

Oakland Unified School District

Office of Charter Schools



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Proposition 39 Facilities Request Form For the 2017-2018 school year

Proposition 39 Facilities Request Form and Instructions
Proposition 39 Facilities Request Form

Office of Charter Schools
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OFFICE OF CHARTER SCHOOLS

PROP 39 FACILITIES REQUEST FORM AND INSTRUCTIONS

EDUCATION CODE §47614 (Proposition 39)

Prop 39 Facilities Request Form

Complete this Facilities Request Form by updating the text fields below each question and attaching:

- [ADA Projections Spreadsheet](#) in its original Excel format as **Appendix I**
- [Meaningfully Interested Student Signature Forms](#) as **Appendix II (if applicable)**
- [Meaningfully Interested Students Spreadsheet](#) in its original Excel format as **Appendix III (if applicable)**

In-District ADA Enrollment

- **Currently Operating Schools:** Live Go/Fall Info Update enrollment data will be used to corroborate the In-District ADA information contained in a school's facilities request form. If a school projects a "significant increase" that is **greater than 10%**, then additional documentation will be required (see section *Operating Schools Projecting an Enrollment Increase Greater than 10%* below). The "significant increase" calculation will NOT take into consideration the enrollment growth due to schools adding grade levels towards fulfillment of the authorized grade configuration. Please note, enrollment levels of matriculating grades are assumed to be similar to prior years and will not be counted as a "significant increase." Intent to Enroll/Meaningfully Interested Students Signature forms will NOT be accepted or processed for schools projecting a "significant increase" in enrollment.
- **Schools Opening in 2017-18:** New charter petitions that include Meaningfully Interested Student Signatures must submit these as part of the Prop 39 Request for Facilities as **Appendix II**. Petitioners must also complete and attach the Meaningfully Interested Students Spreadsheet as **Appendix III**. In addition to the hard copy of Appendix III, an electronic Excel copy of Appendix III must be submitted on a flash drive to the Office of Charter Schools.
 - If the new charter petition only contained Meaningfully Interested Teachers Signatures, then you must have all meaningfully interested families complete the Meaningfully Interested Students Signature Form and attach as Appendix II. Also complete and submit the Meaningfully Interested Students Spreadsheet as described above.
- **Operating Schools Projecting an Enrollment Increase Greater than 10%:** Complete and submit both the Meaningfully Interested Students Signature Forms (Appendix II) to account for the projected enrollment increase **AND** the Meaningfully Interested Students Spreadsheet (Appendix III) as described above.

DUE DATE

Submit all applicable documents described above by **12:00 pm on Tuesday, November 1, 2016** to the Office of Charter Schools between 9:30AM - 4:30PM (excluding 12:30-1:00 PM lunch). Once a COMPLETE application is submitted a verification of receipt will be provided.



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Submission Checklist

Currently Operating Schools	Schools Opening in 2017-18 <u>or</u> Operating Schools Projecting an Enrollment Increase Greater than 10%
<ul style="list-style-type: none"><input type="checkbox"/> Facilities Request Form<input type="checkbox"/> ADA Projections Spreadsheet (Appendix I)	<ul style="list-style-type: none"><input type="checkbox"/> Facilities Request Form<input type="checkbox"/> ADA Projections Spreadsheet (Appendix I)<input type="checkbox"/> Meaningfully Interested Student Signature Forms (Appendix II)<input type="checkbox"/> Meaningfully Interested Students Spreadsheet (Appendix III)



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PROP 39 FACILITIES REQUEST FORM

UNDER EDUCATION CODE §47614 (Proposition 39)

- Facilities request will only be accepted if submitted on this form with all required attachments.¹
- Include only information requested on this form; please refrain from including extraneous information or attachments.
- Facilities request must be received by 12:00 pm on Tuesday, November 1, 2016
- A new or proposed new charter school may make a facilities request only if its charter petition was submitted on or before the last regularly scheduled Board meeting in October of the fiscal year preceding the year for which facilities are requested, and only if it receives approval of the petition before March 15 of the fiscal year preceding the year for which facilities are requested.

Office Use Only

Date Submitted:

Initials:

Charter School Name: Lodestar: A Lighthouse Community Charter Public School

Application Prepared By:

Name: Brandon Paige

Phone: 510-473-8809

Email: Brandon.paige@lighthousecharter.org

Fax: 510-271-8803

Mailing Address: 444 Hegenberger Rd.; Oakland, CA, 94621

1. Please complete and attach the [ADA Projections Spreadsheet \(Appendix I\)](#).
2. Provide a description of the methodology used for the ADA projections above. Please also include supporting documentation as an attachment. Title 5 CCR §11969 specifies that a requesting charter school must determine a reasonable projection of the in-district average daily classroom attendance (ADA) for the applying school year.

Table 1: Total Classroom ADA Actuals & Projections

Current Year Enrollment. Lodestar’s current year enrollment is listed at **232 students** for 2016-17. This total matches what was submitted to OUSD through the 20 Day Report, along with attendance reports.

Request Year Projected ADA. Our projected ADA for 2017-18 is **348.48 ADA**. This projection is based on three assumptions: 1) our enrolled students will continue at Lodestar into the next grade level (i.e., our 1st graders will become 2nd graders), 2) our entry point grade levels will be enrolled at 66 students per grade, and 3) our attendance rate will be 96%, which is consistent with our historical attendance rates across Lighthouse Community Charter Public Schools.

¹ 5 CCR § 11969.9(c)(3) School districts may require the charter school to submit its facilities request containing the information specified in paragraphs (1) and (2) on...another form specified by the school district.



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Table 2: Total In-district Classroom ADA Actuals & Projections

Our methodology to determine in-district ADA is based on the current demographics at Lodestar. Of the 232 students currently enrolled, 211 (91%) of those students are residents of OUSD. We therefore assumed that all current out-of-District students will return, and 9% of the enrollment for Lodestar's entry-point grade levels will be out of District students.

Please note that because we do not project a substantial increase in enrollment, under the Prop. 39 regulations and the District's instructions, no supporting document is required to support these projections.

- 3. Please indicate all OUSD campuses on which the Charter School is currently located. (If Charter School is not currently located on an OUSD campus, enter "None".) (NOTE: Proposition 39 allows OUSD to move a charter school from its current site if necessary.)**

None

- 4. Provide a description of the district school site and/or general geographic area in which the charter school wishes to locate. (NOTE: Proposition 39 requires OUSD to make a "reasonable effort" to offer a facility to a charter school in the general geographic area in which the charter school wishes to locate, but does not require it to.)**

Lodestar requests that OUSD considers a placement in the available space on the campus of King Estates, and is looking forward to working with the district to find a solution in alignment with the Equity Pledge. As part of Lighthouse Community Charter Public Schools, Lodestar's staff is willing and interested in engaging in a partnership with the district that would enable us to occupy this site through a long-term agreement. Our team recognizes that a long-term solution in this space may require capital investment in the property to make it a suitable location for our program, and is looking forward to engaging in discussions about how that may come to fruition.

Our team and families firmly believe that this site would be the best solution given the stated need for quality school options in the East Region from both Lodestar's petition and OUSD's Strategic Regional Analysis.

As stated in our charter petition: "Lodestar serves K-12th grade students who live throughout Oakland and has a particular focus on the neighborhood of East Oakland in which high percentages of students live in poverty... While there is demonstrated need for quality schools in the East Region in general, there is also specific demand for another LCCPS charter school in the East Region from East Region families. For the past four years, the annual waiting list at LCCS has far exceeded the total number of spots available; in 2015-16, LCCS received 560 new applications with 401 students being waitlisted. An analysis of applications over the past four years demonstrates that LCCS primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all



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applicants coming from zip codes south of 73rd Avenue (94603 and 94621)... The students and families of the East Region are actively seeking and demanding the educational opportunities offered by Lodestar.”

This targeted need to locate a high quality charter school in the East Region is Oakland is highlighted by OUSD’s Strategic Regional Analysis, which reflects the need for quality options in East Oakland.

5. Provide information on the charter school’s educational program that is relevant to the assignment of facilities.

Background on Education Model:

The mission of Lodestar is to prepare a diverse, K-12 student population for higher education and the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner.

As specified in Lodestar’s charter petition, the school model is built upon four essential components within the student experience:

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

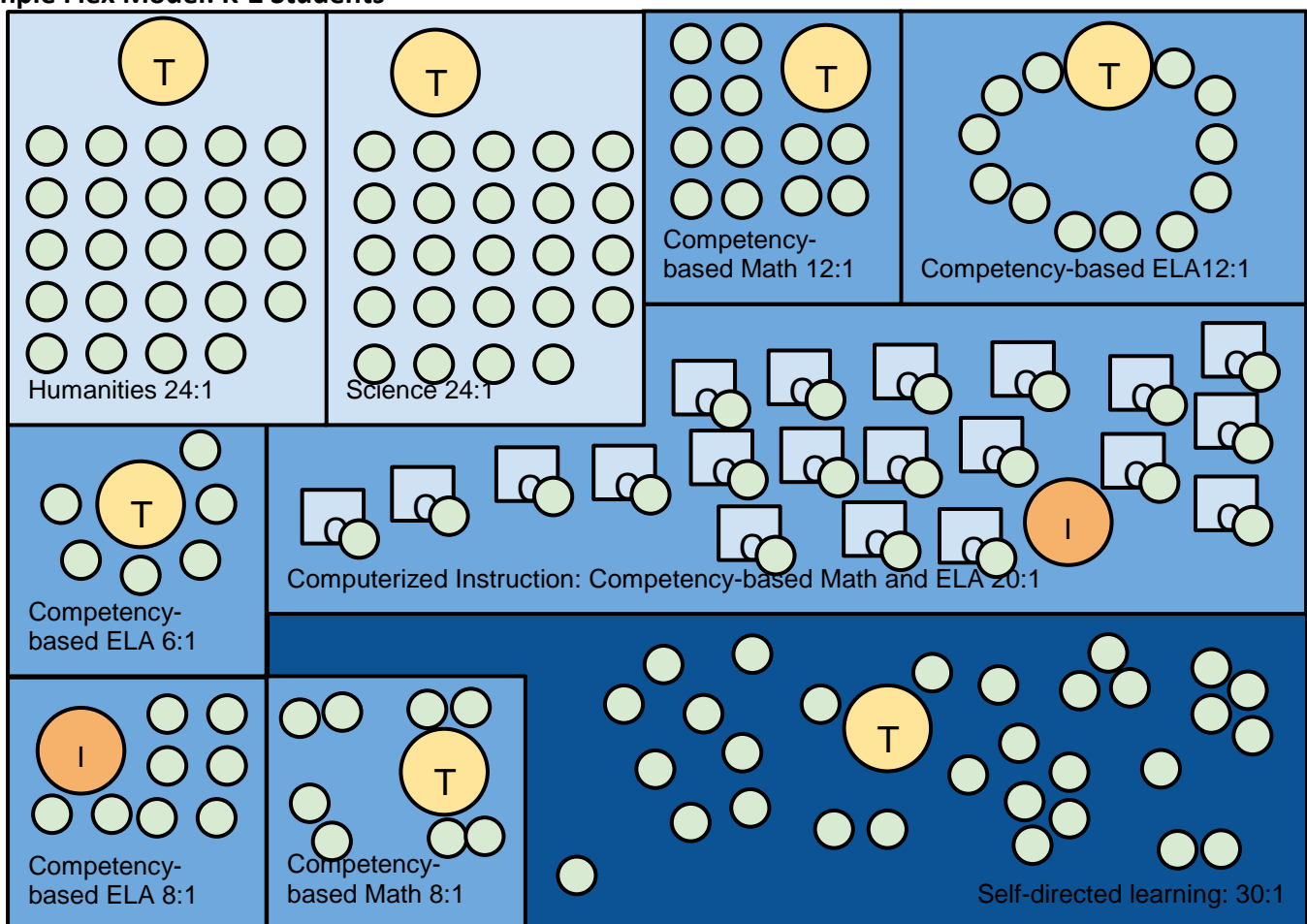


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of learning, students can choose to learn about things they want to learn about. This time gives students voice in and direction over curriculum, and may be done in support of, or completely separate from, the other components of the day. Self-directed Learning times are heterogeneous and multi-age.

These four components together have fundamental implications for the structure of school for students in the eventual K-12 continuum. For instance, students participate in Crew starting in Kindergarten, and while Crews and Learning Expeditions occur in self-contained settings, Self-Directed and Competency-based Learning occurs in flexible settings based on student need. These components also complement each other. Learning Expeditions, for instance, allow students to apply the skills and knowledge they develop in Competency-based settings, allowing for transference, application, and higher-order thinking. As described, the four components fit together as a modified flex model. **The figure below** is one snapshot of how Lodestar may staff its flex model to support its K-2 students and staff. This snapshot is reflective of the ways in which learning flexes to meet students' needs instead of being primarily driven by a schedule; in this example, students are spread across self-contained Expedition classes, Competency-based Learning classes, and Self-directed Learning.

Sample Flex Model: K-2 Students





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This **figure** highlights some of the flexible configurations that students may engage in over the course of an instructional day. These include: traditional classroom structures (~24:1), small group direct instruction, small group discussion circles, small group guided reading, diads supported by a teacher, and individual, self-paced learning on and off of computers.

By design, Lodestar's structure provides many paths to our absolute commitment to high expectations for student achievement. We are uncompromising about our mission and vision for students, but we are deeply pragmatic and flexible by design to support students towards this mission. Together, these components reflect our commitment to our Educational Philosophy as articulated through the LCCPS Mission and Design Principles. In addition, they support students to become "Educated Persons in the 21st Century" by providing the conditions for development of Academic Content and Performance Standards, College Skills, Character and Mindset Development, Community of Learning, and Principles of Personalization and Relevancy.

Implications for Facilities:

Lodestar requests that any facility placement supports its educational program with the following:

- **General Needs:**
 - A reasonably equivalent number of regular classrooms (at a minimum, 15 classrooms, in addition to the program-specific rooms below).
 - A reasonably sized space to serve as a Family Resource Center (at a minimum, 1)
 - This dedicated space allows for parent engagement activities, so that staff and families may partner in support of their children
 - One (1) Multi-purpose room (MPR) / Cafeteria
 - One (1) Yard Needed: this space would be needed to support up to 180 students (fitness may be happening at the same time as recess)
 - A reasonably equivalent number of counseling rooms (at a minimum, 7) to support student behavior and culture
 - Additional spaces that are reasonably equivalent to OUSD's facilities
- **Program specifics:** these spaces will support the identified functions of our education program:
 - ***In support of Self-directed Learning Time:*** Lodestar students would benefit greatly from three larger spaces (Making Space / Art Space) to support student autonomy during SDLT. Additionally, a separate quiet working space (i.e., library) would support this aspect of the educational program
 - ***In support of Crew:*** All Lodestar students will simultaneously be participating in Crew, creating a need for at least fifteen (20) separate spaces that can accommodate approximately 18 students each



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The following application requirement ONLY applies to Schools Opening in 2017-18 or Operating Schools Projecting an Enrollment Increase Greater than 10%

6. Please complete and attach the [Meaningfully Interested Student Signature Forms](#) (Appendix II) AND the [Meaningfully Interested Students Spreadsheet](#) (Appendix III). (Please be sure to also include Appendix III in Excel format on the flash drive.) *Title 5 CCR §11969.9(c)(1)(B)(C) states that the annual request must include a description of the methodology used in making the ADA projections and if relevant, documentation of the number of in-district students meaningfully interested in attending the charter school.*

N/A

Appendix I: ADA Projections Spreadsheet



Definitions:	
1. "Prior Year" means "the fiscal year prior to the fiscal year in which the facilities request is made." (2015-2016) Cal. Admin. Code tit. 5, § 11969.9(c)(1)(A)	
2. "Current Year" means the year in which the facilities request is made. (2016-2017)	
3. "Request Year" means the year for which facilities is requested. (2017-2018)	
4. "In-District" refers to students that reside in Oakland	

Table 1: Total Classroom ADA Actuals & Projections

Grade Level	Prior Year P-2 ADA	Current Year CBEDS Enrollment	Request Year Projected ADA
TK		0	0
K		66	63.36
1		53	63.36
2		48	50.88
3			46.08
4			
5			
6		65	62.4
7			62.4
8			
9			
10			
11			
12			
Total	0	232	348.48

Table 2: Total In-District Classroom ADA Actuals & Projections

Grade Level	Prior Year P-2 ADA	Current Year CBEDS Enrollment	Request Year Projected ADA
TK			
K		60	57.6
1		48	57.6
2		44	46.08
3			42.24
4			
5			
6		59	56.64
7			56.64
8			
9			
10			
11			
12			
Total	0	211	316.8