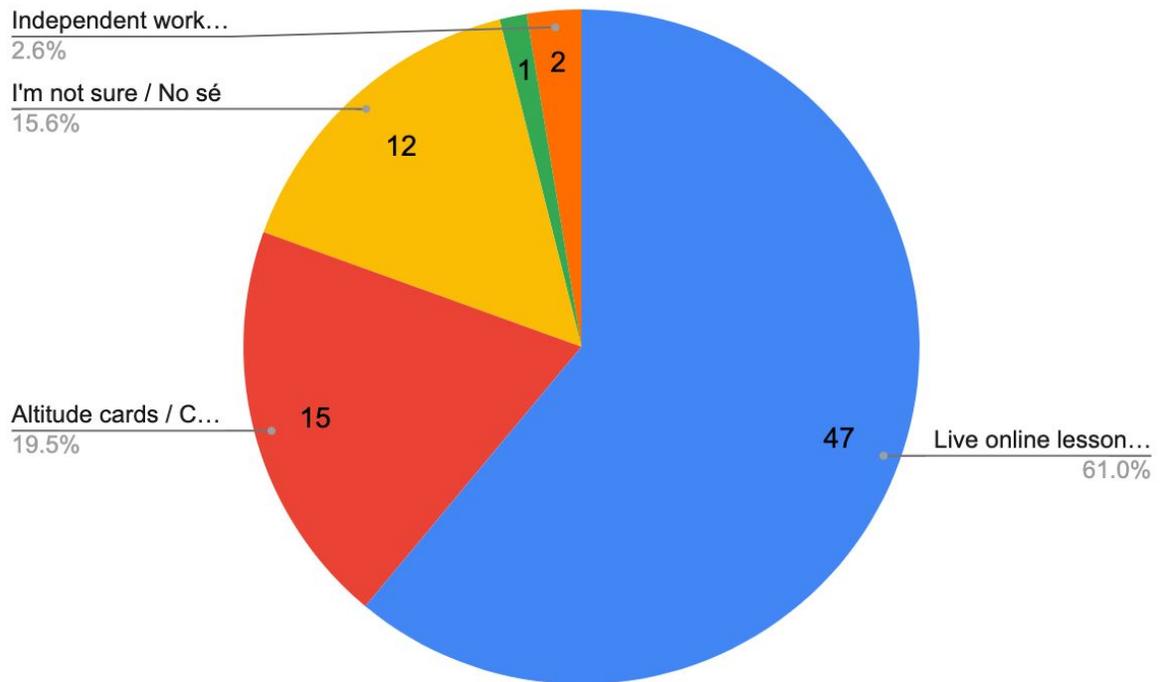


Are you satisfied with the type of work being presented to your child?

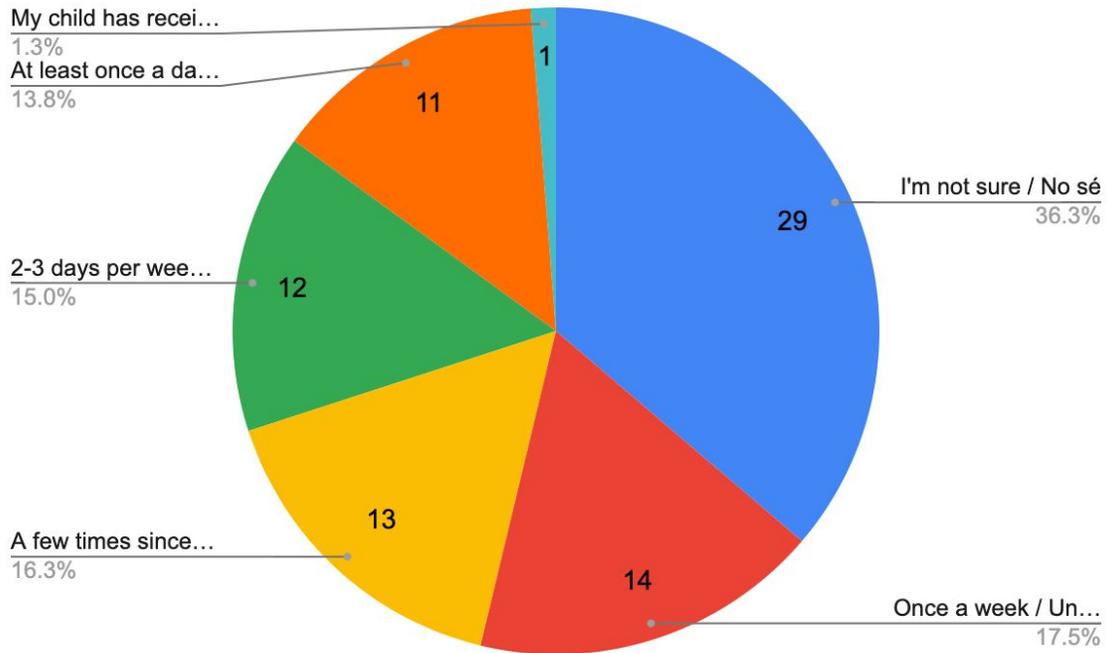


Count of Are you satisfied with the type of work being presented to your child? / ¿Está satisfecho/a...

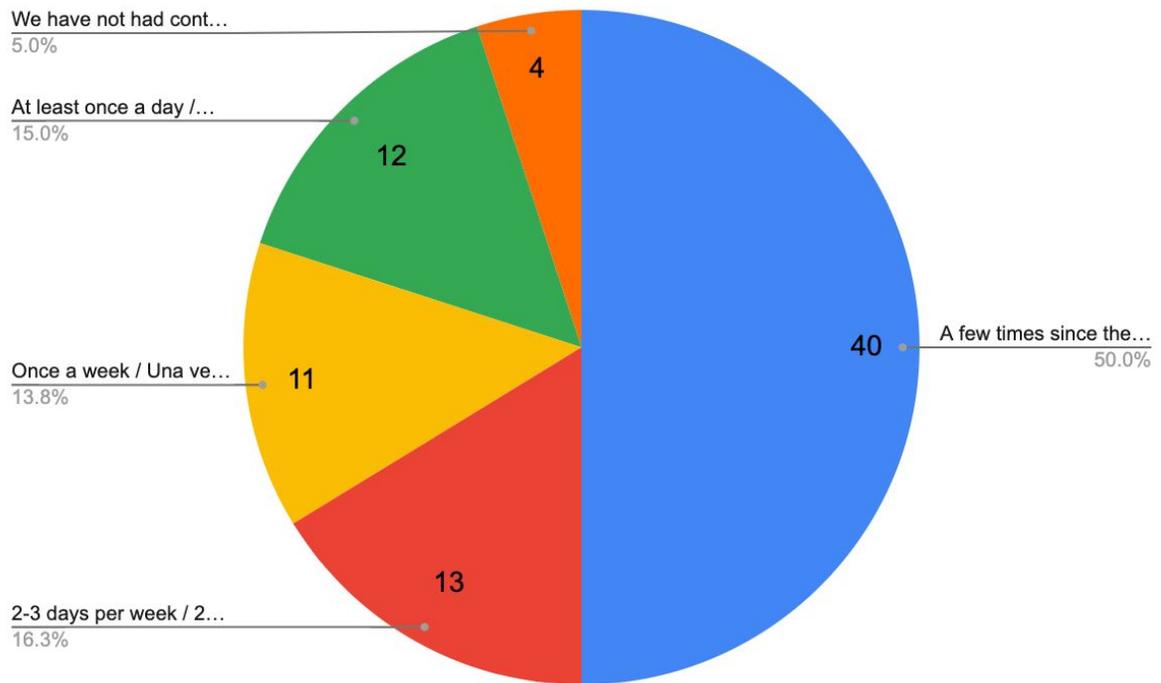
Which components of Distance Learning have been most helpful for your child?



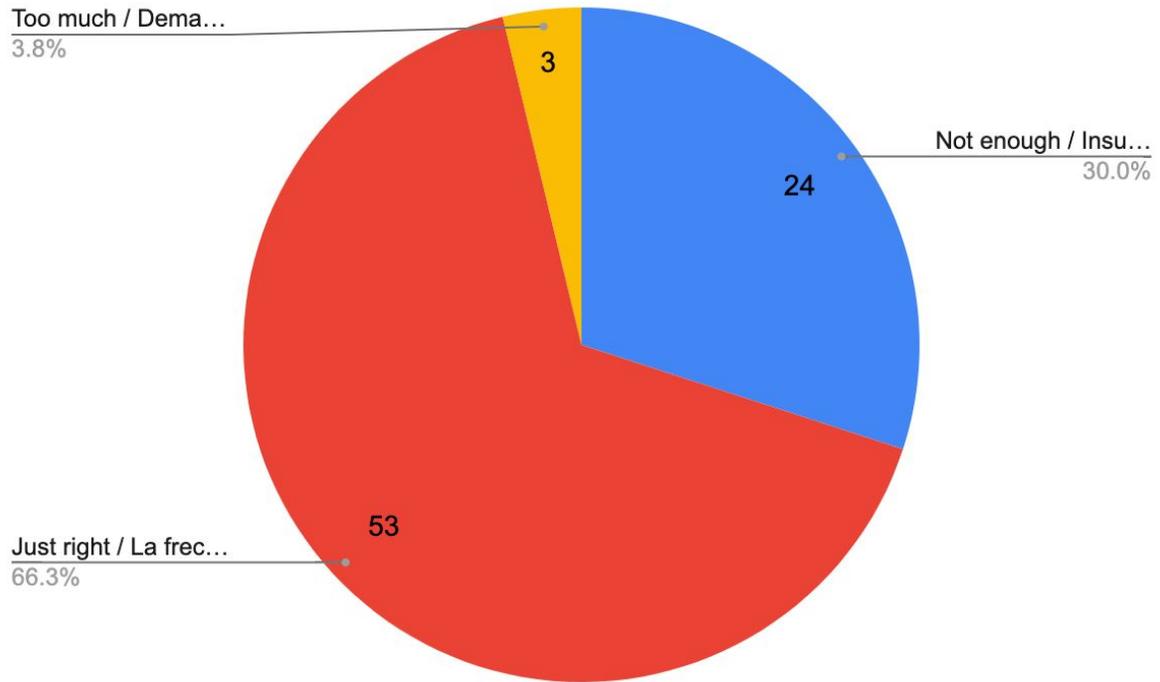
How often does your child receive feedback on work that they have submitted?



Beyond school-wide announcements, how often do your family and your child have contact with your school and/or teachers? (live lessons, check-ins, small groups, phone calls, messages, emails)



The frequency of family contact with my child's teachers has been...





LCPS - OKR Scorecard - Update 10/14 Board Of Directors Meeting

- Review Organizational Priorities and OKRs
- Review Arc of the Year (adjustments)
- Review Dashboard

<p>QUALITY All Students, every day.</p>	<p>Priority #1: Educational Justice and Excellence: Dramatically improve the quality and create non-racialized outcomes of our academic program.</p> <ol style="list-style-type: none"> LCPS Model Articulation: Develop clear academic programs and expectations aligned to grade-level standards. Lighthouse instructional stances, and college readiness. Strategic Execution of our Academic Core: Consistently implement LCPS core assessments, instructional practices, and curriculum aligned to EL Education across our schools. System-Wide Tools and Processes: Manage the quality of instruction and crew with system-wide tools and processes with fidelity across our schools. Teacher, Leader, and Staff Development: Implement clear talent development strategies for instructional staff. The 2020-21 SY will focus on quality curriculum delivery, instructional effectiveness of virtual and in person learning, and assessment implementation. 	<p>1. Our students are at school and engaged every day.</p>	<p>A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</p>
<p>CULTURE All Belong. All take responsibility for equity.</p>	<p>Priority #2: Culture of Shared Responsibility for Equitable Outcomes: With an equity lens, strengthen our leadership with 100% follow through on our OKRs, monitoring our progress, and our individual and team expectations.</p> <ol style="list-style-type: none"> LCPS Alignment Priorities: Focus the LCPS leadership and board on a few, high-leverage priorities grounded in equitable outcomes. Accountability: Model accountability through frequent monitoring of progress toward our priorities, key results, and disaggregated data by race or other student sub groups (ELL, SWD, SES) <p>Priority #3: DEI Integration: Develop a yearly Action Plan grounded in our Diversity, Equity, and Inclusion Pillars and Commitments with a focus on addressing Anti-Blackness and systemic racism throughout LCPS.</p> <ol style="list-style-type: none"> Ownership and Planning: Continue our DEI work with a clear action plan. Connection to Quality & Academic Outcomes: Interrupt racialized outcomes for our African American and Latinx students and make explicit DEI connections to our academic program, student and family experiences, and college/career readiness. Teacher and Leader Pipelines: Intentionally develop leadership pipelines and professional development opportunities for our African American and Latinx teachers, deans, APs, and principals. 	<p>2. Our students are learning, equipped with SEL skills, and meeting growth/ performance targets to succeed in college.</p>	<p>A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET) ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.</p>
<p>IMPACT All in. In Oakland.</p>	<p>Priority #4: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community.</p> <ol style="list-style-type: none"> Empowering Informed Voices: Build shared leadership in our students and families through effective School Site Councils (SSC/ELAC) and uplift Black and Brown excellence and joy in our Oakland Community Political Visibility: Organize, mobilize, and be politically visible in school board elections and charter renewals. <p>Priority #5: Strong and Sustainable Financial Model: Ensure strong, sustainable financial model in response to our state funding challenges</p> <ol style="list-style-type: none"> Prioritization and Planning: Ensure LCPS is financially solvent through judicious financial planning and prioritization across the organization 	<p>3. We grow and develop in the service of our students.</p>	<p>A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.</p>
		<p>4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</p>	<p>A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</p> <p>B) 70% positive responses on Family Survey questions on Panorama across all student sub groups</p> <p>C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</p> <p>D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</p> <p>E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx</p>
		<p>5. We guarantee our commitment to Oakland children and families.</p>	<p>A) Successfully renew charters at Lighthouse K-8 and Lodestar.</p> <p>B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</p>
		<p>6. We have a sustainable financial model.</p>	<p>A) Enroll 100% of budgeted seats every day.</p> <p>B) Finish 2020-21 with a 3.2% contribution to reserves.</p>

<p>QUALITY</p> <p>All Students, every day.</p>	<p>Educational Justice & Excellence:</p> <ul style="list-style-type: none"> • First 3 weeks of School; Distance Learning update • Learning Continuity and Attendance Plan hearing and discussion • Update on Data and Elements from Charter Renewal 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Strategic Execution of Academic Core / System-Wide Tools and Processes • First Round of ANET Interim Assessments • Lighthouse K-8 Update • Lodestar 6-9 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Teacher, Leader, and Staff Development • Second Round of ANET Interim Assessments • Lighthouse 9-12 Update • Lodestar K-5 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Strategic Execution of Academic Core / System-Wide Tools and Processes • Third Round of ANET Interim Assessments • Lighthouse K-8 Update • Lodestar 6-9 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: LCPS Model Articulation • Fourth Round of ANET Interim Assessments • Lighthouse 9-12 Update • Lodestar K-5 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • EOY Review • Priority Update: LCPS Model Articulation • All Schools Update vs. EOY data • Academic Priorities for 2021-22 SY
<p>CULTURE</p> <p>All Belong.</p> <p>All take responsibility for equity.</p>	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Discussion of DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q1) • Baseline data (year over year) • Priority Update: DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q2) • Priority Update: Teacher and Leader Pipeline and Hiring strategy for 2021-22 • MOY Student, Family, and Staff Surveys update; trends by school and subgroups 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q3) • Priority Update: DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q4) • Priority Update: Teacher and Leader Pipeline and Hiring update for 2021-22 • EOY Student, Family, and Staff Surveys update; trends by school and subgroups 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • EOY Review • Priorities Update: Student Subgroups Analysis, Teacher / Leadership Hiring • Organizational Culture Priorities for 2021-22 SY • DEI Action Plan for 2021-22 SY
<p>IMPACT</p> <p>All in. In Oakland.</p>	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Baseline Data on enrollment and student retention and attrition • Priority Update: Budget Update, Cash, Enrollment / Attendance, and Reserves 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Lodestar School Site Council (SSC) Update • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Budget Revision • Fund Development 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Lighthouse School Site Council (SSC) Update • MOY data update: enrollment and student attrition • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Annual Audit • Teacher and Staff Compensation Approval 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lodestar School Site Council (SSC) Update • Baseline Data on enrollment and student retention • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Budget Update: January Revise • Auditor Approval 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lighthouse School Site Council (SSC) Update • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • LCAP Hearing 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lodestar School Site Council (SSC) Update • Lighthouse School Site Council (SSC) Update • EOY data update: enrollment and student attrition • Priority Update: EOY Budget, Cash, Enrollment / Attendance, and Reserves • Approval of Budget for 2021-22 • LCAP Approval

10/9		Lighthouse Community Public Schools - LCPS Board of Directors Meeting - Agenda - Wednesday October 14, 2020 at 6:00 PM						Lodestar 6-9	LCPS Aggregate
Objectives	LCPS Key Results	Indicator	Thresholds	Lighthouse K-6	Lighthouse 7-12	Lodestar K-5			
QUALITY All Students, every day.	1. Our students are at school and engaged every day.	A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.	<ul style="list-style-type: none"> Attendance Engagement(Y: 95-96) 	Green: 96%+ Yellow: 95-96% Red: below 95%	<ul style="list-style-type: none"> 96.1% 	<ul style="list-style-type: none"> 95.9% 	<ul style="list-style-type: none"> 94.3% 	<ul style="list-style-type: none"> 95.6% 	<ul style="list-style-type: none"> 95.5%
	2. Our students are learning, equipped with SEL skills, and meeting growth/ performance targets to succeed in college.	A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET) ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.	<ul style="list-style-type: none"> % Proficient on last ANET Interim; K-2 Standard Mastery in Altitude (Y: 45%-50%) 	Green: 50%+ Yellow: 45-49% Red: below 45% NOTE: INCOMPLETE Update by 10/13	<ul style="list-style-type: none"> K-2: % 3-5: % 6-8: % 	<ul style="list-style-type: none"> 9-10: % 11-12: % 	<ul style="list-style-type: none"> K-2: % 3-5: % 	<ul style="list-style-type: none"> 6-8: % 9: % 	<ul style="list-style-type: none"> K-2: % 3-5: % 6-8: % 9-12: %
	3. We grow and develop in the service of our students.	A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.	<ul style="list-style-type: none"> % to date (Y:95-99) 	Green: 100% Yellow: 90-99% Red: below 90%	<ul style="list-style-type: none"> TBD % (/) 	<ul style="list-style-type: none"> 100% 17/17 	<ul style="list-style-type: none"> 100% (14/14) 	<ul style="list-style-type: none"> 100% (15/15) 	<ul style="list-style-type: none"> 100%
CULTURE All Belong. All take responsibility for equity.	4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.	A. Suspension Rates to date (Y: 1.5-2%)	A. Green: below 1.5% / Yellow: 1.5-2% / Red: below 2%	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0%
		B) 70% positive responses on Family Survey questions on Panorama across all student sub groups	B. % of Families with positive response on latest SLC survey (Y: 65%-69%)	B. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 80% 	<ul style="list-style-type: none"> 60% 	<ul style="list-style-type: none"> 76% 	<ul style="list-style-type: none"> 79% 	<ul style="list-style-type: none"> 75%
		C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.	C. % of Staff with positive response on internal survey (Y: 65%-69%)	C. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 68% 	<ul style="list-style-type: none"> 53% 	<ul style="list-style-type: none"> 73% 	<ul style="list-style-type: none"> 71% 	<ul style="list-style-type: none"> 66%
		D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)	D. Net change of staff from start of year (Y: 1-2)	D. Per school: Green: 0 / Yellow: 1 / Red: 2+ E. Org-wide: Green: 0 -3/ Yellow: 4-7% Red: 7+	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> 3 	<ul style="list-style-type: none"> 0 	<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> 6
		E) 70% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx							
IMPACT All in. In Oakland.	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar. B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students. (overall - 96%)	<ul style="list-style-type: none"> % of AA students Retained from last year Net loss of AA students from last year (except Seniors) 	Green: 0%+ from overall Yellow: 1 / Red: 2+ Red: below -4%	<ul style="list-style-type: none"> 94% -3 	<ul style="list-style-type: none"> 100% -0 (5 seniors graduated)	<ul style="list-style-type: none"> 96% -3 	<ul style="list-style-type: none"> 81% -8 	<ul style="list-style-type: none"> 92% -14
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day.	<ul style="list-style-type: none"> Enrollment % of Budgeted Enrollment 	Green: 5 students above Minimum Yellow: Minimum to 4 students above Red: below minimum	<ul style="list-style-type: none"> 508 (-2) 	<ul style="list-style-type: none"> 302 (+6) 	<ul style="list-style-type: none"> 347 (+19) 	<ul style="list-style-type: none"> 300 (+2) 	<ul style="list-style-type: none"> 1457 (+25)
		B) Finish 2020-21 with a 3.2% contribution to reserves.	<ul style="list-style-type: none"> School Budgets aligned to reserve contributions 	Green: 3.2%+ Yellow: 2.7-3.7% Red: below 2.7%	<ul style="list-style-type: none"> 4.6% 	<ul style="list-style-type: none"> 5.1% 	<ul style="list-style-type: none"> 2.8% 	<ul style="list-style-type: none"> 2.8% 	<ul style="list-style-type: none"> 3.9%



LCPS - OKR Scorecard - Update 10/14 Board Of Directors Meeting

- Review Organizational Priorities and OKRs
- Review Arc of the Year (adjustments)
- Review Dashboard

<p>QUALITY All Students, every day.</p>	<p>Priority #1: Educational Justice and Excellence: Dramatically improve the quality and create non-racialized outcomes of our academic program.</p> <ol style="list-style-type: none"> LCPS Model Articulation: Develop clear academic programs and expectations aligned to grade-level standards. Lighthouse instructional stances, and college readiness. Strategic Execution of our Academic Core: Consistently implement LCPS core assessments, instructional practices, and curriculum aligned to EL Education across our schools. System-Wide Tools and Processes: Manage the quality of instruction and crew with system-wide tools and processes with fidelity across our schools. Teacher, Leader, and Staff Development: Implement clear talent development strategies for instructional staff. The 2020-21 SY will focus on quality curriculum delivery, instructional effectiveness of virtual and in person learning, and assessment implementation. 	<p>1. Our students are at school and engaged every day.</p>	<p>A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</p>
<p>CULTURE All Belong. All take responsibility for equity.</p>	<p>Priority #2: Culture of Shared Responsibility for Equitable Outcomes: With an equity lens, strengthen our leadership with 100% follow through on our OKRs, monitoring our progress, and our individual and team expectations.</p> <ol style="list-style-type: none"> LCPS Alignment Priorities: Focus the LCPS leadership and board on a few, high-leverage priorities grounded in equitable outcomes. Accountability: Model accountability through frequent monitoring of progress toward our priorities, key results, and disaggregated data by race or other student sub groups (ELL, SWD, SES) <p>Priority #3: DEI Integration: Develop a yearly Action Plan grounded in our Diversity, Equity, and Inclusion Pillars and Commitments with a focus on addressing Anti-Blackness and systemic racism throughout LCPS.</p> <ol style="list-style-type: none"> Ownership and Planning: Continue our DEI work with a clear action plan. Connection to Quality & Academic Outcomes: Interrupt racialized outcomes for our African American and Latinx students and make explicit DEI connections to our academic program, student and family experiences, and college/career readiness. Teacher and Leader Pipelines: Intentionally develop leadership pipelines and professional development opportunities for our African American and Latinx teachers, deans, APs, and principals. 	<p>2. Our students are learning, equipped with SEL skills, and meeting growth/ performance targets to succeed in college.</p>	<p>A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET)ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.</p>
<p>IMPACT All in. In Oakland.</p>	<p>Priority #4: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community.</p> <ol style="list-style-type: none"> Empowering Informed Voices: Build shared leadership in our students and families through effective School Site Councils (SSC/ELAC) and uplift Black and Brown excellence and joy in our Oakland Community Political Visibility: Organize, mobilize, and be politically visible in school board elections and charter renewals. <p>Priority #5: Strong and Sustainable Financial Model: Ensure strong, sustainable financial model in response to our state funding challenges</p> <ol style="list-style-type: none"> Prioritization and Planning: Ensure LCPS is financially solvent through judicious financial planning and prioritization across the organization 	<p>3. We grow and develop in the service of our students.</p>	<p>A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.</p>
		<p>4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</p>	<p>A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</p> <p>B) 70% positive responses on Family Survey questions on Panorama across all student sub groups</p> <p>C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</p> <p>D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</p> <p>E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx</p>
		<p>5. We guarantee our commitment to Oakland children and families.</p>	<p>A) Successfully renew charters at Lighthouse K-8 and Lodestar.</p> <p>B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</p>
		<p>6. We have a sustainable financial model.</p>	<p>A) Enroll 100% of budgeted seats every day.</p> <p>B) Finish 2020-21 with a 3.2% contribution to reserves.</p>

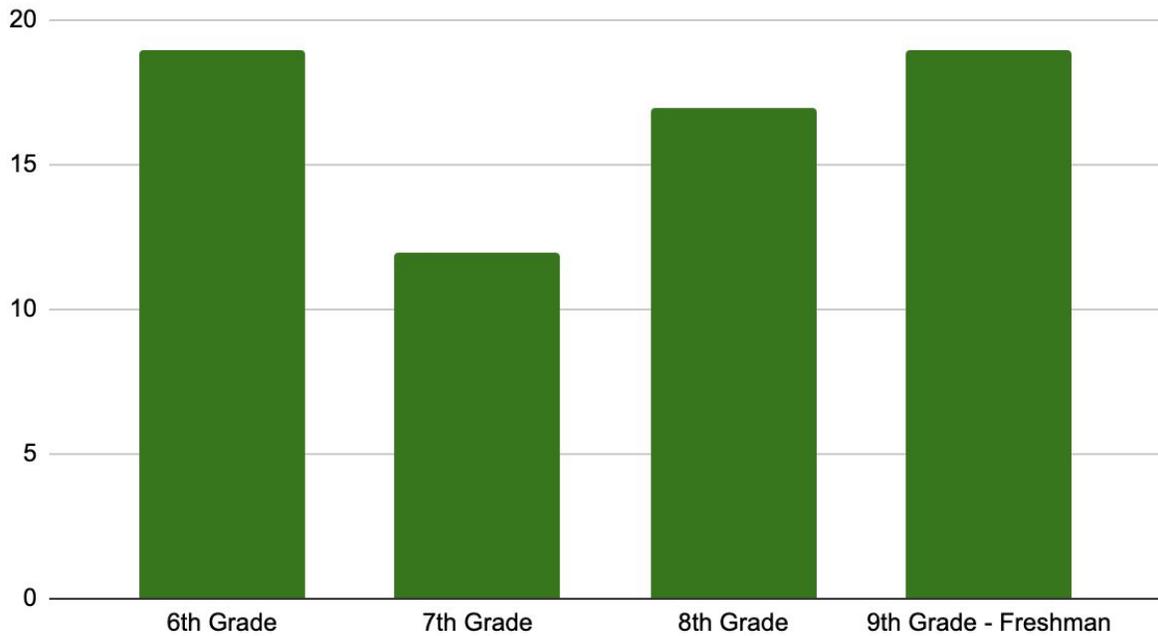
<p>QUALITY</p> <p>All Students, every day.</p>	<p>Educational Justice & Excellence:</p> <ul style="list-style-type: none"> • First 3 weeks of School; Distance Learning update • Learning Continuity and Attendance Plan hearing and discussion • Update on Data and Elements from Charter Renewal 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Strategic Execution of Academic Core / System-Wide Tools and Processes • First Round of ANET Interim Assessments • Lighthouse K-8 Update • Lodestar 6-9 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Teacher, Leader, and Staff Development • Second Round of ANET Interim Assessments • Lighthouse 9-12 Update • Lodestar K-5 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: Strategic Execution of Academic Core / System-Wide Tools and Processes • Third Round of ANET Interim Assessments • Lighthouse K-8 Update • Lodestar 6-9 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • Priority Update: LCPS Model Articulation • Fourth Round of ANET Interim Assessments • Lighthouse 9-12 Update • Lodestar K-5 Update 	<p>Educational Justice and Excellence:</p> <ul style="list-style-type: none"> • EOY Review • Priority Update: LCPS Model Articulation • All Schools Update vs. EOY data • Academic Priorities for 2021-22 SY
<p>CULTURE</p> <p>All Belong.</p> <p>All take responsibility for equity.</p>	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Discussion of DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q1) • Baseline data (year over year) • Priority Update: DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q2) • Priority Update: Teacher and Leader Pipeline and Hiring strategy for 2021-22 • MOY Student, Family, and Staff Surveys update; trends by school and subgroups 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q3) • Priority Update: DEI Action Plan 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • Priority Update: Alignment Priorities and Accountability - Student Subgroup trends for Attendance, Engagement, and Academics by school (Q4) • Priority Update: Teacher and Leader Pipeline and Hiring update for 2021-22 • EOY Student, Family, and Staff Surveys update; trends by school and subgroups 	<p>Culture of Shared Responsibility / DEI Integration:</p> <ul style="list-style-type: none"> • EOY Review • Priorities Update: Student Subgroups Analysis, Teacher / Leadership Hiring • Organizational Culture Priorities for 2021-22 SY • DEI Action Plan for 2021-22 SY
<p>IMPACT</p> <p>All in. In Oakland.</p>	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Baseline Data on enrollment and student retention and attrition • Priority Update: Budget Update, Cash, Enrollment / Attendance, and Reserves 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Lodestar School Site Council (SSC) Update • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Budget Revision • Fund Development 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Charter Renewal Update • Lighthouse School Site Council (SSC) Update • MOY data update: enrollment and student attrition • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Annual Audit • Teacher and Staff Compensation Approval 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lodestar School Site Council (SSC) Update • Baseline Data on enrollment and student retention • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • Budget Update: January Revise • Auditor Approval 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lighthouse School Site Council (SSC) Update • Priority Update: Budget, Cash, Enrollment / Attendance, and Reserves • LCAP Hearing 	<p>Powerful Community Engagement / Strong and Sustainable Finance:</p> <ul style="list-style-type: none"> • Lodestar School Site Council (SSC) Update • Lighthouse School Site Council (SSC) Update • EOY data update: enrollment and student attrition • Priority Update: EOY Budget, Cash, Enrollment / Attendance, and Reserves • Approval of Budget for 2021-22 • LCAP Approval

10/9	Objectives	Lighthouse Community Public Schools - LCPS Board of Directors Meeting - Agenda - Wednesday October 14, 2020 at 6:00 PM	LCPS Key Results	Indicator	Lighthouse K-8	Lighthouse 7-12	Lodestar K-5	Lodestar 6-9	LCPS Aggregate
QUALITY All Students, every day.	1. Our students are at school and engaged every day.	A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.	<ul style="list-style-type: none"> Attendance (external) Engagement % (internal) 	Green: 96%+ Yellow: 95-96% Red: below 95%	<ul style="list-style-type: none"> 96.1% 63.7% 	<ul style="list-style-type: none"> 95.9% 56.8% 	<ul style="list-style-type: none"> 94.3% 60.2% 	<ul style="list-style-type: none"> 95.6% 49.8% 	<ul style="list-style-type: none"> 95.5% 58.6%
	2. Our students are learning, equipped with SEL skills, and meeting growth/ performance targets to succeed in college.	A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET) ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.	<ul style="list-style-type: none"> % Proficient on MAP or last ANET Interim: K-2 Standard Mastery in Altitude (Y: 45%-50%) 	Green: 50%+ Yellow: 45-49% Red: below 45% Note: Excluded K data	<ul style="list-style-type: none"> 1-2: 66%R; 74%M 3-5: 46%R; 46%M 6-8: 33%R; 24%M 79% complete	<ul style="list-style-type: none"> 9-10: 42%R; 49%M 11-12: 34%R; 37%M 90% complete	<ul style="list-style-type: none"> 1-2: 48%R; 68%M 3-5: 38%R; 34%M 73% complete	<ul style="list-style-type: none"> 6-8: 27%R; 17%M 9: 22%R; 12%M 88% complete	<ul style="list-style-type: none"> 1-2: 59%R; 71%M 3-5: 43%R; 37%M 6-8: 30%R; 20%M 9-12: 36%R; 38%M 81% complete
	3. We grow and develop in the service of our students.	A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.	<ul style="list-style-type: none"> % to date (Y:95-99) 	Green: 100% Yellow: 90-99% Red: below 90%	<ul style="list-style-type: none"> 100% (24/24) 	<ul style="list-style-type: none"> 100% (17/17) 	<ul style="list-style-type: none"> 100% (14/14) 	<ul style="list-style-type: none"> 100% (15/15) 	<ul style="list-style-type: none"> 100%
CULTURE All Belong. All take responsibility for equity.	4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.	A. Suspension Rates to date (Y: 1.5-2%)	A. Green: below 1.5% / Yellow: 1.5-2% / Red: below 2%	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0%
	B) 70% positive responses on Family Survey questions on Panorama across all student sub groups	B. % of Families with positive response on latest SLC survey (Y: 65%-69%)	B. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 80% 	<ul style="list-style-type: none"> 60% 	<ul style="list-style-type: none"> 76% 	<ul style="list-style-type: none"> 79% 	<ul style="list-style-type: none"> 75% 	
	C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.	C. % of Staff with positive response on internal survey (Y: 65%-69%)	C. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 68% 	<ul style="list-style-type: none"> 53% 	<ul style="list-style-type: none"> 73% 	<ul style="list-style-type: none"> 71% 	<ul style="list-style-type: none"> 66% 	
	D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review) E) 70% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx	D. Net change of staff from start of year (Y: 1-2) E. Per school: Green: 0 / Yellow: 1/ Red: 2+ Org-wide: Green: 0 -3/ Yellow: 4-76 Red: 7+	D. Green: 0 / Yellow: 1 / Red: 2+ E. Org-wide: Green: 0 -3/ Yellow: 4-76 Red: 7+	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> 3 	<ul style="list-style-type: none"> 0 	<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> 6 	
IMPACT All in. In Oakland.	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar. B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students. (overall - 96%)	<ul style="list-style-type: none"> % of AA students Retained from last year Loss of AA students from last year (except Seniors) / # new AA students 	Green: 0%+ from overall Yellow: 0 to -4% Red: below -4%	<ul style="list-style-type: none"> 94% -3 / +5 	<ul style="list-style-type: none"> 100% -0 / +2 (5 seniors graduated)	<ul style="list-style-type: none"> 96% -3 / +8 	<ul style="list-style-type: none"> 81% -8 / +5 	<ul style="list-style-type: none"> 92% -14 / +20
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day.	<ul style="list-style-type: none"> Enrollment % of Budgeted Enrollment 	Green: 5 students above Minimum Yellow: Minimum to 4 students above Red: below minimum	<ul style="list-style-type: none"> 508 (-2) 	<ul style="list-style-type: none"> 302 (+6) 	<ul style="list-style-type: none"> 347 (+19) 	<ul style="list-style-type: none"> 300 (+2) 	<ul style="list-style-type: none"> 1457 (+25)
		B) Finish 2020-21 with a 3.2% contribution to reserves.	<ul style="list-style-type: none"> School Budgets aligned to reserve contributions 	Green: 3.2%+ Yellow: 2.7-3.7% Red: below 2.7%	<ul style="list-style-type: none"> 4.6% 	<ul style="list-style-type: none"> 5.1% 	<ul style="list-style-type: none"> 2.8% 	<ul style="list-style-type: none"> 2.8% 	<ul style="list-style-type: none"> 3.9%

Fall 2020 Family Survey Lodestar 6-9

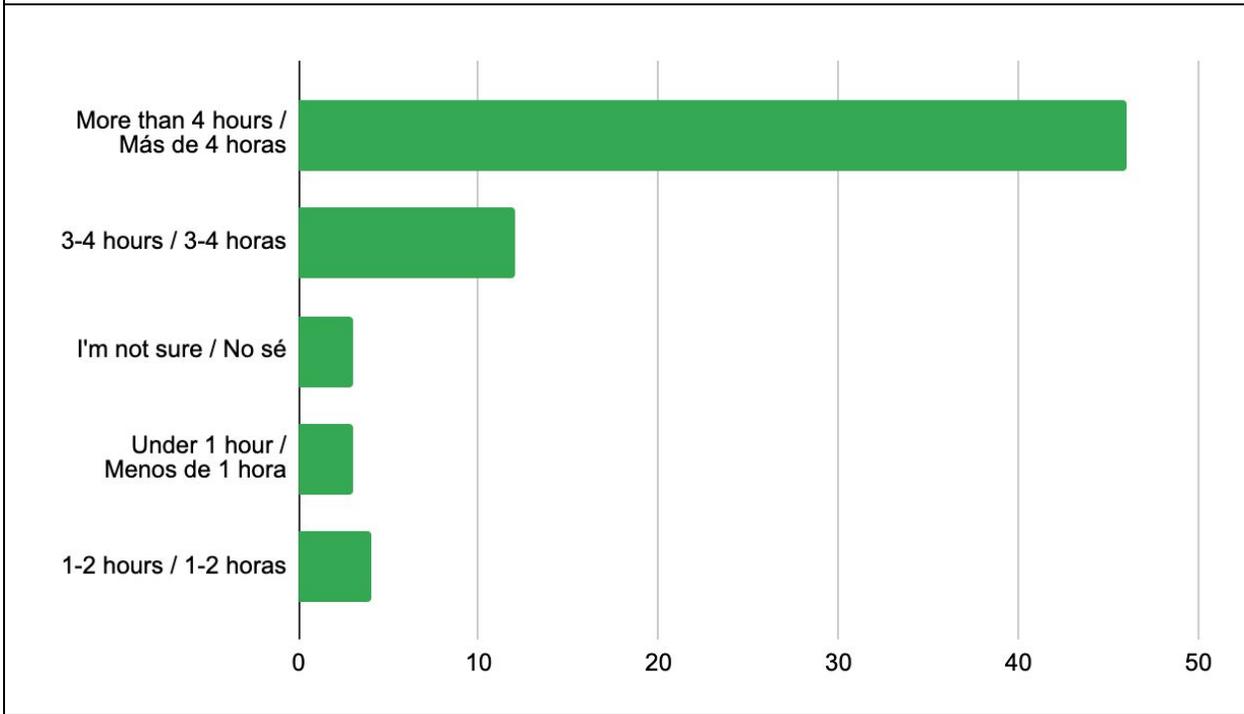
Number of Responses	68
Number of Students Represented in Responses	125

Grades Represented

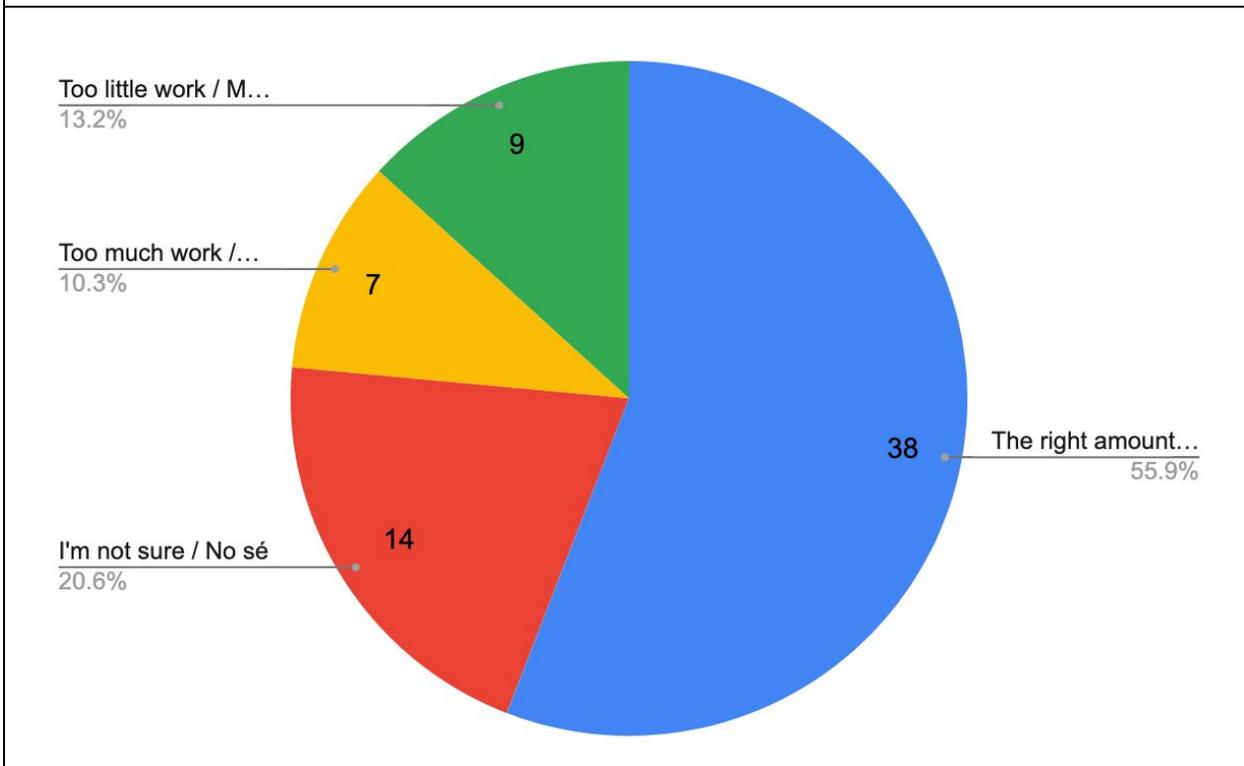


Question	Ave	Response Count				
		1	2	3	4	5
How supported do you feel by your child's school since the start of the school year?	4.18	0	3	11	25	29
How well do you understand what is expected of your child during Distance Learning?	3.60	0	4	30	23	11

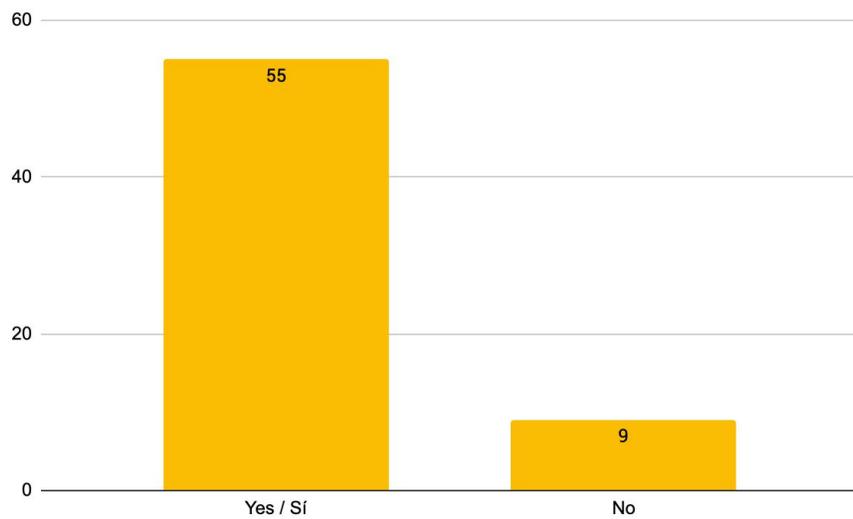
About how much time does your child spend on schoolwork each day, including live classes and independent work time?



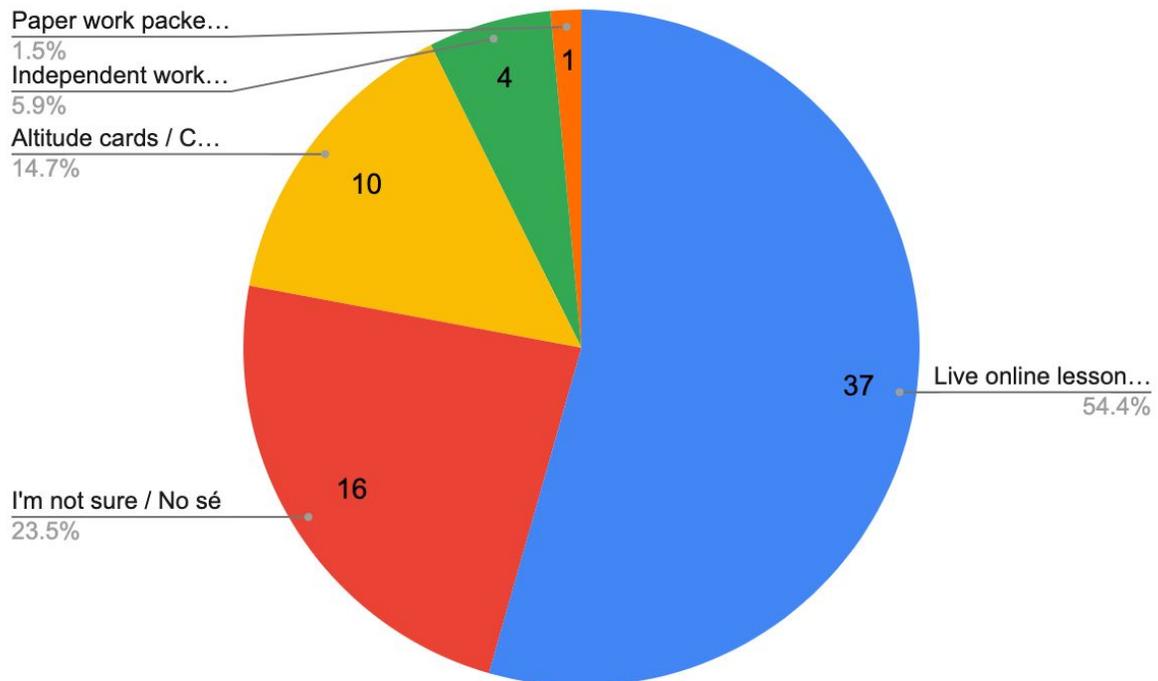
The amount of work being asked of my child, based on their age is...



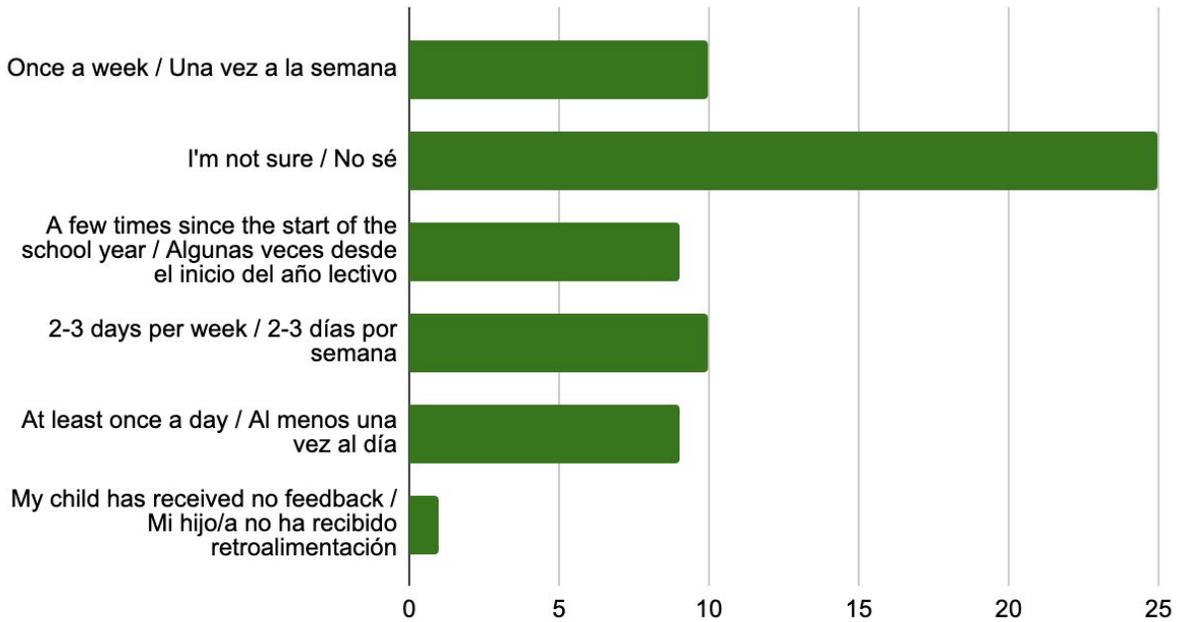
Are you satisfied with the type of work being presented to your child?



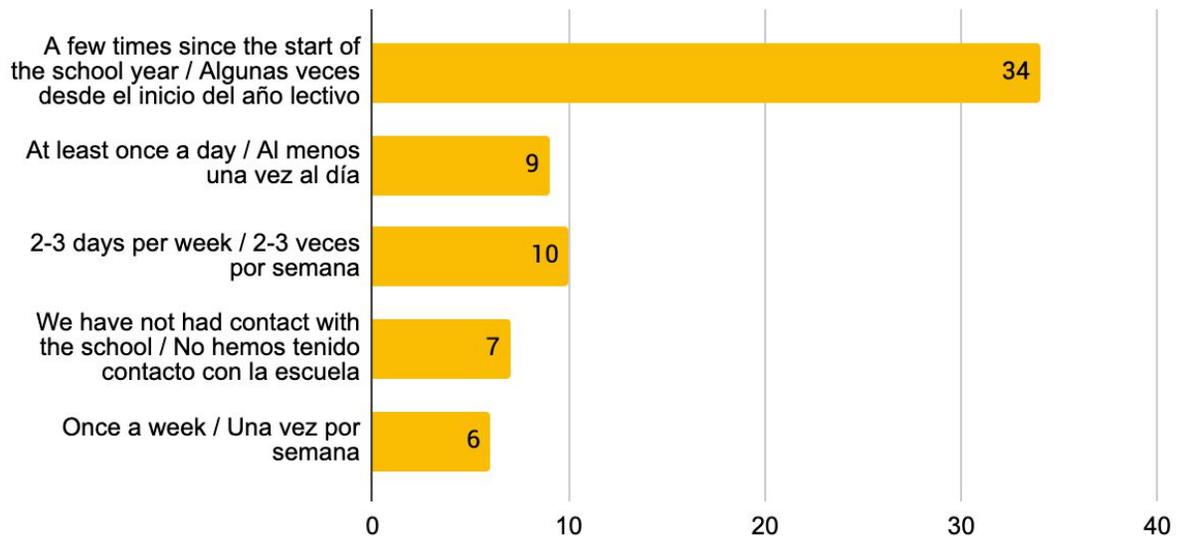
Which components of Distance Learning have been most helpful for your child?



How often does your child receive feedback on work that they have submitted?

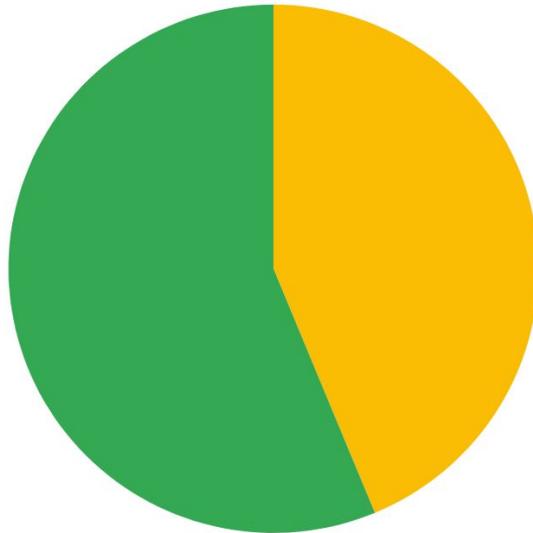


Beyond school-wide announcements, how often do your family and your child have contact with your school and/or teachers? (live lessons, check-ins, small groups, phone calls, messages, emails)



The frequency of family contact with my child's teachers has been...

● Not enough / Insuficiente ● Just right / La frecuencia correcta

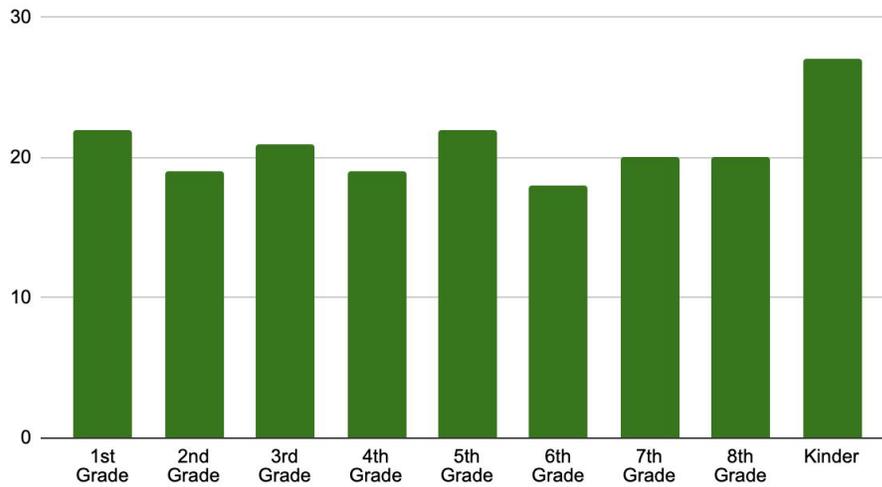


Fall 2020 Family Survey Lighthouse K-8

Number of Responses	188
Number of Students Represented in Responses	386

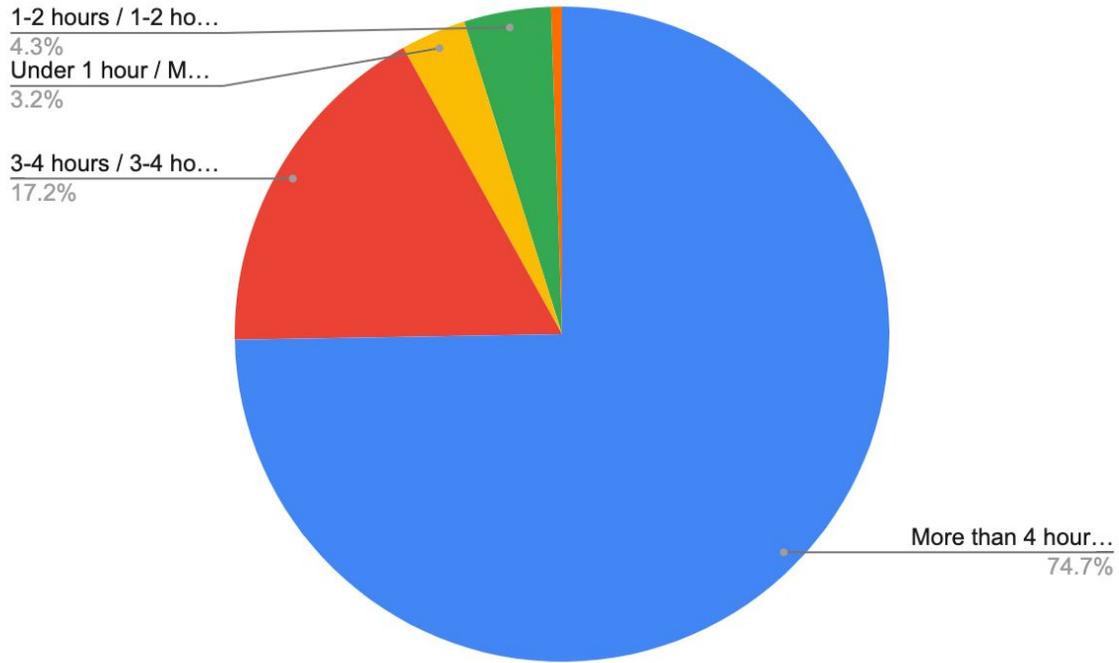
Grades Represented

What grade is your child in?

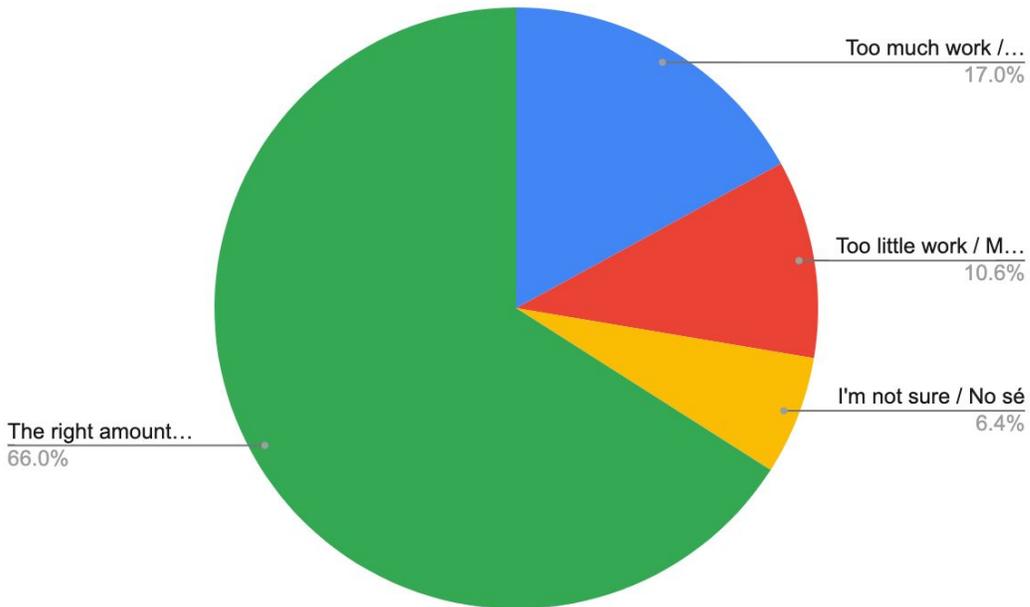


Question	Ave	Response Count				
		1	2	3	4	5
How supported do you feel by your child's school since the start of the school year?	4.23	5	10	23	48	101
How well do you understand what is expected of your child during Distance Learning?	3.86	6	17	44	52	69

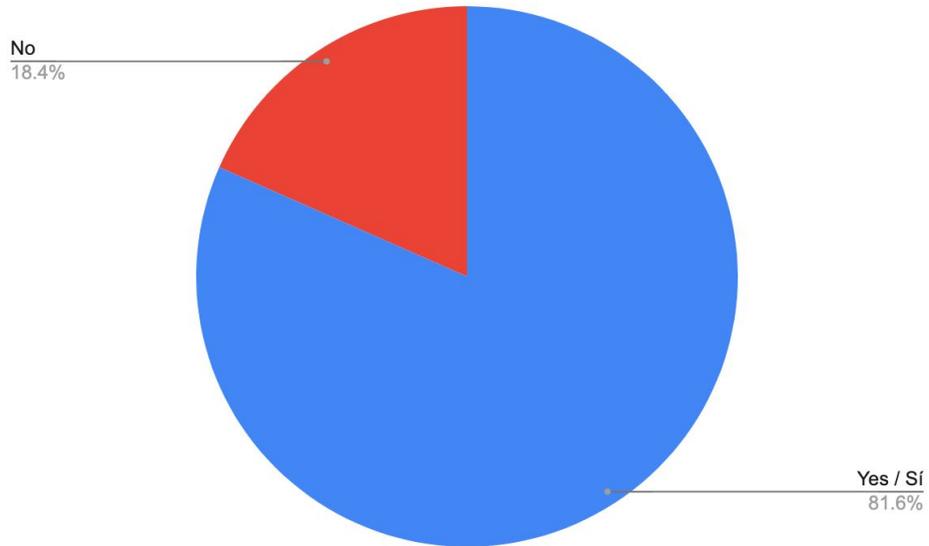
About how much time does your child spend on schoolwork each day, including live classes and independent work time?



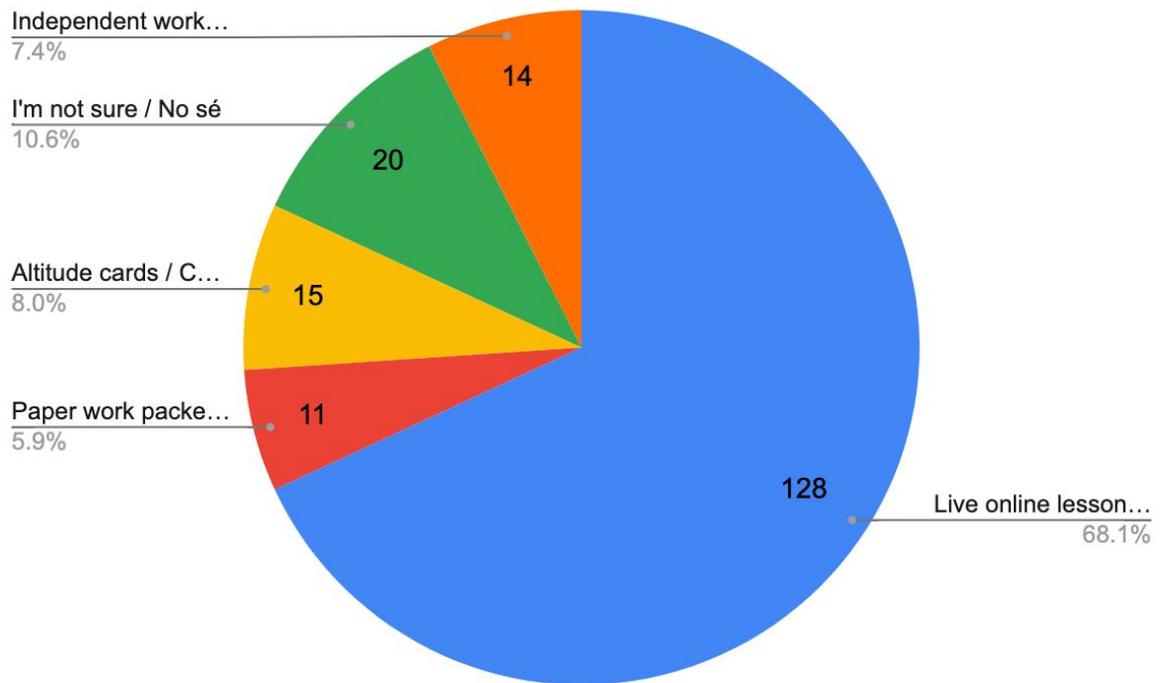
The amount of work being asked of my child, based on their age is...



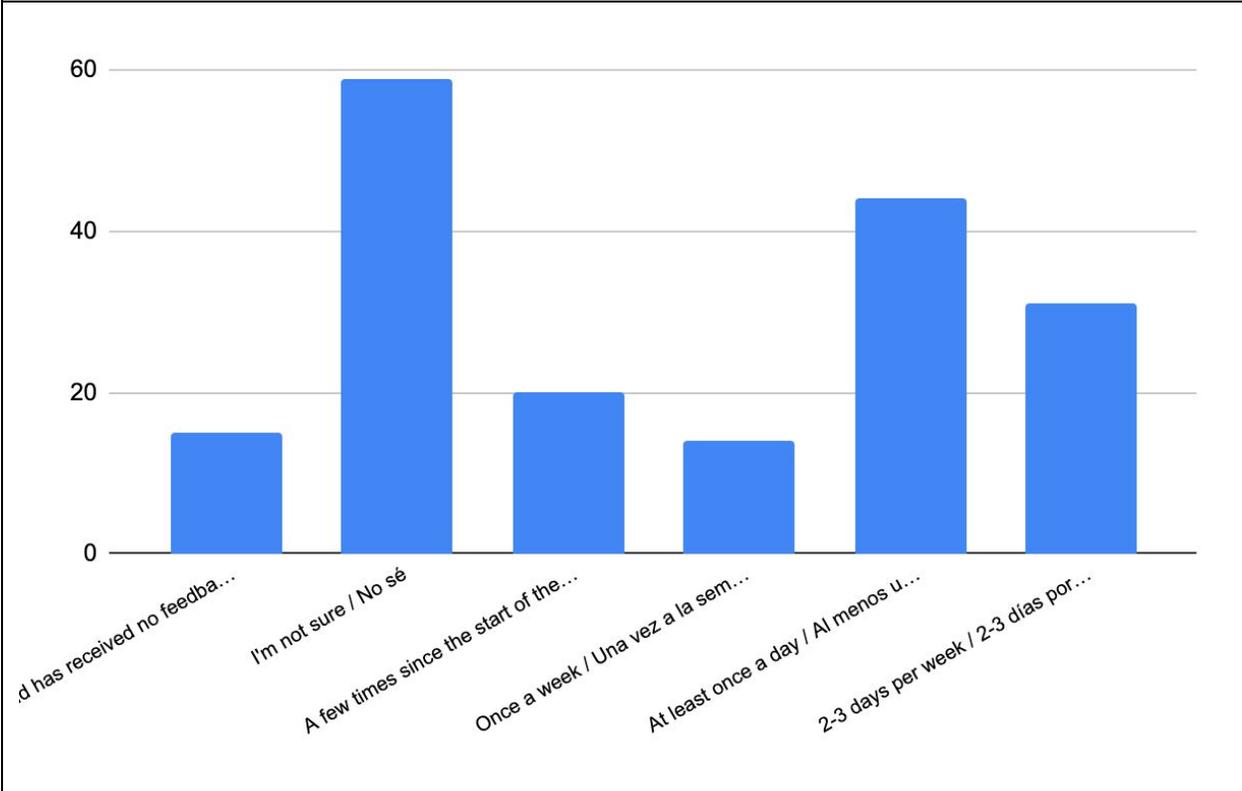
Are you satisfied with the type of work being presented to your child?



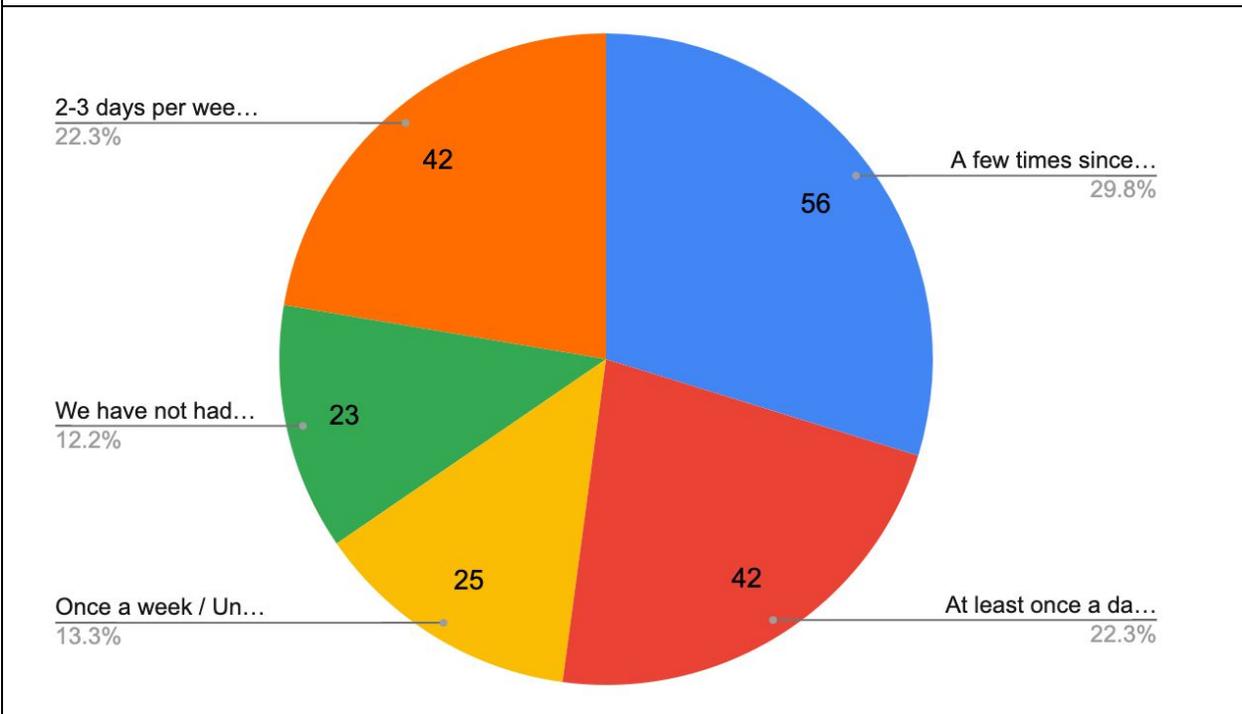
Which components of Distance Learning have been most helpful for your child?



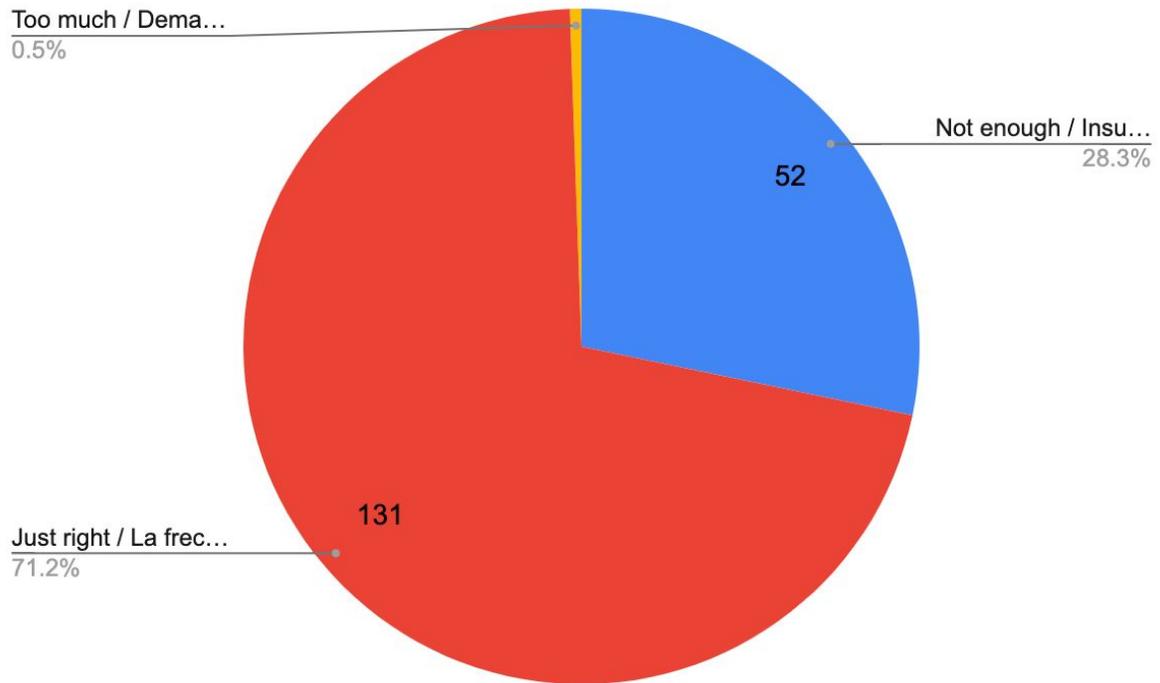
How often does your child receive feedback on work that they have submitted?



Beyond school-wide announcements, how often do your family and your child have contact with your school and/or teachers??



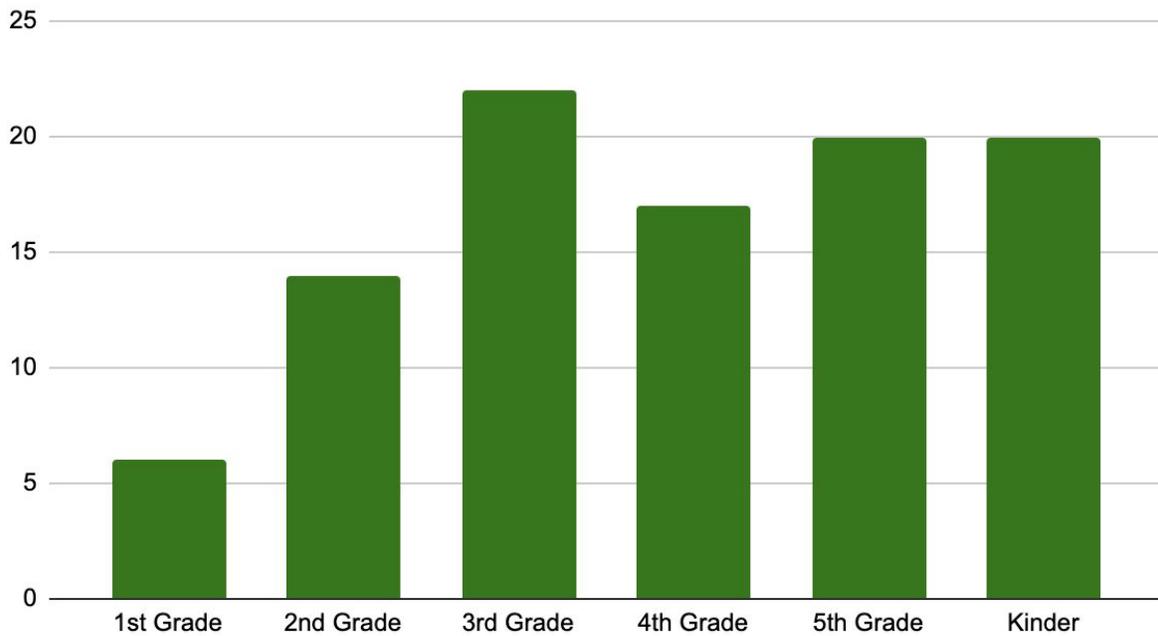
The frequency of family contact with my child's teachers has been...



Fall 2020 Family Survey Lodestar K-5

Number of Responses	99
Number of Students Represented in Responses	179

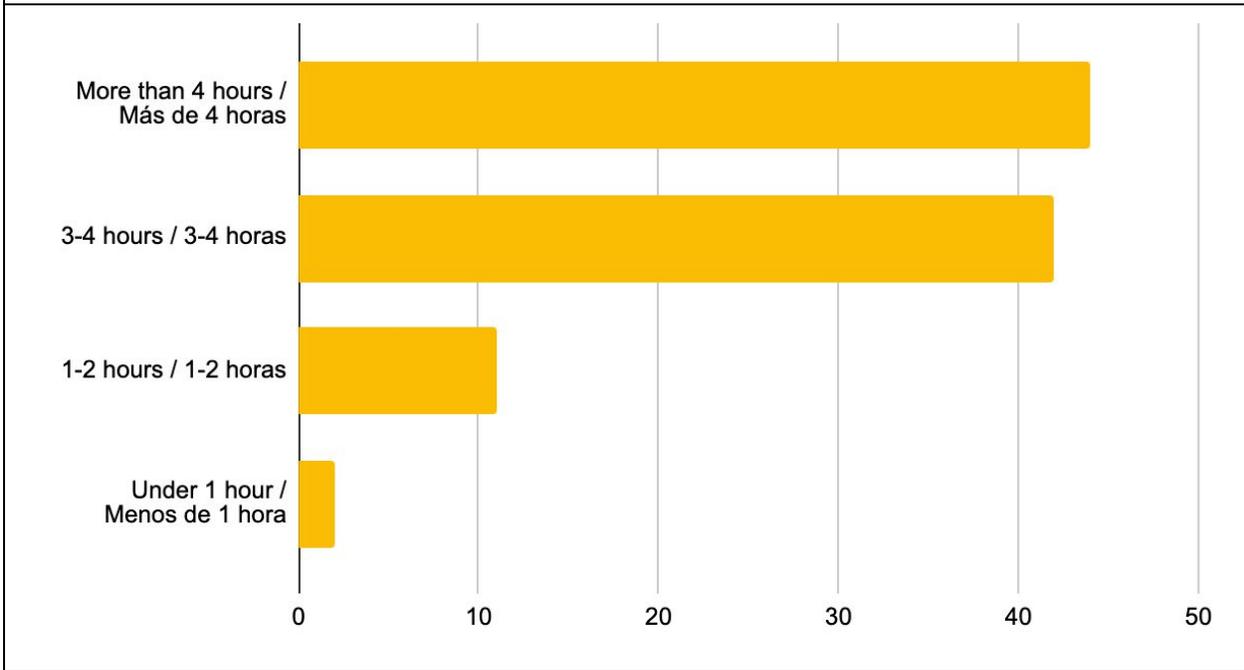
Grades Represented



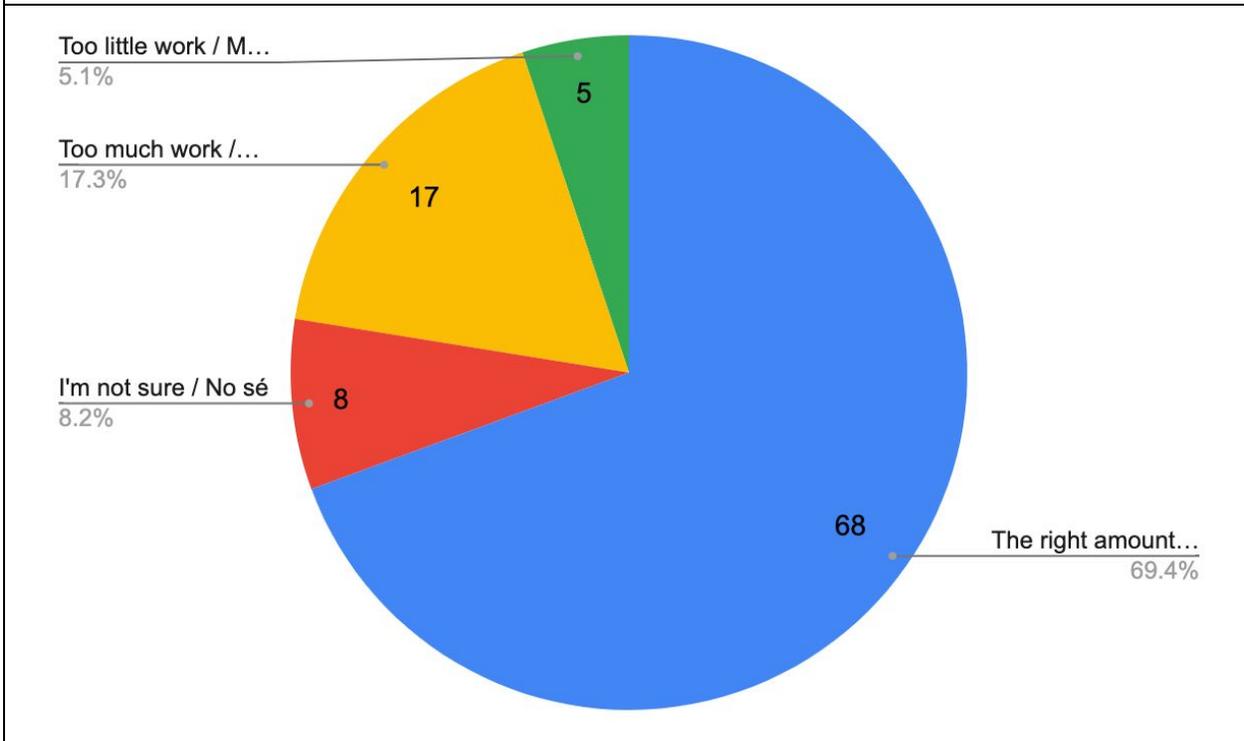
Count of What grade is your child in? / ¿En qué grado está su hijo/a?

Question	Ave	Response Count				
		1	2	3	4	5
How supported do you feel by your child's school since the start of the school year?	4.21	2	5	17	21	54
How well do you understand what is expected of your child during Distance Learning?	3.85	0	8	30	30	31

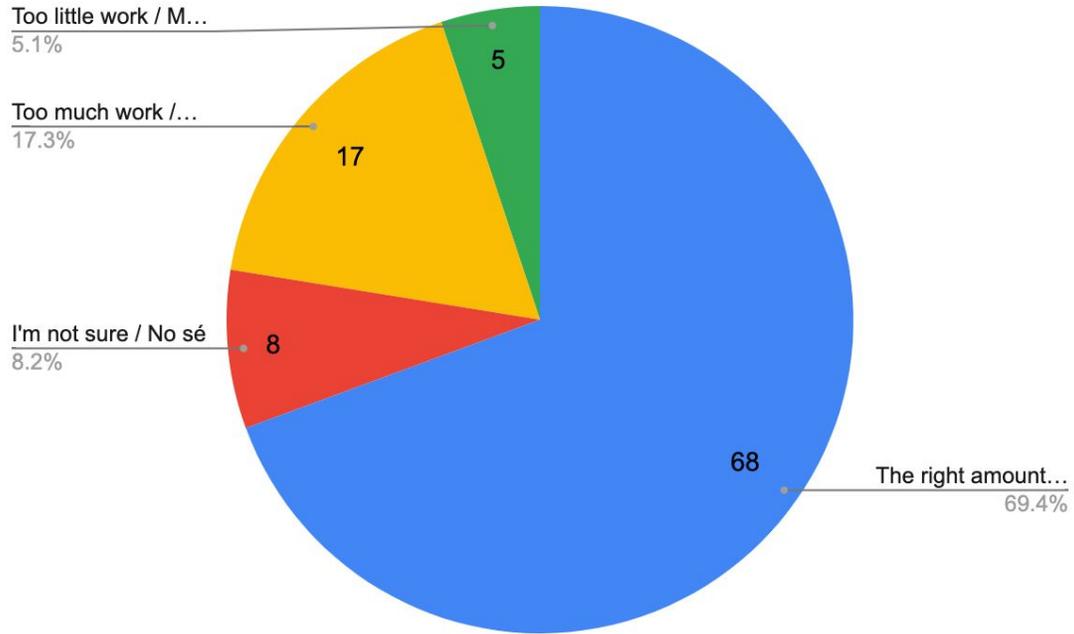
About how much time does your child spend on schoolwork each day, including live classes and independent work time?



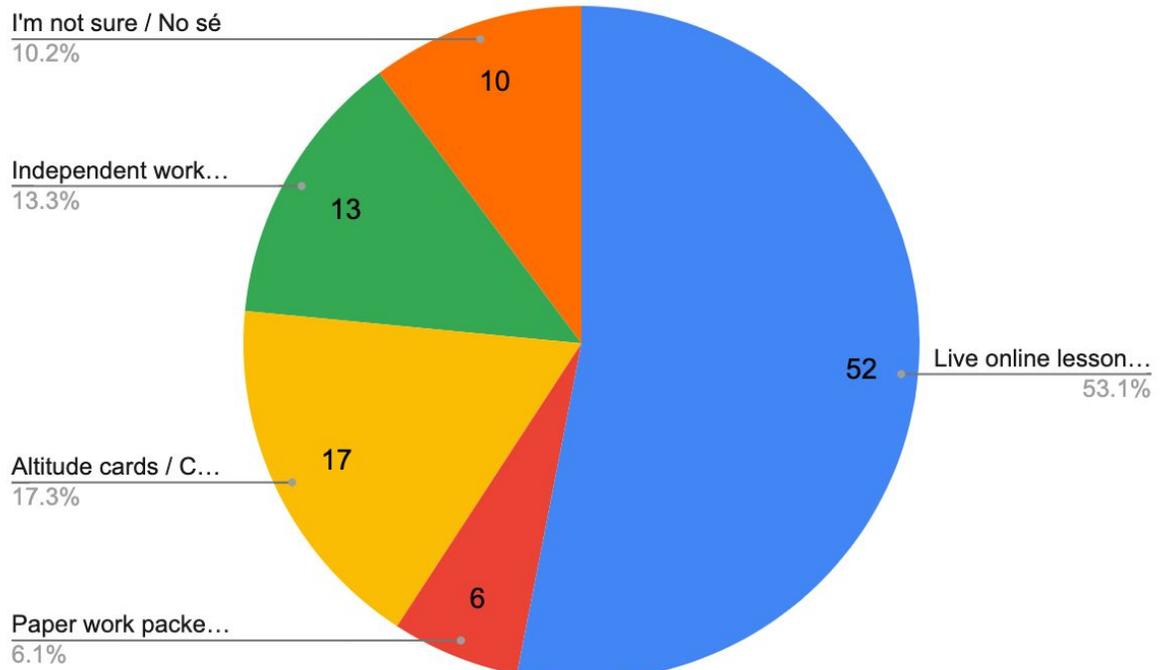
The amount of work being asked of my child, based on their age is...

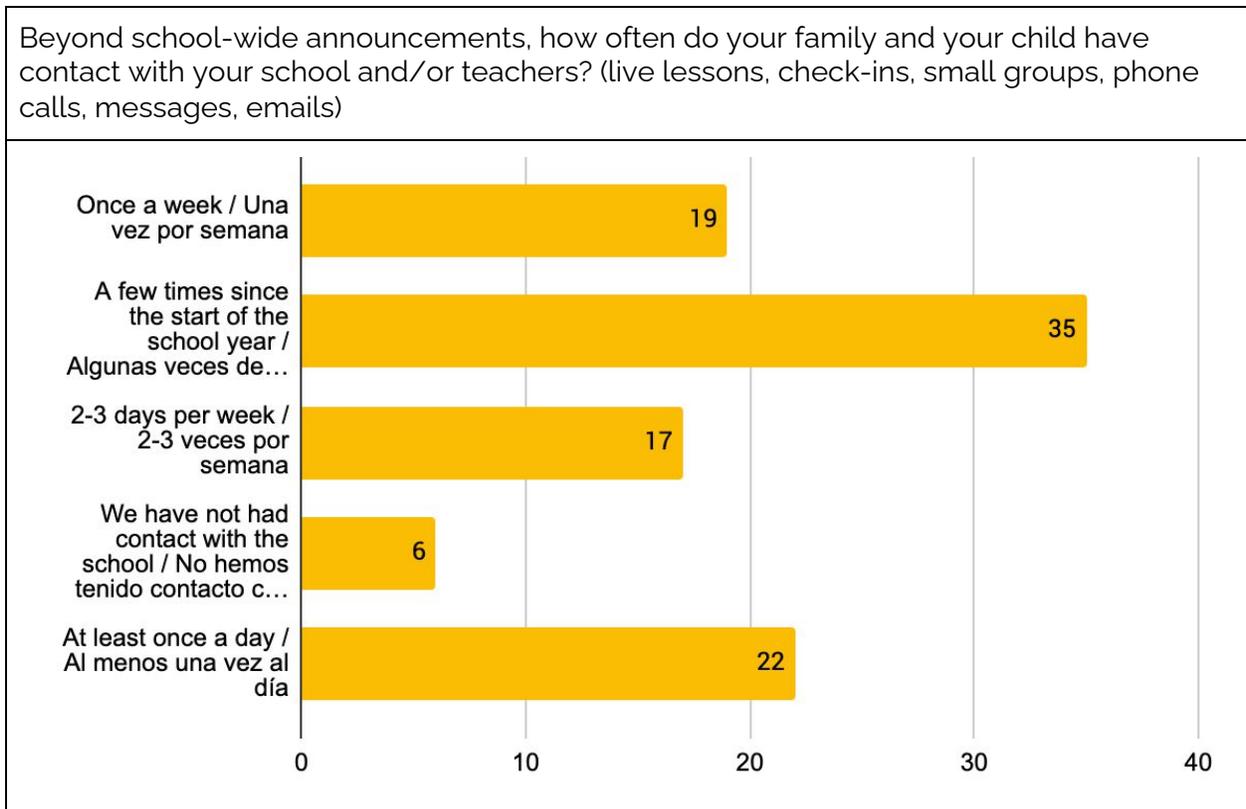
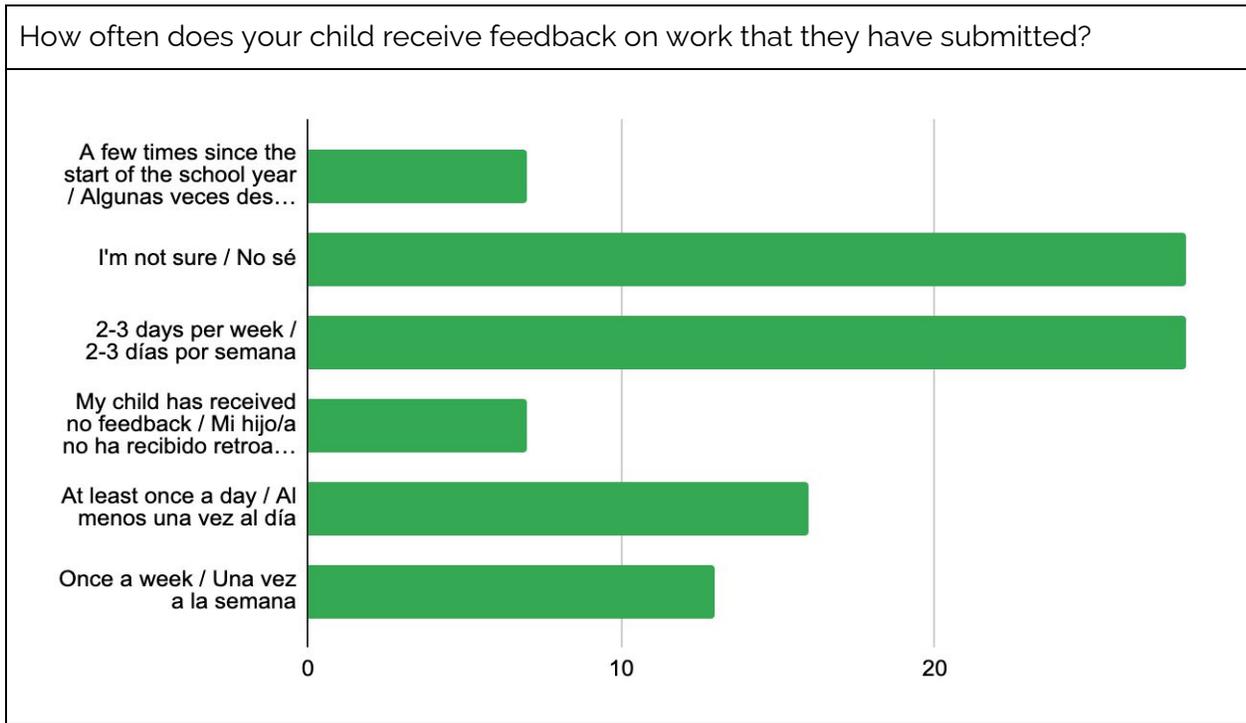


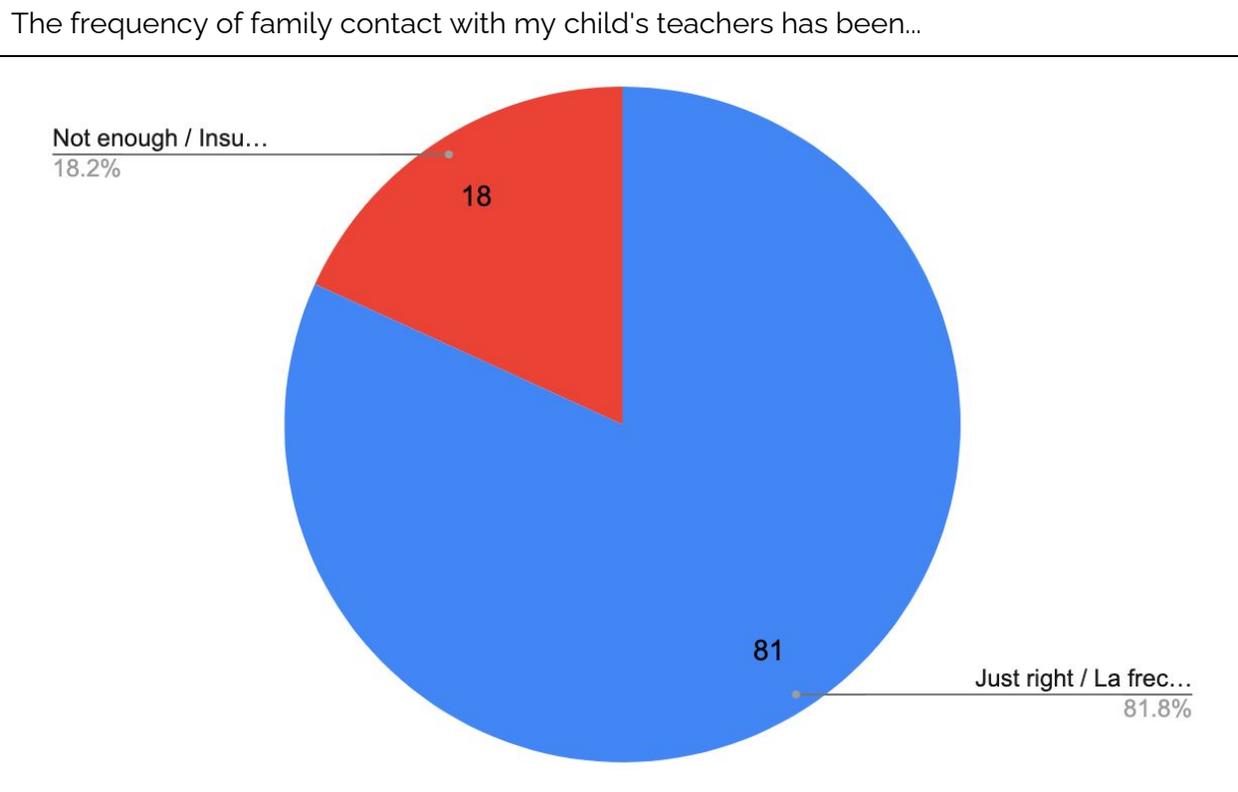
Are you satisfied with the type of work being presented to your child?



Which components of Distance Learning have been most helpful for your child?







Coversheet

Development: Fall Fundraising Event Update

Section: III. Discussion and Approval Items
Item: H. Development: Fall Fundraising Event Update
Purpose: FYI
Submitted by:
Related Material: Development Event - Light News Live Invite v2.pdf

Join us on Thursday, October 29 for

★ **LIGHT NEWS** Live! ★



Get Connected. Be Inspired. Show Support.

Virtual doors open & pre-show at 5:45PM. Live broadcast from 6:00-6:45PM.

Ready for some light news? You'll smile and be inspired at this uplifting event benefiting students at Lighthouse and Lodestar.

How to participate:

- ★ Write your own message to be aired as part of the broadcast! For more information, please visit the registration site below.
- ★ Register to get the broadcast link and be ready to join in here:
www.auctria.com/auction/LCP
- ★ Share the link above with your friends and family. This event is free and open to all!

★ LIGHT NEWS Live! ★

Questions? Email info@lighthousecharter.org

www.lighthousecharter.org

