

Lighthouse Community Charter School Performance Report

**DRAFT: September 17, 2020** A FINAL DRAFT WILL BE SUBMITTED ON 9/24/20

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Lighthouse Community Charter School is a well-established charter school in Oakland, having just launched its 19th year of service to Oakland students and families. Chartered in 2001 by Oakland Unified School District, the school opened in 2002, growing from 92 students to 510 students in grades K - 8. Co-located with its sister school, Lighthouse High, Lighthouse has been a steadfast educational institution in East Oakland since 2009, when it moved to its permanent location on Hegenberger Road.

Lighthouse K - 8 has been reauthorized by Oakland Unified in 2006, 2011, 2016 and is ready to embark on a new term with renewed energy to sustain and improve our anti-racist school community rooted in our core values of Love, Social Justice, Community, and Integrity, all in service to our enduring mission of preparing students for college and a career of their choice. As we reflect on what we have accomplished in the last five years and what our hopes are for the future, we are proud of what we have accomplished and acknowledge that we still have considerable work to do to attain the levels of excellence that we seek and that our students deserve. The work of creating and maintaining equitable and excellent schools is never done. 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.

With the passage of AB1505, 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. **As clearly demonstrated by the evidence in this report, Lighthouse Community Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 - June 30, 2026.**

We believe Lighthouse is well-poised and deserves to be renewed for five years so that we can continue to get academic results for our students. In this report, we offer data that makes our case, with particular bright spots in \*\*\*\*\*. In addition, we are a part of a strong organization: Lighthouse Community Public Schools and have a strong financial track record, transparent governance, robust stakeholder engagement, and a permanent facility.

Like our sister schools, Lodestar & Lighthouse High, we remain dedicated to serving all students in Oakland, but place an intentional attention on recruiting and serving African American students, special education students, and are making a new commitment to recruiting and serving Oakland's unsheltered students. Our pandemic response has reminded us of our community's dedication and resilience and commitment to our core values of Love, Social Justice, Agency, Community, and Integrity.

## **Charter Renewal Performance Report – Open Responses**

<b>1. Instruction</b>
<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes.</p> <p>Through an ongoing and deep relationship with EL Education, Lighthouse employs many unique school wide instructional practices that positively impact student outcomes. EL Education is a proven national model of school reform that has had proven results in schools across the country. Lighthouse is one of a few EL schools in Oakland and has been a proud partner since opening in 2002. EL Education has five key Core</p>

Practices: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. These form the backbone of Lighthouse’s instructional practices. Together, these practices weave into a school culture and academic program in which a K - 12 student population will be prepared for college and a career of their choice.

## Curriculum

The Lighthouse curriculum is built on Common Core standards and follows a K - 12 trajectory of Knowledge, Skills, and Habits of Character.

- ELA
  - EL Education K-5 Language Arts (2017) is a comprehensive, standards-based literacy program that engages teachers and students through compelling, real-world content. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://EdReports.org)).
  - EL Education 6-8 Language Arts (2020) Modules are used to maintain instructional rigor and alignment with Lighthouse K-5, while preparing our middle schoolers the academic and social rigors of high school (rated by [EdReports.org](https://EdReports.org)).
- Math
  - Eureka Math K-5 (2015) is a comprehensive, standards-based math program written to ensure alignment to CCRS standards. This curriculum meets expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://EdReports.org)).
  - Open-Up Resources (2017), published by Illustrative Mathematics serves as the 6 -8th grade math curriculum and meet expectations for CCRS Alignment & Usability (rated by [EdReports.org](https://EdReports.org))
- Science
  - The school has also adopted Project Based Inquiry Science (PBIS) published by Activate Learning for our middle school science, which is aligned to the 3 dimensions of NGSS.

## Focus on Early Literacy

- **K-2 Skills Blocks**
  - [The EL Reading Foundations Skills Block](#) is a dedicated one-hour block that uses a structured phonics approach. Grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. This chunk of time is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standard to navigate grade-level texts independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation.
- **3-5 ALL Block**
  - Our 3-5 ELA curriculum consists of two hours per day of content-based literacy: module lessons and the Additional Language and Literacy (ALL) Block. Since certain aspects of the literacy work in each module require that students get more practice in order to achieve mastery, ALL Block exists to give students designated time to practice these skills deeply. The block also responds to upper elementary students’ need for more independence and mastery

as learners. During this time, students are asked to work with texts, ideas, and skills that are initially introduced in the module lessons.

Lighthouse also participates in CORE Learning, the Consortium on Reaching Excellence in Education, to build reading instruction expertise of leaders, reading interventionists, and teacher leaders.

### **Learning Expeditions**

This is the signature of our EL Education curricular structure, where standards come alive for students. The curriculum offers long-term, in-depth studies and real-world connections meant to inspire students to engage in original research, critical thinking, problem solving, while building character along with academic skills. All expeditions focus on building literacy skills particularly in reading and writing nonfiction text and writing from evidence. They integrate standards, as well as build character and support students in seeing interdisciplinary connections and require students to demonstrate their learning with completion of complex tasks. Finally, learning expeditions situate the student in the real-world and real-life issues - oftentimes exploring complex issues that center justice and equity. Some excellent examples of learning expeditions at Lighthouse are:

2nd Grade: Pollinators. *What is a pollinator? Why do pollinators matter? Are there pollinators in Oakland? What can we do to help them?* are some of the guiding questions that our 2nd grade students ask as part of their pollinators expeditions. Students do research about pollinators and why they matter by reading a wide range of grade-level informational texts. They also become experts on Oakland pollinators and identify ways to support these creatures in thriving in Oakland. This expedition is an exemplary Lighthouse K-5 expedition because of its combination of rigorous ELA (built off of an EL Education Module), strong development of scientific concepts around ecosystems and interdependence, and local relevance. Lighthouse is on the cutting edge of “expeditionizing” modules – taking high-quality ELA modules and localizing them for our East Oakland Context.

4th Grade: Animal Defenses. *How do animals’ bodies and behaviors help them survive? How can writers use knowledge from their research to inform and entertain? Are the* guiding questions that our 4th graders ask as part of their Animal Defenses expedition. In order to build proficiency in writing an informative piece, while examining the defense mechanisms of one specific animal about which they build expertise. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. With their new knowledge about animal defenses, students apply their research to write a narrative piece about their animal that incorporates their research. The narrative takes the format of a choose-your-own-adventure book. 4th graders plan, draft, and revise the introduction and two choice endings of their narrative with the support of peer and teacher feedback. Families are invited to the school at the end of each semester for a Celebration of Learning Expedition, where students present their work and showcase the multi-step process of scientific learning.

7th Grade: The Impact of Gun Violence. In 2016, when one of Lighthouse’s students was shot, middle school teachers responded with a three month integrated study of gun violence in our community. The study has expanded and now become an anchor expedition at Lighthouse. In Humanities, students study the Second Amendment, Bill of Rights, and modern-day gun control arguments. Anchoring in a variety of grade level texts, the expedition culminates with students writing a narrative of their experience with gun violence, and participating in Socratic Seminars arguing opposing viewpoints on gun laws. In Math and Science, the

study continues with an examination of the changes in gun technology over time and dive deeply into proportional relationships and algebraic concepts. The expedition includes multiple guest speakers, including victims paralyzed by gun violence and a mother that lost her young son. In partnership with [Vision Quilt](#), a national organization dedicated to the ending of gun violence, students prepare for and participate in an art show that brings attention to gun violence in our community. The long-standing nature of this critical expedition has resulted in teens (now enrolled at Lighthouse High) representing Lighthouse in a national forum on gun violence. Most recently, a Lighthouse 10th grader was featured at the online Mayor's Town Hall on Youth Activism in Oakland in August 2020.

### **Student Engaged Assessments**

Students become leaders of their own learning by tracking progress towards standards-based learning and character targets, setting goals, revising, and reflecting on growth and challenges. Together with their teachers, students regularly analyze data and present evidence of their achievement through Celebrations of Learning and Student Led Conferences.

The process of involving students to be engaged in their assessments begins with specific lesson elements that all teachers include in their lessons. First, learning targets are written in kid-friendly language and unpacked at the start of each lesson. This way, students begin to grapple with what they are learning and answer questions about how they will learn it. Next, teachers are asked to include daily checks for understanding that ensure students are working towards standards mastery.

In addition to traditional methods of assessment such as the SBAC, students and teachers track progress on standards-based learning targets, as well as regularly analyze qualitative and quantitative achievement data that demonstrate mastery of skills and knowledge. A few examples of student engaged assessment at Lighthouse include:

- Student led conferences during which students reflect on their quarter's growth on standards and set goals for the next quarter
- End of Year Passage during which students demonstrate their readiness for the next grade level through a complex presentation of student work
- Weekly academic/Habits of Work and Learning (HOWL) reflections
- Daily exit tickets to check for understanding

### **Making, Arts, and Design**

This class is one of the founding pillars and most unique elements of our K-12 program. Students have an opportunity to think and design like Makers, and engage in design thinking by engaging in various projects that include exploration with motion in marble mazes, circuits and LEDs, to origami radial symmetry designs. MAD learning is almost always integrated with the learning expedition of the grade level at the same, deepening student connection to the content and expanding how they can demonstrate their mastery of the skills and knowledge. Before SIP, students created portraits based on their identities using multiple media.

### **Culture & Character**

#### ***Crew***

The heart and soul of Lighthouse's culture is found in our school's Crew (Advisory) model. School leaders and teachers deeply engage in the vision of Crew as the key driver for our school's community. Crew is the

structure - K - 12 - in which students are known well. It is their “home base” for school - the classroom structure in which they build community, set goals, and share who they are. Crew is often a student driven structure, giving students a great deal of agency in the life of the school. Crew leaders are the primary liaison to family members, creating an important family-school bridge.

Our primary goal is that all students at Lighthouse are known and well supported by at least one caring adult. Our structure for developing and supporting this relationship, and supporting students socially, emotionally, and academically, is crew. At crew, teachers plan for intentional academic progress monitoring and character development by encouraging students to build positive connections with their peers and their crew leader.

Crew leaders also strategically plan crew to address and assess these multiple goals. Crew is a required class where students meet for a minimum of 30 minutes each day.

At Lighthouse, we also provide students with targeted Social-Emotional Learning (SEL) curriculum that’s developmentally appropriate. Our team of teacher leaders have used Toolbox, Second Step, and Zones of Regulation to develop a SEL curriculum that is tailored to teach students conflict resolution, self-regulation, and prosocial behaviors.

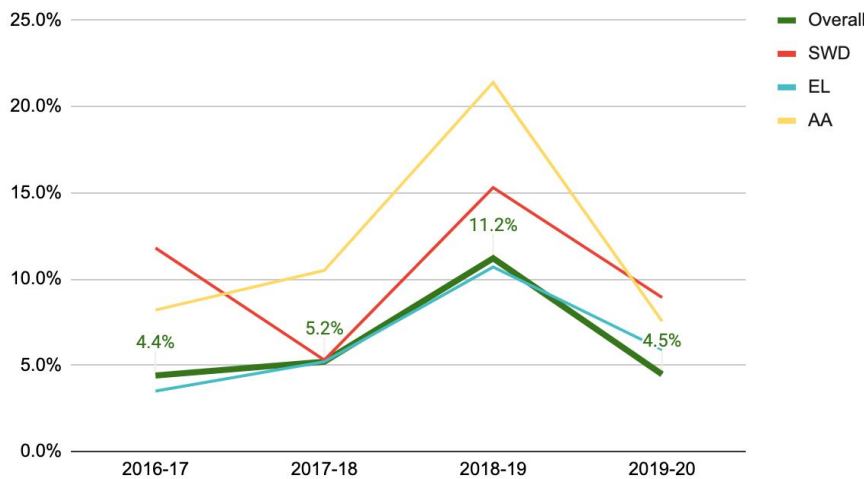
Other examples of important lessons and activities that take place in crew:

- Preparing for student-led conferences and Expos of student work
- Goal setting and reflection on Habits of Work and Learning (HoWLs)
- Explicit Social-Emotional Learning such as how to have restorative conversations, how to regulate one’s emotions
- Explicit cultural and antiracist learning, such as how to connect across difference, how to use anti-racist frames, and identity work celebrating Black and Brown excellence (crew focus on Latinx Heritage Month, Black History Month)

### ***Restorative Justice***

In alignment with our core values of love, social justice, agency, community, and integrity, Lighthouse seeks to support students in peaceful resolution of conflict and harm through the use of Restorative Justice. We believe that simply punishing students for conflicts or harm is only paving the way to the school to prison pipeline. Rather, we spend time giving students the agency, words, and tools to solve their own problems. Restorative Justice is used with all stakeholders, including families and adults within the school. The Lighthouse commitment to Restorative Justice is paying off with a sharp decline in suspension rates overall, but we know we must do more to counter the disproportionality of suspensions that we see for African-American students and Students with Disabilities. Our commitment to naming patterns of disproportionality in student referrals, coaching and feedback for teachers who need support with discipline, and increased home-school connection with students who are being referred for behavior in class are a part of the solution of addressing this issue.

Suspension Rates



### Professional Development to Support Quality Instruction

A key tenet of our school model is ensuring our teachers have the skills, resources, and time to grow in their practice. There are several ways in which we develop our teachers and staff. The responsibility of growing teachers is shared among all leaders.

- **Weekly Professional Development.** Led by school principals and Instructional Leadership Team (ILT) members, weekly PD follows an arc that supports teachers to internalize curriculum, look at student work, dive into data, and plan for quality instruction that is differentiated for students.
- **Instructional Rounds,** led by the Instructional Leadership Team, Grade Level Leads. Monthly rounds inform and support the PD of leaders and teachers by identifying areas of strength and growth across the school.
- **Inquiry Cycles.** The inquiry cycle is a research-based framework that effectively informs our approach to developing our teachers' instructional practices and/or pedagogy. The phases of this cycle are: Analyze Evidence, Determine A Focus, Implement & Support, and Analyze Impact.
- **Coaching.** Principals and Assistant Principals meet with teachers regularly to support their development as practitioners. They may debrief observations, watch videos, plan lessons, look at data, and create action plans for continuous improvement of teaching practice.
- **System-wide Professional Development.** Across LCPS, quarterly PD focuses on curriculum internalization, expeditionary learning practices, and anti-racist education practices.

### Other Notable Instructional Model Elements

#### *K - 12 Continuum*

Lighthouse K8, in partnership with Lighthouse High School, offers students and families a unique K-12 model that provides consistency, community, and care throughout a student's educational career. Coupled with our status as an EL Education school system, students become leaders of their own learning throughout their K-12 experience. Lighthouse K8 is able to redefine student achievement in diverse communities like East Oakland because of its K-12 model, fulfilling our school goal that LCPS 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 world.

### ***Extended Learning & Enrichment Programs***

Students at Lighthouse are able to engage in enriching and supportive after school programs that are a combination of homework help and enrichments, such as sports, cooking, making and the arts. It provides a safe place for students to be after school and is staffed by graduates of Lighthouse High, Oakland Natives, and BIPOC.

## **2. Areas of Success**

### **Describe any unique areas of success beyond traditional academic measures.**

At Lighthouse K8, our student body has demonstrated success in unique areas that are beyond traditional academic measures. As an EL Education School, we have embraced an expanded definition of student achievement that includes

- Mastery of knowledge and skills (standards-based mastery)
- Crew which intentionally creates a community of learners focused on both increased student belonging and development of college-ready academic skills
- High quality work, which is a focus on creating masterpieces that are reflective of the structures, content, and content expertise of professionals in the field.

These dimensions of student achievement allow us to gain a fuller picture of our students' readiness for entering the 21st century workplace in which intellect, collaboration, and quality work are the hallmarks of success.

Student led conferences, EXPO and Passage are just a few ways that students demonstrate mastery of knowledge and skills beyond what schools traditionally expect for students. In student led conferences, students lead their family and teacher through a portfolio of high quality work in order to discuss growth and goals for the remainder of the school year. Unlike traditional parent-teacher conferences, students facilitate the meeting from start to finish, giving students ownership over their learning, as evidenced by deep understanding of content standards, awareness of performance relative to state standards, metacognition about learning processes, and speaking skills to engage families and community members. Using their ever-deepening self-awareness, students set goals in all three dimensions of student achievement.

During EXPO, Lighthouse students participate in a culminating classroom experience that is a celebration of their learning, which offers students an opportunity to share their knowledge and skills; and present their high quality work as a community of learners. Students present high quality work that has gone through multiple revisions, and EXPO serves as a public exhibition of student learning in academics and the arts that feature student work and students reflection on learning. Every two years, our scholars engage with a process called Passage, where students present portfolios of their growth



over time to a group of community stakeholders. These processes go hand in hand with Lighthouse's mission, which is to prepare a diverse K-12 student population for college and a career of their choice. Foundational experiences that build community and character among students, teachers, and families are another key component of the Lighthouse educational experience. Each year, fifth graders embark on an overnight camping trip to begin their middle school experience. In other grades, students participate in fieldwork that is closely connected to the learning that is occurring in classrooms and rooted in the Oakland community. Each unique experience creates space for students to apply knowledge they gain in class to their community context, which enriches and deepens the learning inside the classroom.

### **Expanding Enrichment Programs**

We strive to provide students access to enriching experiences that expand their minds and hearts, challenge them to pursue their passions, and support their self-discovery. To that end, we have maintained several partnerships and programs that meet that goal.

**Growing Sports Program:** Lighthouse K8 offers middle school students an afterschool sports program that enriches their social emotional experience, while supporting their physical health. Our student athletes demonstrate increased attendance, attend team tutoring programs for extra support in academics, and develop impactful relationships with staff and fellow student athletes.

**Black Male Mentor Project:** Brother-to-Brother is a nonprofit 501-c (3) organization and a community self-help program of Black men who are highly successful in their own right, having navigated and succeeded in the education systems at all levels. These mentors are partnered with Black male middle-school students to increase their sense of belonging in academia and provide them with tutoring and activities to support their well being and development.

**Girls Who Code:** Encouraging our girls and young women across K-8 to become future engineers, the Girls Who Code program provides a safe place for our female students to develop sisterhood around a love for math and science.

**Vision Quilt:** Lighthouse Middle School has a multi-year partnership with Vision Quilt that, in conjunction with our Gun Violence Expedition in 7th grade, empowers our scholars to create their own solutions to gun violence in Oakland. The outlet of art, combined with dialogue about the impact of gun violence, has been a unique annual experience in our 7th grade classrooms.

**Vida Verde:** Lighthouse has a long history of partnership with Vida Verde, an overnight outdoor education camp. As a cornerstone community building excursion for our 5th grade students, Vida Verde gives our students a three day, overnight outdoor education experience that builds character, camaraderie, and independence. Students discover their courage and practice leadership skills as they hike through California's redwood forests, milk goats, and cook meals as a team.

**Challenge Day:** Annually, our middle school students participate in Challenge Day, a day-long interactive program that challenges students to build connection through vulnerability, and supports resiliency and healing. Students report that Challenge Day gives them a deeper understanding of who their peers are and forges connections and a sense of belonging in their grade level community.

## Increasing Teacher Diversity

Lighthouse has made a concerted effort to diversify its teacher and administrative teams, to reflect the students it serves. Through more inclusive and intentional recruiting and hiring practices, Lighthouse's teacher diversity has increased from 23% Black and Latinx (35% overall teachers who identify as People of Color compared to 65% White ) in 2016 to 32% Black and Latinx (58% overall teachers who identify as People of Color compared to 42% White; note that all staff who are currently in the "Other Race or Missing" category identify as Mixed Race and as a person of color) in 2020. Our administrative team including our principal, assistant principals, and dean of students is composed of 75% Black and Latinx leaders and 50% are also Spanish bilingual. A partnership with the Alder Graduate School of Education that started in 2019 has created a robust pipeline of teachers of color who represent the students and communities we serve and are readying for the classroom in an innovative residency model. Of Lighthouse's 2020 Alder residents, 100% (4 total) are Black and Latinx and 50% are Spanish-bilingual. One particularly beautiful story is that of Sam Carter, a current Alder resident. Having grown up in foster care, Sam came to Lighthouse when he was 17, but only had enough credits for 9th grade. Sam persisted, graduated from Lighthouse in 2012, graduated from CSU Northridge with a BA in Africana Studies. Now, Sam is back in Oakland, earning his teaching credential and Master's Degree with plans to teach at Lighthouse upon completion of his Alder residency this year.

## Pandemic Response

When the pandemic required schools to be closed, Lighthouse went into high gear ensuring student learning would not be disrupted. A few highlights of spring include:

- Distributing chromebooks to ensure 1:1 technology at home
- Purchasing and distributing hotspots to ensure every student had access to the internet
- Distributing about 5000 meals weekly to our students
- Redistributing \$130,000 of donations to over 450 LCPS families to support those with lost wages
- Distributing weekly work packets
- Setting up a tech hotline of support and office hours for families in need
- Getting classes online for synchronous learning
- Hosting drive-through step-up ceremonies to support continuity of joy and accomplishment
- Frequent surveying of families to understand their needs and get their input on return to school

Now, in the new school year, even more distance learning supports are in place including:

- Use of the innovative, mastery-based learning management system, [Altitude](#) to monitor work completion of grade level standards work
- Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of instruction per day range from 210 minutes across grades K - 5 to 240 minutes for grades 6 - 8.
- Daily crew meetings via zoom to provide connection and community building
- Weekly teacher/family check-ins via text, call, or zoom
- Home delivery of technology and food as needed, as well as weekly meal distributions on site.

- 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)
- Ed specialists are partnering with families to design supportive distance learning plans for their children with IEPs, including setting up visual schedules and co-writing social stories
- Mental health and counseling to 8.7% of our students

These supports have resulted in about 95.7% ADA across grades K - 8; More than 90% of students and families having a parent/teacher conference in the first two weeks of school.

### 3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

At Lighthouse, we believe that our schools must represent the rich diversity of Oakland’s East Region. To that end, we use several strategies to ensure we enroll a diverse student population, but have room to grow to ensure our students reflect the diversity of East Oakland. Over the course of the charter term, the K - 8 has averaged about 500 students per year. Each year, LCCS enrolls between 70 - 80 students: 52 in Kindergarten, about 8 in 6th grade, and 14 in 7th grade.

Recently we added a preference to our enrollment priorities to students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located. This preference will increase the chances of families who are living in the immediate areas of where we operate. It is also the two areas where the city population is diverse with different ethnic groups specifically Hispanics and African Americans families at the top of those groups.

Our commitment to East Oakland families is evident in our strategic outreach to local churches, libraries, community centers, and small businesses. Connecting them to our school and to the families we serve is emblematic of our commitment to building a stronger community together.

Student diversity of the past five years is below.

Ethnicity	16-17	17-18	18-19	19-20	20-21
Latino	84.2%	82.8%	82.9%	82.4%	83.5%
African-American	9.1%	8.9%	9.8%	10.3%	8.6%
Two or More	1.2%	1.8%	2.2%	1.8%	2.2%
API	1.9%	1.4%	1.3%	1.4%	1.2%
White	3.5%	3.2%	3.5%	3.8%	3.1%
American Indian	0.0%	0.0%	0.0%	0.2%	0.2%
Unknown	0.0%	1.8%	0.2%	0.2%	0.9%

Of those reporting, “two or more races,” most of them are Black/AA + another race, putting students that identify as Black/AA at 9.6% for 2020-21.

If we compare ethnicity data<sup>1</sup> of Lighthouse to 18 comparison schools<sup>2</sup>, Lighthouse has room to grow in reflecting the Latinx and African-American populations.

In 2019-20, we made a bolder effort to ensure that we serve African-American students by changing our admission preferences. While we were able to get those preferences changed in time for our lottery, because most Lighthouse students enter in Kindergarten, we know it may take up to five years for that preference change to make a significant difference across the entire school’s demographics.

Ethnicity	Lighthouse 19-20	Avg Comparison 19-20
Latino	82.4%	75.2%
African-American	10.3%	15.8%

Over the course of the charter term, other notables in our student diversity<sup>3</sup> include:

- Increase in percent of English Learners from 45.5% to 50.2%
- Increase percent of Students with Disabilities at 11.1 to 12.2%
- Increase in percent of low-income students from 81.9% to \*\*%

### Recruitment Strategies

Because we are committed to continuing to ensure that our student population reflects the community in which we are located. We take a very grassroots approach to recruitment which means walking the neighborhood, recruiting from locations where families are, home visits, and supporting families through the application process with technical and relational support from our family liaisons and front desk staff.

Lighthouse has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Distribution of enrollment and recruiting information in local newspapers, online news sources, and social media.

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<sup>1</sup> CDE Dataquest

<sup>2</sup> Brookfield, Madison Park TK - 5, Madison Park 6 - 12, Greenleaf, Global Family, Reach, Elmhurst, New Highland, Esperanza, East Oakland Pride, Encompass, Korematsu, Acorn, Frick, Coliseum College Prep, Urban Promise Academy, United for Success Academy, Markham Elementary

<sup>3</sup> CDE Dataquest

- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest.
- Outreach meetings in local churches and mosques, laundromats, community centers, grocery stores, and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies such as clinics and mental health providers that serve the various racial, ethnic, and interest groups of the district.
- A yearly self-evaluation process in order to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

### **Future Plans to Serve Special Populations**

Lighthouse is a willing player in the effort to serve every student in Oakland. We will do our part to recruit and retain a student population that requires more services and resources. We are all in, in Oakland.

#### *A Focus on Unsheltered and Housing Insecure Students*

Oakland's homeless population and families facing housing insecurity was already on the rise. The pandemic and economic crisis it has created has only exacerbated the issues of homelessness in our town. In Oakland, since 2015, the homeless population, many with families, has doubled.<sup>4</sup> To that end, Lighthouse is committed to seeking out and wrapping around homeless and housing insecure families. In partnership with local community organizations, we will target families who are housing insecure in our recruitment efforts. We are proposing a change to our admissions process to accommodate unsheltered families outside of the typical admission process requirements. We will be building out and bolstering our current infrastructure to provide additional mental health and basic needs support to our unsheltered students, as well as improve the services we provide to unsheltered families. We are exploring partnerships with the OUSD McKinney Vento office, the East Oakland Collective, Moms 4 Housing, and Community Education Partnerships to expand our services to unsheltered and housing insecure families and students.

#### *Increasing AA Student Population*

At Lighthouse, our current African American student population is 8.6%. According to the East Oakland Initiative's Community Plan, Lighthouse's neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35% and we must do more to increase our African-American student population. As stated above, we've made changes to our admissions preferences that will allow more black students to be admitted. While recruitment is key, an additional factor that is of the utmost importance is whether or not our students feel that Lighthouse is a place where they feel a sense of belonging. Over the past few years, we have increased affinity spaces for African American students ranging from a mentoring program for students to the development of the Black Student Union. These will support students' sense of belonging. In addition, a critical area of focus has been on the hiring and retaining teachers of color, particularly black teachers and leaders. We are proud that we have increased our overall teacher diversity.

### **Students With Disabilities (SWDs)**

<sup>4</sup> <https://www.salon.com/2020/06/14/with-affordable-housing-already-scarce-oakland-is-poised-for-a-post-pandemic-homelessness-boom/>

Since opening, we have grown the special education population we serve from 11.1% in 2016 to 12.2% in 2020. 76% of our students qualify with mild-moderate disabilities and 14% of our students qualify with moderate-severe disabilities. We continue to increase our enrollment of students with disabilities and now have a higher percentage of students with disabilities enrolled at Lighthouse than our surrounding district, which as of December 2018, OUSD's SPED school-aged population was 13.5%.<sup>5</sup> See below (serving special populations section) for a more thorough breakdown of the types of special education students we currently serve.

### **English Learners**

Over the course of our charter, the percentage of English Learners has increased from 45.5% to 50.2%. We will continue to strengthen our EL Learning program so that the progress our students make attracts English Learner Families. As always, we will continue to publish our recruitment materials, as well as host recruitment meetings, in both English and Spanish.

## **4. Student Engagement**

### **Are there opportunities for students to be involved in decision-making and the governance of the school?**

Student Council is a structure that holds space for student voice and decision-making. Students identify needs that will support them to have a greater sense of belonging, increased academic engagement, and elevating more joy in the classroom. These ideas are prompted by our organizational commitment to position our students as changemakers. Over the past five years, our students have advocated for more culturally reflective uniforms and created and selected a new uniform shirt. They have designed engaging learning experiences that deepen student learning like Pi Day, and they have taken ownership for increasing student joy by surveying and designing student culture experiences like Middle School Madness and spirit week. Most importantly they have taken ownership for the student culture experience of our school and created action plans to respond to challenges like bathroom graffiti.

### **What is an example of a change you have made to the school based on student feedback?**

Middle school students have a new uniform shirt design that we will launch when we return from distance learning giving students a sense of ownership and belonging at our school. We have included student voices in the design of all student culture events, and they are a part of our rituals and traditions. One of the most important was that we have involved students in decision-making through our cycle of student engagement survey, staff reflection, and community goal-setting. Through this process, students elevate for educators the presence and quality of creating a culture of academic excellence and support. Each teacher reflects and shares with students changes in practice they will make to increase engagement and academic performance, and these action plans are implemented in services of creating greater access to impactful instruction. Most recently, a focus group of middle schoolers were convened to give feedback on the proposed distance learning schedule. The input of the students informed a full day of synchronous work was the best approach for a return to school in August 2020.

<sup>5</sup> CDE DataQuest, Special Education by Age & Disability for Oakland Unified

## 5. Family engagement

Family engagement is a cornerstone of Lighthouse's design for several reasons. We believe that parents are the child/youth's first teacher and know their child best. They are partners in the work of educating their child and we have several formal and informal ways to engage them. In addition, we believe that our school is strengthened by the diversity of voice and input that our families bring. Their input has made our school better over their years and whenever possible, we involve them in the decision making that affects their individual child and the school. Several staff members send their own children to Lighthouse, a testament to the quality and connection of our community. Engaging families is everyone's job at the school, but Lighthouse also has a Family Engagement Coordinator who helps to coordinate and support parents from recruitment to leadership opportunities.

Lighthouse Families have several ways to get involved in school.

- **Engagement with Students Learning**

- *Quarterly Student Led Conferences (SLC):* At the end of each quarter, students facilitate - from start to finish - a conference with their parent/guardian and their crew leader to review their progress. These conferences include the review of students grades and achievement, as well as reflection on goals for the quarter, as well as connect to their work habits and life interests. Preparation for a student-led conference creates an authentic purpose for good organizational and communication skills. The structure builds students' sense of responsibility and accountability for their own learning, and it helps to hone their understanding of what it means to meet learning targets. SLCs are not only a key family engagement practice, but are also a key component of student engaged assessment.
- *EXPO of Student Work:* Twice a year families are invited to participate in EXPO. This is an evening where our students share their work from the semester. Another form of authentic, student-engaged assessments, students prepare demonstrations, display process boards, give speeches and performances. Family members are the key audience for these energetic and lively displays of learning grades K - 12.
- *Passage:* In Kinder, 2nd, 4th, 6th, 8th and soon to be 10th, and 12th grades, students complete a rigorous passage process that their families attend in order to demonstrate their readiness to move on to the next stage in their academic careers. Family members form a part of the "passage panel" that discuss, critique, and weigh the academic evidence the child's performance on grade level standards. Students often discuss their standards-aligned portfolios of student work and their hopes for their future.

- **Engagement with School Leadership**

- **Coffee Tuesdays:** Every Tuesday morning, parents are invited to attend a meeting with our Family Liaison. Each week there are different topics and presentations including monthly updates from school leaders. Topics range from how to understand your child's report card to the importance of attendance, to building community across difference.
- **Evening Parent Meetings:** Throughout the year there are several meetings around important topics for particular grade levels such as school culture, diversity and inclusion, and local political engagement.

- **Parent Leadership - Parents in Action**

- **Parents in Action** is a group Parent/Grandparent/Guardian Leaders who meet monthly to discuss internal school topics, build & learn leadership skills, plan events, and discuss external charter school movements. Everyone is welcomed to come to any meeting as it is open to all parents every month. Parents can attend either the morning session at 8:45am or evening session at 6pm. Meetings take place on the first Thursday of the month.

### **Family Monitoring of Student Progress**

Lighthouse provides several ways for families to closely monitor students' progress.

- **Crew Leader** - The crew leader provides a primary point of contact for families; the crew leader is the family liaison to other teachers in the community. They are the first ones to contact with concerns and they serve as a connector and advocate for students and families.
- **Parent View of Lodestar's Learning Management System.** Lighthouse uses Altitude, as its online Learning Management System (LMS). Altitude, originating from the innovative Alt School model, supports K - 12 students to complete work and master grade level standards. The parent portal will allow parents to see completion and mastery for their individual student. (in progress)
- **Quarterly Student Led Conferences** (See description above)
- **Progress Reports** - The school sends out mid-quarter progress reports to parents and families so that they can see how students are doing in real time, between SLCs.

### **Communication with Families**

Communication with parents is essential. Information is like oxygen in a system. There are many ways we communicate with families so they have the information they need, when they need it. Formal and informal communication methods exist ranging from quarterly student led conferences, weekly coffees, to weekly newsletters, ongoing texts and messages via Aeries' SignalKit, and more informal methods like Facebook and Instagram.

### **Family Voice**

Family voice, perspective and leadership is critical to having a strong school community. At Lighthouse, we engage with families to learn about their perspective and to hear their concerns in a variety of formal and informal ways.

- **Annual Survey:** Parents complete an annual survey to provide feedback on our school community in the areas of Connection, Decision-Making, Family Participation, Learning and Assessment, and School Climate.
- **Coffee Tuesdays:** Each week parents during Coffee Tuesdays have an opportunity to connect with our family liaison and school representatives
- **CEO/CAO Listening Sessions:** The CEO and CAO conduct regular listening sessions pushing into Coffee Tuesdays to hear concerns, ideas, and accolades directly from families

Families have multiple ways to express concerns, too, when they arise. First, our leaders (including school site and systems level leaders) and teachers have an open door policy and respond to parent calls or emails within 24 hours. Also, they freely give out their cell numbers and text frequently with parents. Should parents still not feel comfortable expressing their concern directly to a leader or teacher, each campus has a Family Engagement Coordinator whose job it is to field and direct parent concerns as needed.



### Family Decision Making & Governance

- **LCAP Feedback**

One way parents engage in decision making is through their contribution to the LCAP planning process. They provide feedback on areas for improvement and offer their assessment of our school's program.

- **Participation on hiring committees for school leaders**

Parents play a key role when we are hiring leaders for our school community. Parents provide key input on the qualities they would like to see in candidates that are used by the hiring committee during the hiring process. In addition, parents can be members of the hiring committee or participate in the day of hiring interviews.

- **School Committees**

Parent leaders participate in monthly meetings to build community and support the work of the school. Last year, a school culture team supported a model redesign in the K - 5 and a playground committee worked to host fundraisers to support the building of the playground.

### Examples of Changes Made Based on Family Feedback

Parent feedback has resulted in many changes at Lighthouse including:

- Parent feedback on the quality of school lunches led to a change to the meal program provider and parents were actively involved in the selection process.
- Parent Tech Workshop Classes as a response to parents' tech needs.
- Parent feedback via focus groups on the proposed "return to school" distance learning schedule led to important decisions about the synchronous vs. asynchronous schedules for grades K - 4
- As a part of our anti-racist commitment, Coffee Tuesdays last spring and this fall (online) are supporting a predominantly first-generation, immigrant parent population to explore and dive deeply into the Black Lives Matter movement. Parents have asked for more time to understand common anti-racist definitions and take action.

## 5. Teacher engagement

Sharing leadership and decision-making with teachers and staff is an integral part of the school's vision and is a core practice of exemplary EL Education schools. Teachers have several ways to be engaged and share their voice and perspective on issues that impact the school community. These opportunities are both formal and informal.

### Formal Engagement

- **Instructional Leadership Team (ILT) & Culture Team:** There are two decision making bodies that support the continuous improvement of the school community.
  - The Instructional Leadership Team (ILT) is comprised of departmental/instructional leaders. They plan PD, look at student data, and give voice to teacher concerns and ideas. The Culture Team which is composed of grade level leads and administrators designs crew lessons that include academic routines, habits of work and Learning, and Social Emotional learning experiences that help children develop a love of school and strong sense of belonging.

- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on their experience at Lighthouse. In January, teachers complete Gallup's Q12 Survey and provide feedback on their experiences in the workplace. They also provided feedback on critical areas such as the quality of facilities, technology and operations of the school community. In April, teachers complete a survey that draws on the Insight Survey published by TNTP. They also provide feedback and input on areas that directly impact teaching and learning, including professional development and instructional quality of the school through the EL Education Implementation Review (IR) process.
- **DEI Survey:** All staff, including teachers, complete a DEI survey annually to assess how well we are as an organization supporting diversity, equity, and inclusion in the school and workplace.
- **360 Feedback on Leadership (Principals, Assistant Principals, Deans):** Annually, as part of the principal evaluation process, staff members can provide feedback on their principal via the Leadership Challenge 360 Tool. This data is processed with the Principals' manager and used to set goals for their continued growth and development.

#### Informal Engagement

- **Bi-weekly meeting with manager:** All teachers have bi-weekly meetings with their supervisor (Principal, Assistant Principal, Dean, Director) who supports them. These are opportunities that provide direct access to leaders and enable staff to raise concerns, get support and ensure their questions are answered. Teachers who are in their first year receive weekly coaching support.
- **Grade Level & Department Configurations:** Teachers meet weekly in grade level and departmental configurations to plan, collaborate, and problem solve.
- **CEO Office Hours:** On a quarterly basis the CEO holds an open office hours session on campus and provides lunch. These are completely open forums for teams or individuals to share whatever is on their mind. They are often where some of the best ideas for school improvement originate.
- **Teacher Focus Groups:** We've held scheduled teacher focus groups to provide teacher voice and input on changes in programs related to teacher compensation, our annual calendar, our teacher evaluation system, and other academic programs.

#### What is an example of a change you have made to the school based on teacher feedback?

Teacher feedback has contributed to several positive changes at Lighthouse. Most recently, teacher input was used to make the decision to shift away from a long-time practice of looping at Lighthouse. Teachers weighed the pros and cons of the shift and determined that mastering the curriculum of the grade level (as opposed to mastering two years of curriculum) outweighed the benefits of looping. A decision as significant as this can only work when teachers are behind the idea!

## 6. Performance of Key Student Groups

In this section of the performance report, we will address five key student groups.

1. English Learners
2. Students with Disabilities
3. Students in need of remediation
4. Advanced Students performing above grade level
5. Other Groups we are paying attention to: African American Students

In our next charter term, we will be deepening our commitment to serving unsheltered students. When we come before OUSD in 2025-26, we will have a section on their performance.

We will share data for these subgroups, as well as compare subgroup data performance to the attendance areas of the eighteen schools<sup>6</sup> in which the vast majority of Lighthouse students live. This comparison is done in the spirit of collaboration with OUSD, showing how Lighthouse is contributing to the East Oakland landscape of school options for families. Lighthouse is in the “middle” track for purposes of renewal according to AB1505. We believe this evidence demonstrates we fully understand where we must improve, what are plans for doing so, and how it is in the best interest of Lighthouse students to renew the charter. Even though a Performance Improvement Plan is not required for schools in the middle track, we have developed one and will be working toward its outcomes in the spirit of continuous improvement.

The following tables show how Lighthouse students performed on the CAASPP compared to the neighboring school areas in which Lighthouse students live and the state, as well as how Lighthouse is trending on students scoring proficient on the CAASPP, as compared to the district and state, overall.

**Percent of Students Scoring Proficient - ELA**

- In ELA, Lighthouse outperforms Oakland Schools in our students' attendance areas - overall and by student subgroups, but performs below state averages for most subgroups
- Lighthouse’s African American subgroup performs at the same rate as the state for the same subgroup
- Lighthouse’s African American students proficiency rates are 18% higher than that of Oakland schools in our students attendance areas

	2019 ELA		
	Lighthouse	Average of OUSD Schools students might otherwise attend	State
Overall	35.1%	20.5%	51%
African-American	32.4%	14.0%	32%
Socio Economically	33.2%	20.2%	39%

<sup>6</sup> When Lighthouse students are mapped across Oakland, the vast majority of students live in areas of these schools. Where we show comparisons, it is to these 18 schools: ACORN Woodland Elementary, Greenleaf Elementary, Esperanza Elementary, Madison Park TK - 5, Madison Park 6 - 12, East Oakland Pride Elementary, Brookfield Elementary, Fred T. Korematsu Discovery Academy, Encompass Academy, Elmhurst Community Prep, Global Family, New Highland Academy, Reach Academy, Frick Middle School, Coliseum College Prep, Urban Promise Academy, United for Success Academy, Markham Elementary

Disadvantaged			
English Learners	16.1%	6.8%	13%
Students with Disabilities	6.8%	3.9%	16%

**Percent of Students Scoring Proficient - Math**

- In Math, Lighthouse outperforms Oakland Schools in our students' attendance areas - overall and by student subgroups, with the exception of students with disabilities
- Lighthouse Socioeconomically disadvantaged and English Learners subgroups outperform the state rates for the same subgroups
- Lighthouse's socioeconomically disadvantaged students proficiency rates are 16% higher than that of Oakland schools in our students attendance areas

	2019 Math		
	Lighthouse	OUSD Schools students might otherwise attend	State
Overall	32.7%	15.3%	40%
African-American	14.7%	5.6%	21%
Socio Economically Disadvantaged	31.4%	15.4%	27%
English Learners	18.4%	7.5%	13%
Students with Disabilities	2.3%	4.9%	13%

**Trends for Growth as Compared to the State from 2018 to 2019 - Students Proficient**

- In ELA, Lighthouse **saw declines** in student proficiency on the CAASPP overall and in all subgroups from 2018 to 2019
- In Math, Lighthouse **saw increases** in student proficiency on the CAASPP overall and in 3 of 4 subgroups from 2018 to 2019

	ELA			Math		
	Lighthouse	OUSD	State	Lighthouse	OUSD	State
Overall	-2	0	+1		0	+1
African-American		0	+1		0	+1
Socioeconomically Disadvantaged		0	+1		0	+1

English Learners		+2	0		+2	0
Students with Disabilities		+2	+1		+1	+1

### Distance From Met, by Cohort Over Time

The tables below show that our students are making progress in getting closer to standard over their time at Lighthouse.

#### Overall Grade Level Cohort Data

	ELA DFM							Math DFM					
	3	4	5	6	7	8		3	4	5	6	7	8
2019	-41	-48	-58	-65	-30	7		-11	-28	-72	-59	-50	-27
2018	-52	-39	-78	-50	4	-4		-43	-27	-76	-61	-30	-66
2017	-71	-103	-53	-11	-17	-45		-40	-92	-55	-29	-58	-75
2016	-92	-72	-24	-22	-29	-45		-54	-61	-68	-80	-86	-52

### Distance From Met Comparisons - 2019

Below are several charts that visualize where Lighthouse student achievement falls in comparison to the schools they might otherwise attend in OUSD.

This table demonstrates that students who attend Lodestar are closer to meeting the standard than schools that they would otherwise attend, according to Live-Go Data. Across all grade levels, Lodestar is closer to meeting standard.

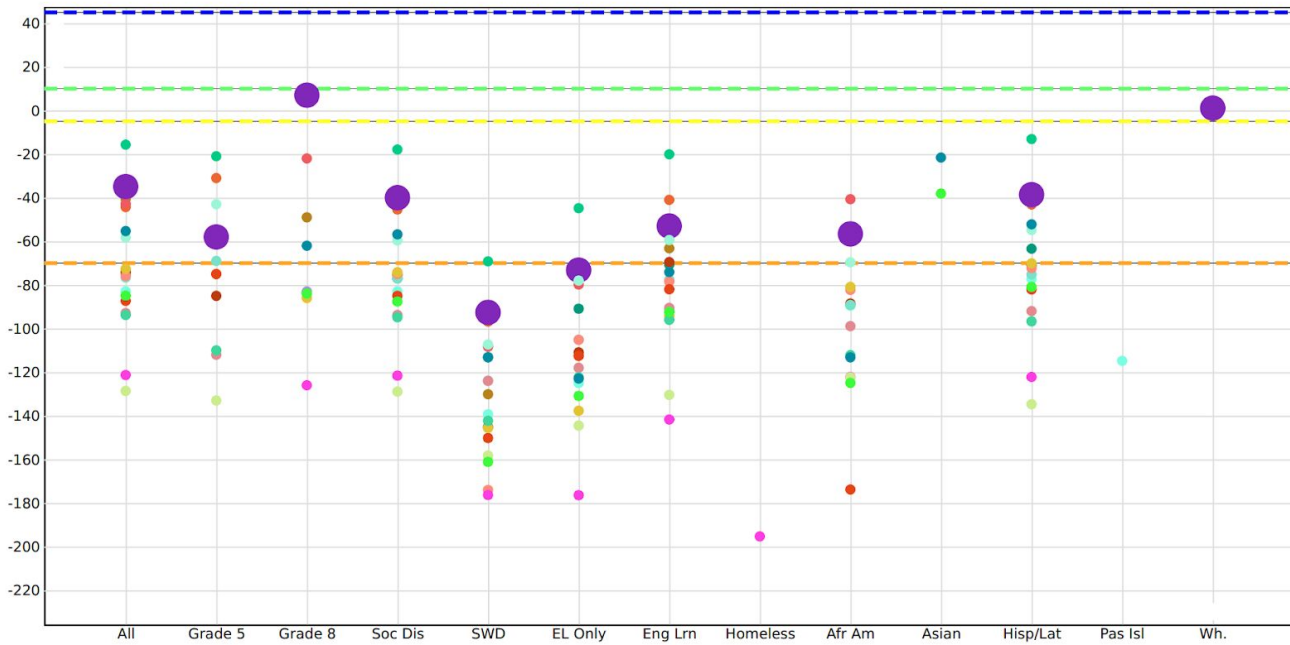
	ELA DFM 19							Math DFM 19					
	3	4	5	6	7	8		3	4	5	6	7	8
LH	-41	-48	-58	-65	-30	7		-11	-28	-72	-59	-50	-27
Live-go schools	-81	-79	-68	-79	-70	-67		-70	-77	-96	-113	-110	-116

### Distance From Met, Comparisons by Subgroups, 2019

Key:

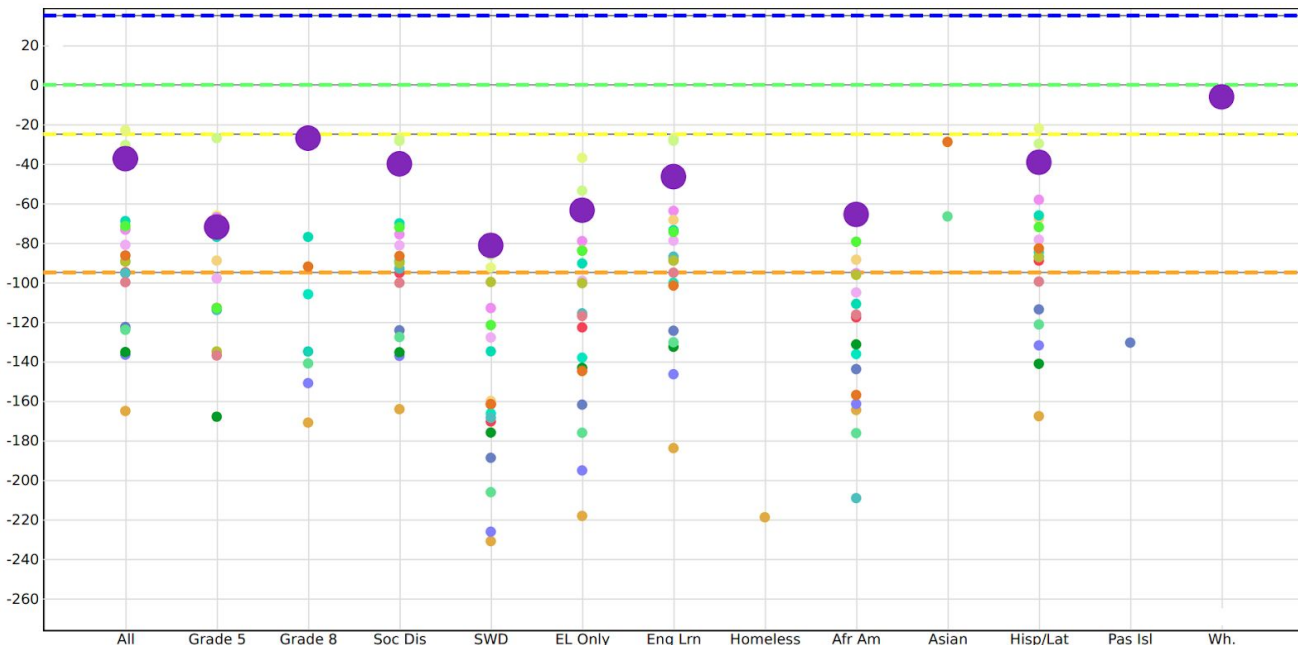
- X access is subgroups
- Y access is Distance from Met (DFM)
- Orange, yellow, and green dashed lines show Dashboard color cut points.
- The large purple dot represents Lighthouse. The other colored dots represent the 18 schools students would otherwise attend.

### English Language Arts: Lighthouse Community Charter



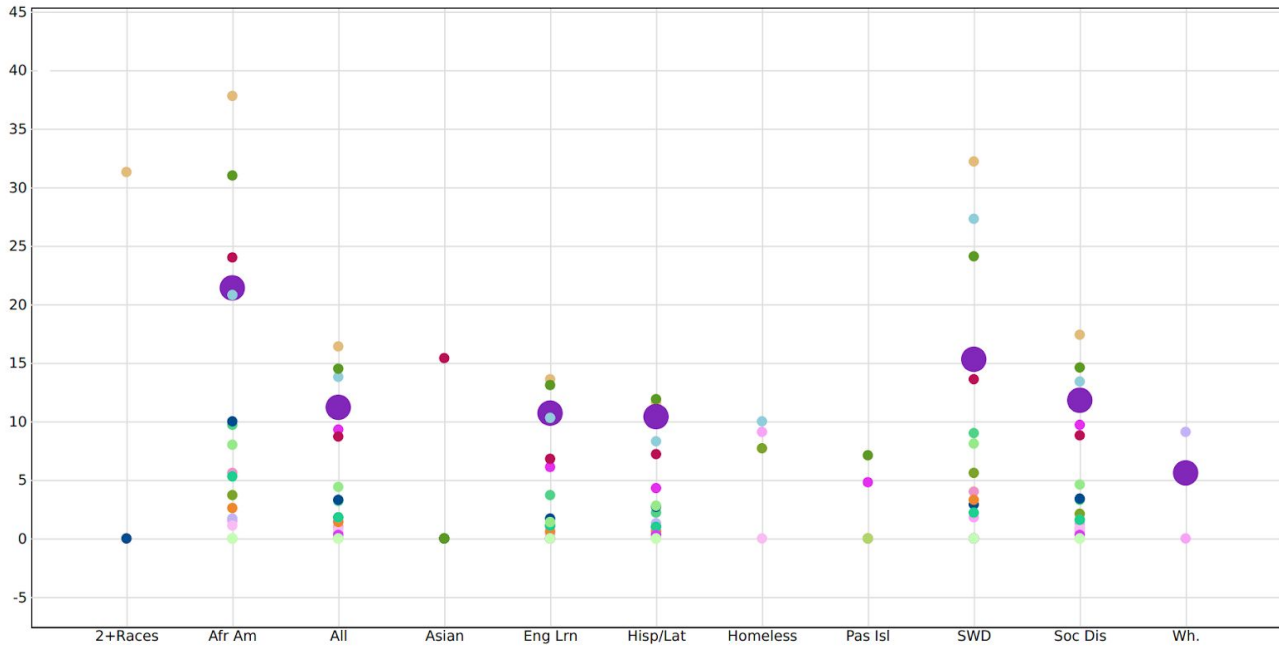
In 2019, Lighthouse was closer to meeting the standard than most other schools in ELA. Lighthouse 8th graders far surpassed other 8th graders; and for African American students and Hispanic students, Students with Disabilities, and socioeconomically disadvantaged students Lighthouse performed at the top or very near the top of the pack.

### Mathematics: Lighthouse Community Charter



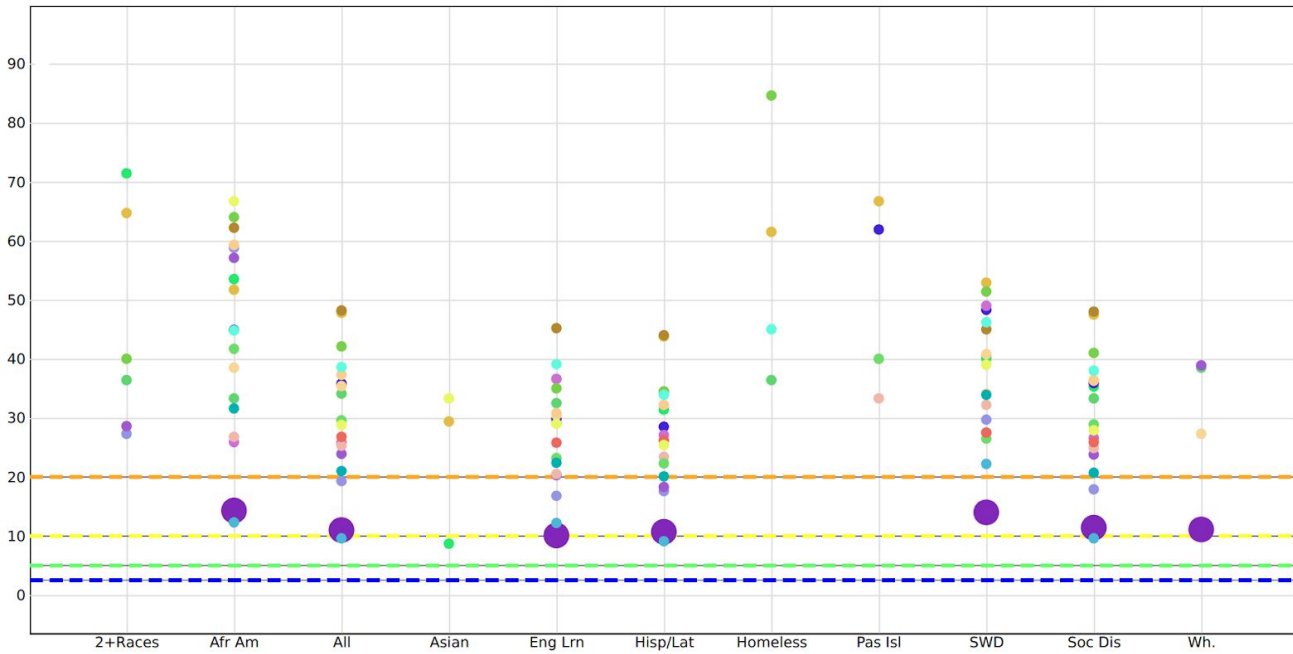
In 2019, Lighthouse was closer to meeting the standard than most other schools in Math. Overall, Lighthouse students far surpassed other schools; 5th and 8th graders far surpassed other 5th and 8th graders; and for nearly every subgroup, Lighthouse performed at the top or very near the top of the pack.

**Suspension: Lighthouse Community Charter**



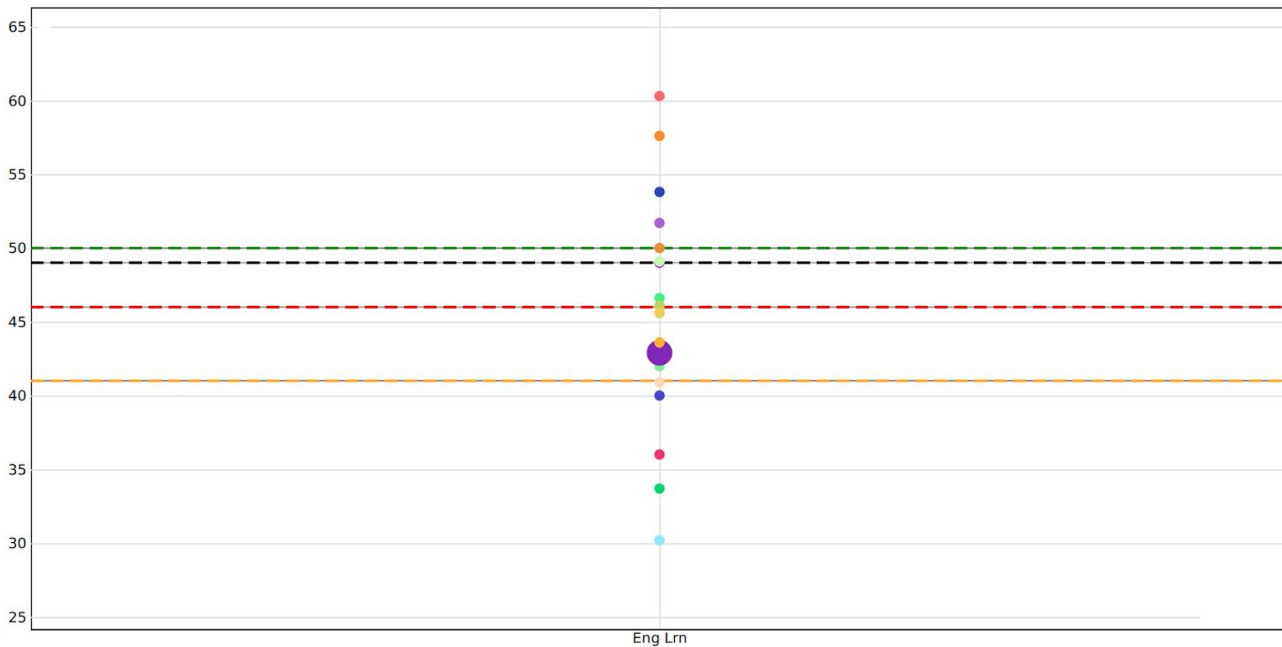
In 2019, suspension rates at Lighthouse were in the midrange of most schools and for some subgroups, suspension rates were higher. In the 19-20 school year, suspension rates plummeted to \*\* overall because of a concerted effort to drastically reduce suspension rates.

### Chronic Absenteeism: Lighthouse Community Charter



In 2019, Lighthouse had the lowest chronic absenteeism rate overall and for all subgroups.

### English Learner Progress: Lighthouse Community Charter



In 2019, Lighthouse English Learners performed in the middle of the pack of Live-go schools. We document below the work we are doing to improve their achievement.

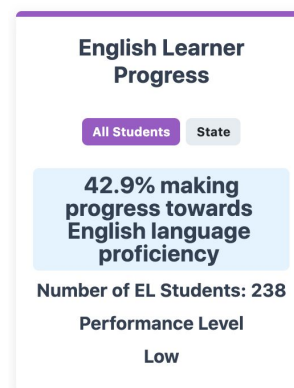
### English Learners



2019 CA Dashboard Status = **ORANGE in ELA (Low performance, maintained)** & **YELLOW Math (Low performance, with Growth)**

Lighthouse's English Learner population has slightly increased over the course of the charter term from 45.5% in 2016 to 50.2% in 2020.

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners' are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate Change. Because only two years of ELPAC data are now available, only Status will be reported for the 2019 Dashboard. In 2019, 42.9% of students were making progress toward English Language Proficiency as reported on the California School Dashboard, putting Lighthouse in the "Low" progress category.



Over the past four years, on average, 10.4% of English Learners have been chronically absent, slightly more than the overall student population of Lighthouse, by 0.7%. In 2019, Lighthouse EL students have the lowest chronic absenteeism of the eighteen schools they might otherwise attend.<sup>7</sup> Over the past four years, 6.3% of English Learners were suspended at least once, at the same rate as the overall student population.

Below is a summary of aspects of our program that are currently working to support our English Learners, what needs improvement and what our planned actions are going forward.

#### What is working?

- We have developed a specific newcomer support plan to include written and verbal translations in all courses
- Teachers utilize a variety of classroom strategies to support language acquisition.
- LH K-8 has hired an ELD interventionist to support teachers and students using a new push in/pull out model.

#### What needs improvement?

- Providing a range of services to support different profiles of English Learners.
- Supporting the development of teacher knowledge of embedded supports for English Learners across content areas; establishing a consistency of approach across classrooms.
- Professional development for instructional leaders to leverage the California English Language Development Standards supporting teachers with differentiation.

#### What are our planned future actions?

- LH K-8 administrative team, along with colleagues at Lodestar, are participating in a year long coaching and change management partnership with Ensemble Learning to better support systematic and research-based ELD programming, which will lead to:
  - Creating a comprehensive, purposeful and systemic rollout of the components of a research-based integrated ELD program.

<sup>7</sup> California Comparison School Report published by CSDC. Published August 18, 2020

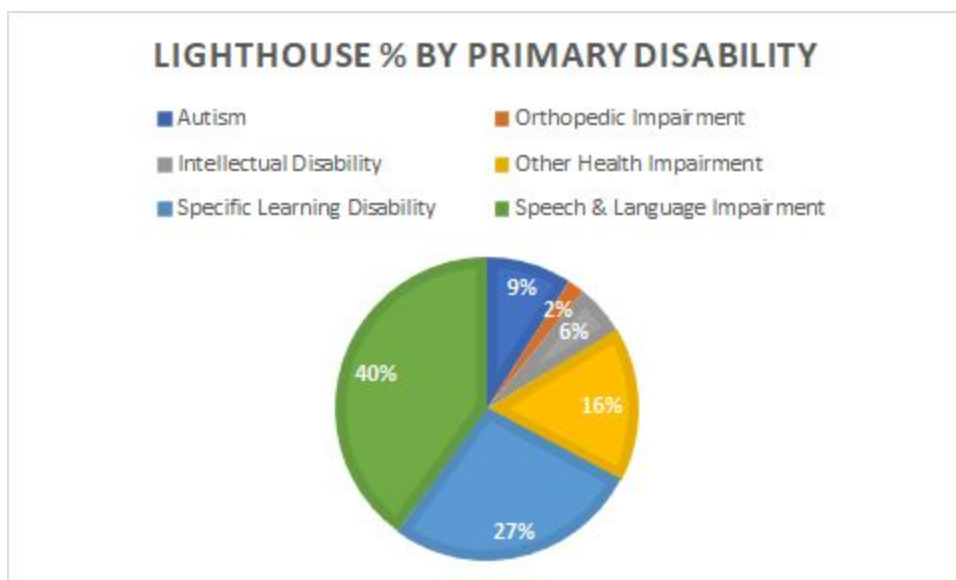
- Strengthening our professional learning on supporting English Language Learners to include coaching, observation, and inputs on research-based practices.
- Developing staff capacity to plan for diverse profiles of educational experience and English Language skills.
- Leveraging time, tools, talent, and technology to provide access to standards-based learning including curricular tools such as books on Audible or online language programs.

**Students with Disabilities**

**2019 CA Dashboard Status = RED for ELA (very Low Performance and no growth) & YELLOW Math (Low performance, with Growth)**

Since opening, we have grown the special education population we serve from 11.1% in 2016 to 12.2% in 2020. We continue to attract students with disabilities and encourage all students, including students with moderate-severe disabilities, that they have a place at Lighthouse. We have developed a range of service plans for the wide range of student needs from cerebral palsy to students and varying ranges on the spectrum. Each of these students have been met with a welcoming and caring staff, a thoughtful created and repeatedly refined individualized education plan, and a community that accepts and respects its diversity. While the culture of our school is supportive, it is hard fought, and we are intensely focused on the academic engagement and performance of our students with disabilities as we hold that this student group may learn differently, they indeed learn.

The following is our current distribution of students with disabilities by primary eligibility category:



There is often a misperception that charters do not serve the range of special education needs. When compared to the most recent OUSD data posted on Dataquest (December 2018), we can see that, overall, Lighthouse is serving a diverse special education population. At the start of the 2020 school year, Lighthouse experienced high enrollment numbers for kindergarteners with speech and language

impairments. This shifted the percentage of students with speech and language impairments significantly.

Disability Type	Lighthouse	OUSD
Intellectual Disability	6%	7%
Speech and Language Impairment	40%	19%
Autism	9%	16%
Orthopedic Impairment	2%	Unknown <sup>8</sup>
Other Health Impairment	16%	11%
Specific Learning Disability	27%	35.8%

Over the past four years, on average 10.0% of students with disabilities have been chronically absent, 0.3% more than the four-year average of the overall student population at Lighthouse. In 2019, Lighthouse students have the lowest chronic absenteeism of the eighteen schools they might otherwise attend.<sup>9</sup> Over the past four years, 10.3% of Students with Disabilities were suspended at least once, 4% more than the overall student population, although overall suspensions for SWDs and the overall population declined by 6.4% and 6.7%, respectively.

Below is a summary of aspects of our program that are currently working to support our Students with Disabilities, what needs improvement and what our planned actions are going forward.

#### What is working?

- Over time, we have also transitioned from relying primarily on an external partnership (Seneca’s All In Program) to bringing strategic services in house at Lighthouse, and we have developed our full-scale in-house model of push-in and pull-out supports to give them access to high quality education. Employing, training, and overseeing our Lighthouse staff has allowed for continuity in personnel for students, in program for our resource specialists, and in improved program conditions for all.
- We have continued to increase the enrollment of students with disabilities, in particular students that qualify with moderate-severe disabilities. We believe this in large part to families seeking an inclusive model of special education.
- Students with disabilities improved their performance on CAASP in math by 9.6 points from 2018 to 2019.
- Lighthouse has a collaboration/consultation model with Resource Specialists and General Education meeting on a weekly basis to discuss individual student’s needs, accommodations and supports to ensure that teachers have the support they need to design an inclusive educational experience.

<sup>8</sup> Most up to date OUSD Special Education data shows there are students with OI, but the number is too small to be publicly reported.

<sup>9</sup> California Comparison School Report published by CSDC. Published August 18, 2020

- Lighthouse has designed a school schedule that allows for a more co-teaching and service provision inside of the general education classroom, which protects students' learning time in math and humanities and supports our mission of designing inclusive, accessible learning experiences.
- Lighthouse has strategically assigned students with disabilities to case managers with expertise in each student's areas of need, and leveraged instructional assistants to increase safety, access, and engagement for all.
- Lighthouse has a comprehensive mental health counseling program for students, including having a full time clinician dedicated to our school. Meeting the needs of the whole child is critical when ensuring that students are able to access their learning.

We know that we have continued work to do to better support our students with disabilities. What needs improvement?

- Students with disabilities did not show improvement on CAASPP in ELA from 2018 to 2019.
- Students with disabilities are suspended at higher rates than their peers without an IEP.

What are our planned future actions?

- To support general academic achievement and growth, we will continue to strengthen our collaboration model and design more in-depth professional development around understanding IEPs and implementation of accommodations and modifications in the classroom. We recognize that collaboration is a key lever to better integrating SWDs into the inclusive learning environment. Increased collaboration and professional development cycles will support teachers in integrating accommodations and modifications into their planning process and instructional delivery.
- To decrease the suspension rates of our SWDs, we will continue to build out our behavioral health programming. To support the systematic identification of students' needs, we will administer a universal screener. We will also facilitate student talks and opportunities for consultation with our clinical team to identify possible interventions and monitor student response. For SWDs who are not responding to these earlier interventions, we will conduct additional evaluations to identify their specific needs and design behavior intervention plans and offer educationally related mental health services as appropriate.
- To increase student attendance, we will engage students and families in discussion to learn more about what is impeding the students' attendance. Based on student and family responses, we will tailor appropriate interventions to increase the student's attendance. This may include strengthening the student's relationship with peers and teachers, supporting families in setting up visual schedules, or designing positive behavior incentive systems to reinforce student's attendance.
- To continue the momentum in overall math growth and achievement, we will ensure that math interventions and services prioritize essential prerequisite skills and focus on the major work of the content to increase students' ability to access the general education curriculum.
- To improve reading achievement, we will build out students' access to strong reading instruction both within tier 1 and as a part of their specialized academic instruction. This includes providing interventions in foundational reading skills and ensuring that students have the opportunity to receive pre-teaching and re-teaching on content and standards being introduced in the general education curriculum.

- To ensure early identification of reading challenges, Lighthouse will be partnering with the NAACP to implement a universal screener for dyslexia.
- We will also continue our expansion of in-house special education services to support deeper alignment and collaboration.

### **Students in Need of Remediation**

At Lighthouse, students have a range of remediation needs. Our current focus is to improve Tier 1 supports for all students and continue to strengthen Tier 2. In addition, we are proud to say that in 2020, we are partnering with the Oakland Chapter of the NAACP to pilot the administration of a universal dyslexia screener for all of our students.

Our Multi-Tiered System of Support (MTSS) includes a Response to Intervention (RtI). Within RtI, all students receive Tier 1 supports as part of the core instruction. Tier 2 supports include additional reading and math intervention that is targeted to addressing unfinished learning. Tier 3 supports are the most intensive level of individualized support, most often reflected in a students' Individualized Education Plan (IEP).

Through our ongoing and consistent assessment practices, teachers can identify students who are in need of remediation. If necessary, students can be referred to reading intervention or other supports like after school tutoring and homework help.

### **What's working?**

- A deep focus on rigorous tier 1 instruction, reduces the over-referral for Tier 2 and 3 supports.
- Learner-centered approaches to instruction that position students and teachers as learning partners, and increases the cognitive load of the students.
- Multiple opportunities for students to demonstrate current best understanding and get corrective and supportive feedback.
- Rubric-based revisions that support deeper understanding of content, rethinking of misconceptions, and refinement of skills.
- Increase in engagement and attendance in both in-person and distance learning.

### **Areas for Growth**

- Student need for intervention outpaces the caseload of students that our interventionists can host (2.6 FTE Reading Interventionist, 1.0 FTE ELD Coordinator and Teacher).
- Onboarding new staff to the instructional model is a significant professional development lift. Continue professional development of Tier 1 strategies and supports in all content areas.

### **Planned Actions**

- Interventionists both coach teachers in literacy practices during push-in and provide direct support to most high need tier 2 students.
- Interventionists use MAP as a diagnostic tool to ensure student growth as a result of tiered intervention.
- Interventionists encourage students' habits of work and learning through the use of goal setting toward growth in literacy.

- We have hired a Director of Student Services to help coordinate delivery and implementation of MTSS at our site.

### **Advanced students performing above grade level**

Lighthouse believes in inclusive, heterogeneous learning environments, and so the key approach to supporting students who are achieving above grade level has been through differentiation of curriculum, ensuring rigorous experiences for all students, and providing opportunities for students to apply learning to projects that incorporate student choice and agency.

#### What is working?

- Student acceleration criteria and considerations based on NWEA MAP proficiency levels, in combination with other factors such as attendance and social emotional considerations, provide students with the opportunity to accelerate to the next grade level or in a specific content area.

#### Areas for Growth

- Beyond grade acceleration or taking a course above grade level, we need to more clearly define what “exceeding” options exist in all student work – how to make sure that students who have already demonstrated mastery of course learning targets have consistent opportunities to extend their learning.

#### Future plans

- Clearly articulating our program, approach, and vision for meeting the needs of advanced students performing beyond grade level.

### **African-American Students**

**2019 CA Dashboard Status = ORANGE for both ELA Low Performance and Declined by more than 15 points & YELLOW Math (Low performance, with Growth)**

Over the current charter term, Lighthouse has averaged about 9.3% African-American population. In 2020, 8.6% are African-American (9.6% if you include multiracial students who identify with being African-American). Lighthouse changed its admissions priorities in January 2020 to support the acceptance of more AA students.

Over the past four years, 11.7% of African American’s have been chronically absent, 2.0% more than the overall student population of Lighthouse. In 2019, Lighthouse chronic absenteeism rates were lower than 16 of the 18 schools they might otherwise attend.<sup>10</sup> Over the past four years, 11.9% of African Americans were suspended at least once, 5.6% more than the overall student population, although there was a huge 13.9% decline in suspensions for AA students from 18-19 to 19-20.

Of the 18 schools where Lighthouse AA students might otherwise attend, it is the highest ranked school in math and 2nd highest ranked school in ELA in 2019.

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<sup>10</sup> California Comparison School Report published by CSDC. Published August 18, 2020

While we simultaneously work to recruit more AA students and close the opportunity gap with them, we are actively working to dismantle anti-blackness at Lighthouse through a commitment to cultivating a cadre of anti-racist educators who examine their practices in light of their role as abolitionist within a structurally racist education system. Our stance as anti-racist educators is to ensure that students have a liberatory learning experience through our commitment to be relational, restorative, relentless in support, and rigorous. We apply these principles to bring an increased sense of belonging for our Black students by celebrating Black Excellence and creating space and time for Black students to be known and heard. At every level of our organization, we are resolute in our stance that Black Lives Matter. As evidence of that we continue to diversify our Board, adding two new African-American board members, and have diversified our leadership staff. It is our work to increase the numbers and retention of African-American teaching staff and continue outreach and message that Lighthouse, a safe, learning community for Black students and families.

What is working?

- Our staff and leadership team is increasingly diverse.
- LH K-8 small school community provides opportunity for deep connections to adults and peers.
- LH K-8 has taken a clear and enduring stance to increase the belonging of students and have embedded our diversity, equity, and inclusion work into the weekly professional learning experience offering opportunities to reflect and plan for positive impact.
- LH K-8 staff embrace equity stance and work to bring it to life in classroom practice.

What needs more work?

- Increase in percentage of Black staff supporting students and families' sense of belonging.
- We continue to see a discrepancy in Black students' sense of belonging.
- Increase Black students in our LH K-8 program.
- Continue to support the growth and development of affinity spaces for students including the Black Student Union
- Continue deep DEI work for all staff.

Future Actions Planned

- Continue implementation of the revised Discipline Policy
- Continue to support the growth and development of affinity spaces for students including the Black Student Union.
- Continue deep Diversity, Equity, and Inclusion work for all staff to identify and dismantle anti-black practices in instruction and discipline.

### **Deepening our Work to Serve Unsheltered Students**

The pandemic has affected our East Oakland communities in profound ways. Not only have our communities seen more cases and deaths from Coronavirus, but our students and families have had heavy hits to the incomes. Trends show that a post-pandemic homeless boom is coming. Lighthouse aims to demonstrate a strong commitment to recruiting and supporting students whose families are unsheltered. At the time of writing this report, we do not have plans yet in place, but will be taking this year to build out supports, partnerships, and programs to ensure our unsheltered students are best served at Lodestar.

## Governance

The Lighthouse Community Public School Board of Directors oversees and governs the three LCPS charter schools: Lighthouse K - 8, Lighthouse 9 - 12, and Lodestar K - 12. The Board meets approximately 6 times per year in regular meetings and typically has 1 - 2 retreats. In addition, the Board has several committees that meet with varying frequency including:

- Governance
- Academic Accountability
- Finance
- Fund Development
- CEO Evaluation
- Student Expulsion (ad-hoc)

The Board interacts with students, parents, and teachers in many ways. In addition to interacting with them during open board meetings, board members also frequently volunteer for student support events such as Passage interviews, EXPOs, and as guest speakers. Board members host a special coffee Tuesday of parents at least twice per year to hear parent concerns and celebrations. While hiring the CEO last winter, Board members relied heavily on parent voice in the process, allowing for a great deal of interaction and communication.

### **Does the governing board evaluate the school leader?**

The governing board does NOT evaluate the school leader. The school leader is evaluated by the Chief Academic Officer. The LCPS Board of Directors evaluates the LCPS Chief Executive Officer only. The LCPS Board uses a 360-degree tool to evaluate the CEO called the Leadership Practices Inventory (LPI). In addition, BoardOnTrack, an online system that supports board functions, provides tools staff, families, and direct reports are invited to provide feedback to the Board on the CEO's performance on an annual basis.

### **Provide an example of a recent issue or policy that the board is working on.**

Most recently, the Board developed and passed a series of COVID19 related policies including updated health and safety policies and procedures, telework policies, giving authority to the CEO to make COVID19 related spending, and development and approval of 2020-21 Objectives & Key Results (OKR).

### **Anti-Racist Stance & Policy**

The Board is currently working on its stance toward being an anti-racist organization to ensure that at every level of the organization, a clear commitment to equitable outcomes for all children and a commitment to dismantling systems of anti-blackness exist. Modeling from a policy that was written in 2008 (Commitment to Immigrant Children), the board is adopting a policy and a set of actions that will bolster its already adopted Diversity, Equity, and Inclusion (DEI) strategies.

### **Alumni Fellowship Program**



As a part of creating a system that centers the voice of students and stakeholders and in our commitment to being an anti-racist organization, the Board recently developed and approved an Alumni Fellowship Program that creates a pipeline for alumni of Lighthouse High to become board members through intensive governance training and mentorship. It was developed because alumni representation on the LCPS Board of Directors is an authentic way for the current board to better understand the experience of being a student at Lighthouse and a recent graduate attending college and/or entering the workforce. The purpose of this Fellowship is two-fold: 1) bring alumni voice and perspective to the board discussions and decisions, and 2) provide an opportunity for alumni to experience the participation, mentorship, and leadership growth opportunities of professional board participation. The Fellowship program kicks off in January 2021.

## Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

### **Response to Covid19**

Our response to Covid19 has been nothing but innovative. Our ability to respond to the needs of our students and families, while ensuring manageable workloads and planning time for teachers and staff have resulted in our students returning to school on August 10, 2020 ready to learn. Details are above in the “Areas of Success” portion of the narrative. Our ability to innovate and pivot so quickly to distance learning can be attributed to several factors:

- The persistence and determination of our students
- The dedication of our teachers and leaders to put student needs first
- Our families flexibility and feedback into what is working and what requires improvement
- Values of love, community, social justice, agency, and integrity and a clear decision making protocol that guided swift, but thoughtful decision making
- The ability to flex dollars to what was needed most
- Our small size and support from a small, but mighty back office team

### **Multi-Tiered Systems of Support**

As an autonomous school, Lighthouse is able to wraparound our students with our Multi Tiered Systems of Support. We use this framework to analyze data and provide targeted support to struggling students. The MTSS team meets weekly to address behavioral, academic, and attendance support with the goal of early intervention. This proactive approach uses universal screening for all students (NWEA MAP) and is a school-wide approach to support students where teachers, counselors, psychologists, and other specialists work as a team to assess students and plan interventions.

During weekly reviews, administrators, deans, psychologists, and counselors get together to review behavior, academic, and attendance data and determine necessary next steps. We also use teacher referrals as a point of reference and information from previous years to determine what interventions have already been put in place. After determining that a student needs more academic or behavioral

support, we set up a COST meeting to invite families to bring their knowledge and insight into ways we may be able to help their child thrive.

### **Anti-Racist Stance and Practices**

As a school, we have unapologetically decided that we are anti-racist in our policies, practices, and principles. We started three years ago with a deep commitment to normalizing conversations about diversity, equity and inclusion and worked with external partners to help us to complete an equity audit and an actionable plan for bringing our vision of being a transformative educational organization to life. This action plan included a 2 year commitment to giving staff time to reflect on their identity and their roles as educators in affinity groups. We are now going through a comprehensive process of dissecting our policies through the lens of impact and rewriting any that produce inequitable access, opportunities, and outcomes for kids. Most importantly, we have made a commitment to developing our collective cultural competence and our pedagogy to ensure that our practice are aligned to our principles/values and result in our students feeling a sense of belonging through being in authentic relationships with their teachers and peers, relentlessly supported to meet high expectations, and mastering rigorous grade-level content.

### **Making, Arts, and Design Program**

Making Arts Design is a K-8 learning path that supports students to apply science and engineering practices in innovative ways. At its core, a maker's mindset encourages students to tinker with content, concepts, and physical materials in ways that intrinsically build their understanding of how the world works. It further promotes a set of thinking routines that students can apply across content areas to enhance both their metacognition and cognition. Our Creativity Lab has served as a training site for many teachers across OUSD and other districts and led the way in establishing instructional stances that include the importance of learner centered instruction that positions educators as facilitators of processes and protocols that lead to students doing the cognitive lift.

**Verified Data** (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data, including the raw data.)

For data that the school considers to be meeting the Ed Code definition of "verified data", please include a summary of the results from your school's verified data.

### **CORE DATA Set**

The four data representations below come from the Oakland CORE data set, where we can examine the relative growth and performance of Lighthouse's academic program compared to other Oakland public and charter schools.

### **CORE Data - Growth and Performance (DFM) for Lodestar and OUSD schools**

*Key:*

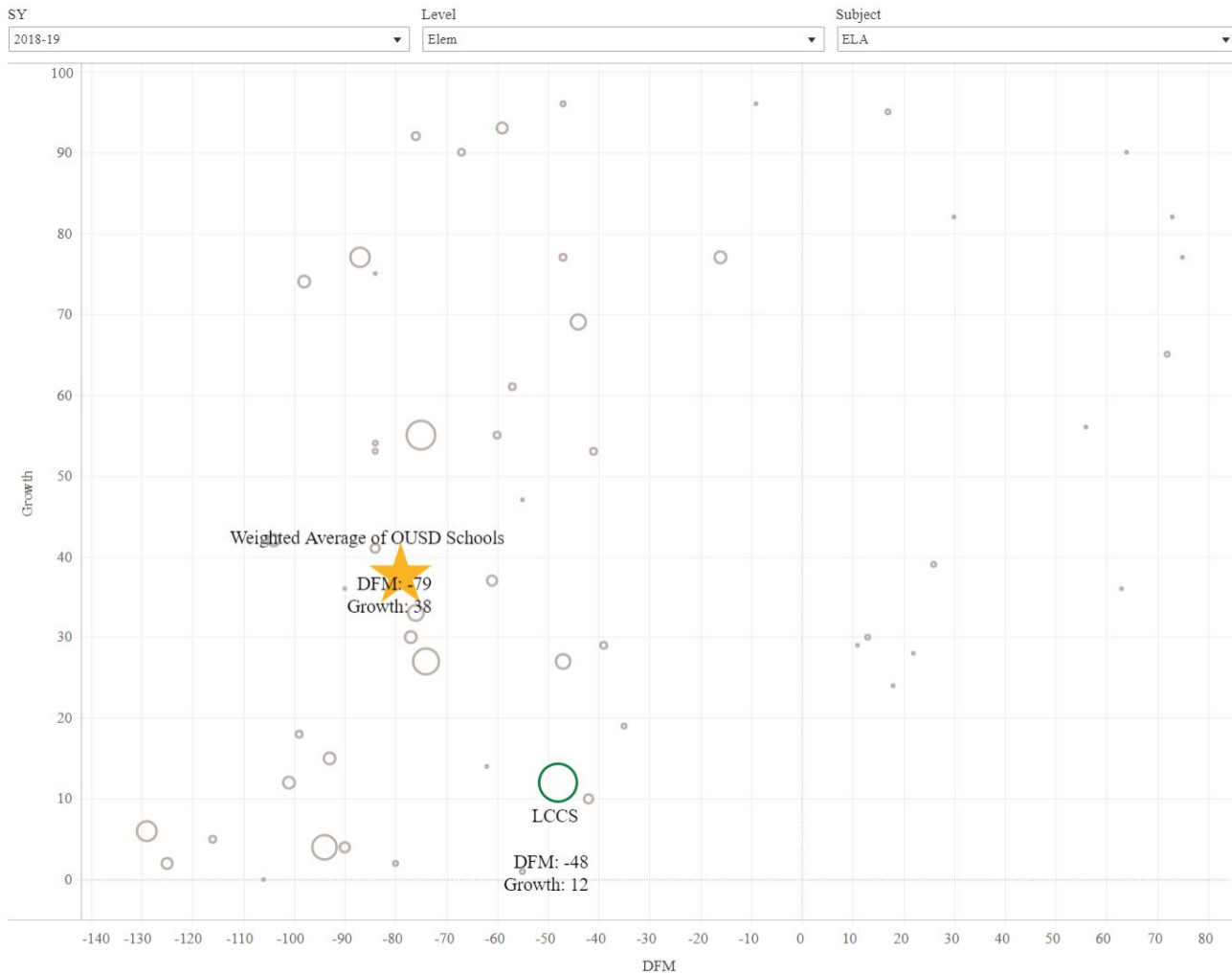
- *x-axis - Distance from Meeting (DFM) y-axis - growth*
- *Green circle represents Lodestar*
- *Yellow star represents the OUSD weighted average of all programs*

- All other circles represent OUSD schools

The following four graphs show the relative comparison of Lodestar’s growth and performance to OUSD’s elementary growth and performance.

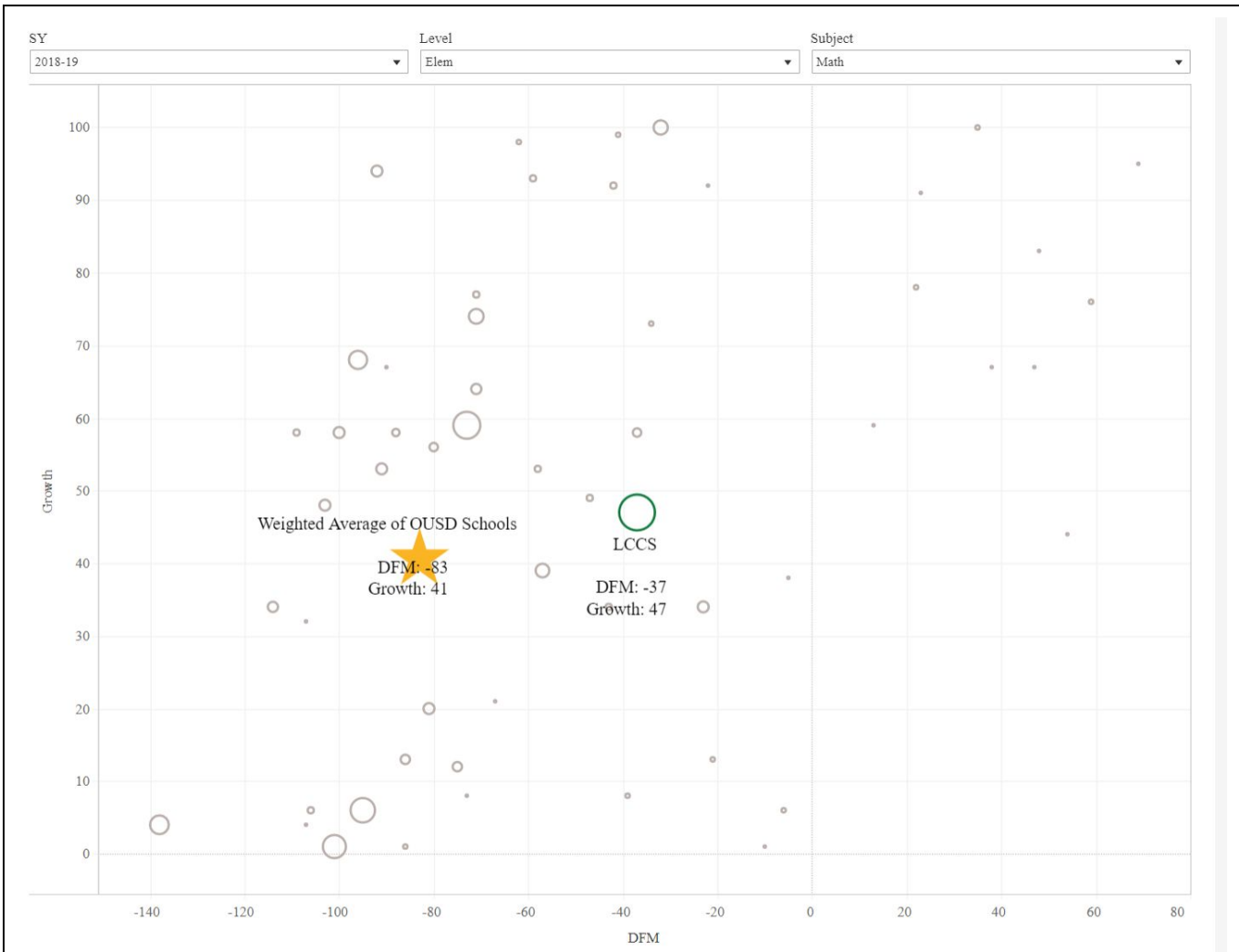
**Elementary ELA 2019**

- Lighthouse Elementary (grades 3 to 5) outperformed OUSD average in ELA in 2019 (DFM), but growth was below OUSD average. In the 2019-20 and the launch of the 2020-21 school year, the school has taken active steps to improve its EL Literacy curriculum to address student growth.



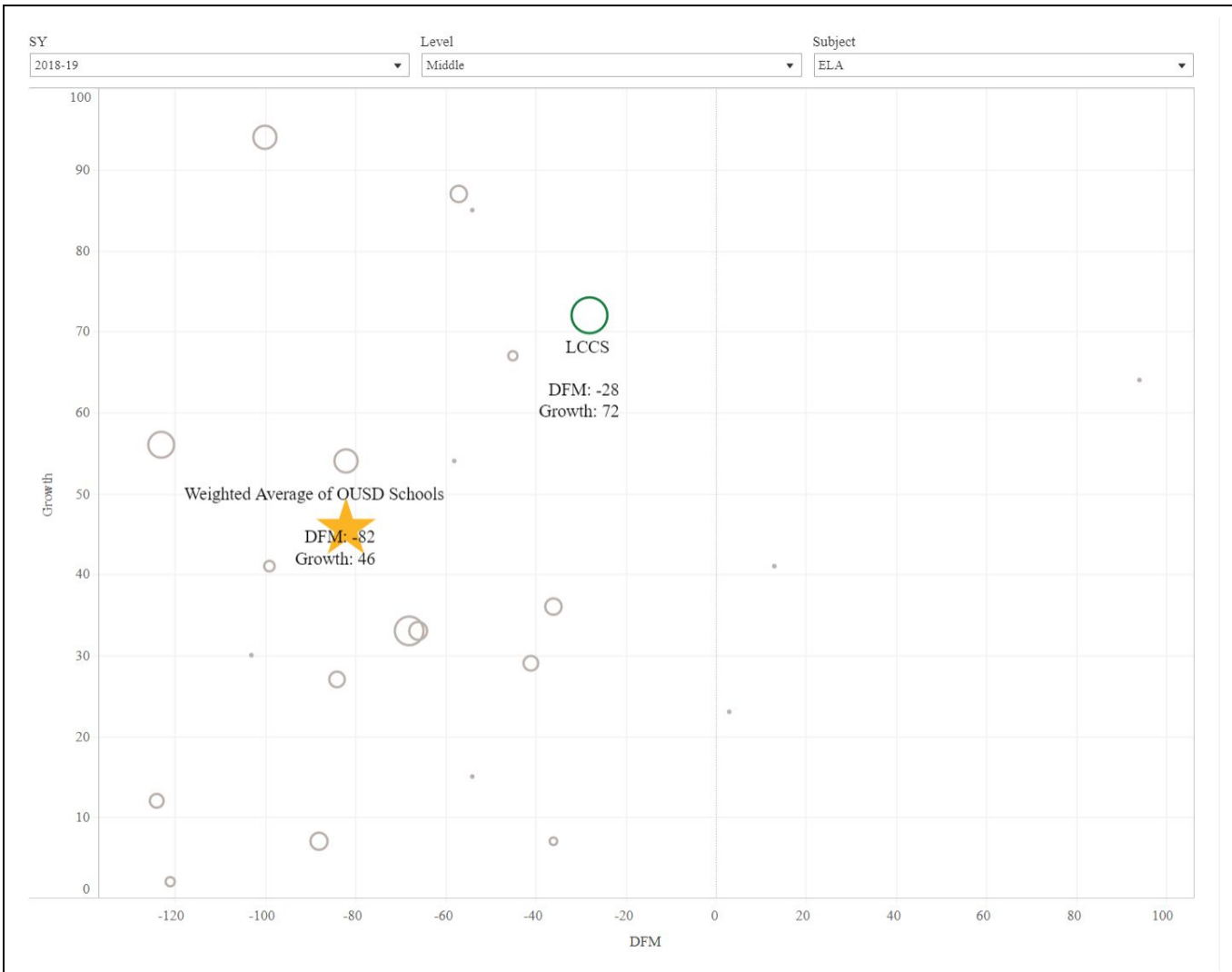
**Elementary Math 2019**

- In Math, Lighthouse Elementary (grades 3 to 5) outperformed OUSD average in ELA in 2019 (DFM), and growth was slightly higher than OUSD average. .



**Middle School ELA 2019**

- In ELA, Lighthouse (grades 6-8) is in “high growth/high performance” when compared to other OUSD public and middle school programs.



**Middle School Math 2019**

- In Math, Lighthouse (grades 6-8) is in “high growth/high performance” when compared to other OUSD public and middle school programs.



**STAYING POWER: Student Proficiency Increases with Years at Lighthouse**

When we analyze CAASPP results of students who have been with us for over the charter term, we see what we are calling “The Lighthouse Effect,” a demonstrable increase in CAASPP performance and closing DFM over time culminating in strong levels of proficiency at the end of 8th grade.

**CAASPP Proficiency, Cohort Level Progress**

Overall Grade Level Cohort Data

	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%

**Overall Grade Level Cohort Data**

	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%

**Distance from Met, Cohort Level Progress**

With the exception of 5th grade in both math and ELA, every grade level is making a year's worth of growth, as measured by DFM.

ELA	3	4	5	6	7	8
2019	-41.1	-47.8	-57.6	-65	-29.8	6.8
2018	-52.3	-39.1	-77.8	-49.8	4.1	-3.7
2017	-71.3	-102.6	-52.8	-11	-16.9	-44.8
2016	-92.2	-71.5	-24	-22.4	-29	-45.4

Math	3	4	5	6	7	8
2019	-11.1	-27.8	-72.3	-58.8	-49.9	-26.5
2018	-42.9	-26.9	-76.3	-61.1	-30.1	-65.7
2017	-40	-92.1	-55.1	-29.3	-58.3	-74.6
2016	-79.1	-78.8	-30	-86.2	-68.4	-58.8

## Charter Renewal Performance Report – Data Request

### Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
EXAMPLE	4/1/18	K	180	100	30
		6	115	100	5
		9	90	100	0
Year 1 2016-17	2/3/16	K	144	44	118
		6	107	0	153
		9	52	0	75
Year 2 2017-18	3/16/17	K	182	44	150
		6	232	0	280
		9	169	0	216
Year 3 2018-19	3/8/18	K	224	52	144
		6	290	4	315
		9	248	13	255
Year 4 2019-20	3/6/19	K	133	52	159
		6	245	0	276
		9	269	16	323
Year 5 2020-21	3/9/20	K	102	54	85
		6	191	0	207
		9	159	18	114

### Pupil Mobility

Student Group	Number of Students				Percent of Total Enrollment			
	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4



Students who joined the school after the first day of school	14	26	15	23	2.88%	5.13%	2.97%	4.54%
Students who left the school during the school year	11	23	12	13	2.26%	4.54%	2.38%	2.56%

### Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	506	100%
Asian	4	0.8%
Black or African American	44	8.7%
Filipino	2	0.4%
Hispanic or Latino	422	83.4%
Native American or Alaskan Native	1	0.2%
Native Hawaiian or Pacific Islander	0	0%
White	16	3.2%
Two or More Races	11	2.2%
Race Not Reported	1	0.2%
Male	254	50.2%
Female	252	49.8%
Homeless Students	6	1.2%
Foster Youth	3	0.6%
FRPM-Eligible/Economically Disadvantaged	401	80%
English Learners	253	50.2%
Special Education/Students with IEPs	56	12.2%

*\* If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

### Expulsions

Student Group	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0

Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

**Teacher Recruitment/Retention (for each year of current charter term)**

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
Total # of classroom teachers	32	34	31	31	31
# of new classroom teacher hires	7	8	5	12	12
# of classroom teachers retained from prior year	25	26	27	19	18
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	1	2	3	0
# of currently vacant classroom teaching positions (FTEs)					1

**Teacher Ethnicity (for Year 5 of current charter term)**

Total # of classroom teachers	31
# Asian	4

# Black or African American	5
# Hispanic or Latino	5
# White	13
# Other Ethnicity or Missing	4

## Charter Renewal Performance Report – Facilities and Proposed Material Revisions/Substantial Changes

Facilities
<p>Does the school's current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Lighthouse leases a beautifully-renovated 3.9-acre property in East Oakland from Lightkeepers, LLC until August 31, 2026, the lease can be renewed for two additional 10-year terms. Lighthouse has been located on this campus since 2009. The building is complete with science labs, art studios and maker spaces. The campus is state of the art, uses solar energy and other energy-saving measures, such as water bottle filling stations and motion-sensor heating and lighting systems. High speed internet throughout ensures students and staff can access learning at all times. The grounds are rich with play structures, a basketball court, and a large playing field.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? No.</p>

**Proposed Material Revisions/Substantial Changes**

**Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:**

There will be no material revisions to the Lighthouse charter with the exception of:

*Slight increase in overall enrollment from 490 to 515.*

***Changes to lottery preferences or admission procedures*** - We will revise our enrollment priorities in order to accommodate recruiting and accepting an unsheltered student population. Our change will be a revision and a reordering of our priorities. The table below shows the change.

Priority Number	Most Recent Revision (approved by OUSD Board of Directors in January 2020)	Proposed Revision
1	A sibling to a current student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter School: to keep families together	No Change
2	Not to exceed 5% of the total enrollment; A child of a school faculty, staff, board, to honor those committed to public education	Children of Lighthouse staff and LCPS Board Members (not to exceed <del>5</del> <b>2.5%</b> of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lighthouse is located	<b>Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.</b>  <b>(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime</b>

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

		and to serve as a public school option for students and families of Oakland
8		All other applicants.