



**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.<sup>1</sup>
- **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 Wednesday, November 1, 2017
- 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.

Lodestar: A Lighthouse Community Public School

**Charter School Name:** \_\_\_\_\_

Office Use Only
Date Submitted: _____
Initials: _____

*Main Contact Person*

Name:           Arlene Aldrette          

Phone:           510-499-3086          

Email:           arlene.aldrette@lighthousecharter.org          

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Mailing Address:                           444 Hegenberger Road, 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, including the current and prior year’s attendance rates. 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.*

*Current Year Enrollment and prior year’s attendance rate:* Lodestar’s current year enrollment is 304 students for the 2017-18 school year. This total was submitted to OUSD in the Census Day Enrollment Request. Our P2 ADA for the 2016-17 school year was 219.93 ADA.

*Request Year Projected ADA.* Our projected ADA for 2018-19 is **491.52 ADA**. This projection is based on three assumptions: 1) all of our enrolled students will continue at Lodestar into the next grade level (i.e., our 1<sup>st</sup> graders will become 2<sup>nd</sup> graders), 2) our grade levels next year (K-4 and 6-8) will be enrolled at 64 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. We project our in-district ADA to be 447.28, which is consistent with Lodestar’s current in-District rate of 91%.

<sup>1</sup> 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.*



Please note that our Request Year Projections are based on enrollment figures that exceed our current year enrollment at each grade level. The justification for these 2018-19 targets is based on our initial growth projections for the 2017-18 school year, which were 64 students per grade. However, we had to decrease the number of spots available in 2017-18 due to the constraints of our current facility. The wait lists across Lighthouse Community Charter Public Schools show a continued interest in grade levels 1-4 and 7-8.

*Methodology:* Lighthouse Community Public Schools has historically retained over 90% of our students on a yearly basis. With over 1,200 students currently on our wait list across both of our school sites, the expressed interest in our schools is high. The number of applicants applying have not been this high in past year; however, Enroll Oakland Charters (EOC) allowed more Oakland families to know about our schools and apply to both sites with one common application. Due to the size constraints of our current facility, we were not able to enroll the number of students originally planned as there was simply not enough room to accommodate them. Thus, our expected growth to 360 students for the 17-18 school year had to decrease in order to provide an adequate location for our student body. Next year, as we will be located in a Prop. 39 facility, we will plan to enroll our full planned classes. Given that we have 1,200 students, which represent 230% of our projected enrollment, just on our waitlist (even without counting already-enrolled students), it is more than reasonable to project that we will be able to enroll. Consistent with Lodestar's current enrollment, we have assumed that 91% of our projected ADA will be from in-District students and the rest will be out-of-District students.

Our projections are also reasonable because, in order to meet our projected target of 512 students for the 18-19 school year, we are hiring a fulltime Enrollment & Outreach coordinator whose primary focus is on recruiting students for the upcoming school year in order to meet the substantial increase in enrollment. Lodestar will be hosting six learning opportunities for interested families, including information sessions and school tours during the first enrollment period. Additional information sessions and school tours will be held after our first enrollment period ending in mid-March. Participating in Enroll Oakland Charters (EOC) once again this year will provide further exposure and opportunities for families to apply to Lodestar sites in a single application. In collaboration with EOC, our recruitment team will be attending option fairs held for the Oakland community along with our own external promotion to community organization that work with school age children.

- 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 the district 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; however, the district is not required to grant the charter school's request.)**

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 [at the time of our charter petition submission] being waitlisted. An analysis of applications over the past four years demonstrates that LCCS primarily draws its applicants from the sections of Oakland south of Fruitvale Avenue and west of Interstate 580, with 50% of all applicants coming from zip codes south of 73rd Avenue (94603 and 94621)... The students and families of the East Region are actively seeking and demanding the educational opportunities offered by Lodestar.”

91% of the currently enrolled Lodestar students are Oakland residents and we continue to see a high percentage of Oakland residents on our wait list. This targeted need to locate a high quality charter school in the East Region in Oakland is highlighted by OUSD’s Strategic Regional Analysis, which reflects the need for quality options in East Oakland. Given this stated need for quality school options in the East Region from both Lodestar’s petition and OUSD’s Strategic Regional Analysis, Lodestar requests that OUSD considers a placement of Lodestar in the East Oakland region. Lodestar is interested in engaging in a partnership with the district to occupy an adequate site for our program and remains open to working with the district to find the best possible solution.

**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

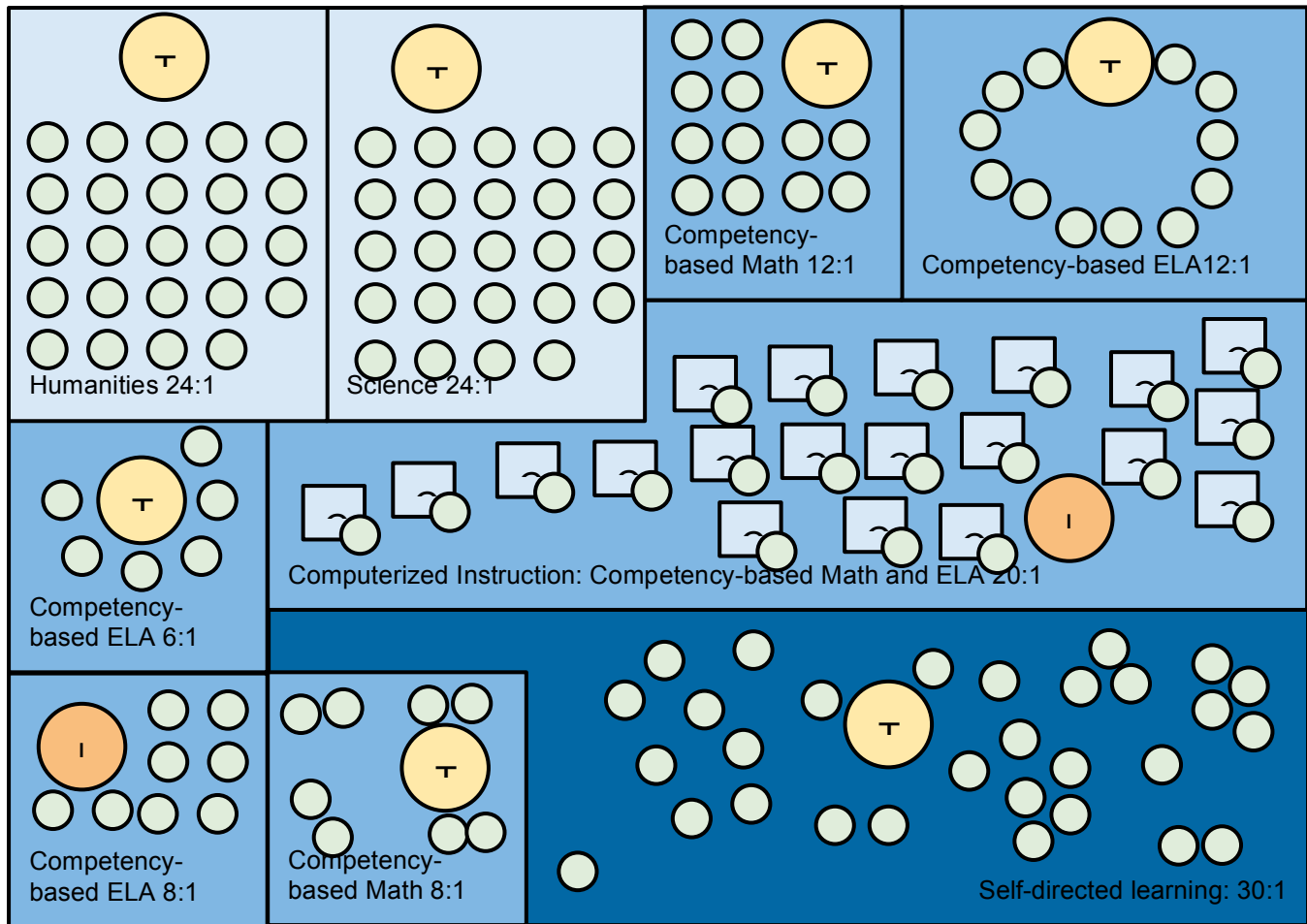


achievement. Learning Expeditions involve students in original research, critical thinking, problem solving, and they build character along with academic skills. All Learning Expeditions focus on building literacy skills in students, particularly the reading and writing of nonfiction text. Learning Expeditions 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 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



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 be on a single, contiguous site that supports its educational program with the following:

- **General Needs:**
  - A reasonably equivalent number of regular classrooms (at a minimum, 17 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 234 students (fitness may be happening at the same time as recess)
- A reasonably equivalent number of counseling rooms (at a minimum, 3) to support student behavior and culture
- Office spaces for administration (at a minimum, 5)
- One (1) staff/copy room space
- Any other additional fully furnished and equipped 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 twenty three (23) separate spaces that can accommodate approximately 18 students each



The following application requirement **ONLY** applies to Schools Opening in 2018-19 or Schools Currently Operating and 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 provide Appendix III in Excel format on a 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.*

**Appendix I: ADA Projections Spreadsheet**

<b>Definitions:</b>
1. "Prior Year" means "the fiscal year prior to the fiscal year in which the facilities request is made." (2016-2017) Cal. Admin. Code tit. 5, § 11969.9(c)(1)(A)
2. "Current Year" means the year in which the facilities request is made. (2017-2018)
3. "Request Year" means the year for which facilities is requested. (2018-2019)
4. "In-District" refers to students who reside in Oakland Unified School District attendance boundaries.

**Table 1: Total In-District Classroom ADA Actuals & Projections**

Grade Level	Prior Year P-2 ADA	Current Year CBEDS Enrollment	Request Year Projected ADA
<i>(Example)</i>	50.63	60	72.55
TK			
K	55.97	47	55.91
1	43.36	54	55.91
2	46.32	49	55.91
3		42	55.91
4			55.91
5			
6	55.78	30	55.91
7		58	55.91
8			55.91
9			
10			
11			
12			
<b>Total</b>	<b>201.43</b>	<b>280</b>	<b>447.28</b>

**Table 2: Total Classroom ADA Actuals & Projections**

Grade Level	Prior Year P-2 ADA	Current Year CBEDS Enrollment	Request Year Projected ADA
<i>(Example)</i>	38.17	47	59.31
TK			
K	61.5	47	61.44
1	47.65	58	61.44
2	50.9	53	61.44
3		49	61.44
4			61.44
5			
6	61.3	34	61.44
7		63	61.44
8			61.44
9			
10			
11			
12			
<b>Total</b>	<b>221.35</b>	<b>304</b>	<b>491.52</b>

**Table 3: Total In-District ADA Actuals & Projections**

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8			61.44
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10			
11			
12			
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## 2017-18 Lodestar Family Calendar

### July 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### August 2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### September 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### October 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### November 2017

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### December 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### KEY

- Government Holiday
- School Holiday
- Teacher Work Day
- Early Release (1:30pm)
- Family Event

### Important Dates

#### SUMMER

Independence Day Holiday  
Student registration (New and returning families)  
Lodestar Crew Conferences (Parent Event)

July 4, 2017  
July 10-July 14, 2017  
August 7-11, 2017

#### QUARTER 1

First Day of Classes for Students  
First Day of Extended Day Program (EDP)  
Labor Day Holiday (No School)  
Back to School Night (No EDP)  
No Extended Day Program (Professional Development)  
Annual Lighthouse Gala  
School Holiday (No School)  
Fall Intercession (No School)  
- Teacher Work Days/Professional Development  
SLC Meetings (Parent event)

August 14, 2017  
August 14, 2017  
September 4, 2017  
September 7, 2017  
September 22, 2017  
October 14, 2017  
October 20, 2017  
October 23-27, 2017  
October 23-25, 2017  
October 26-27, 2017

#### QUARTER 2

Veterans' Day Holiday (No School)  
Fall Break (No School)  
Winter Break (No School)  
School Resumes  
Lodestar Winter EXPO (Parent Event- No EDP)  
Martin L. King, Jr. Day Holiday (No School)  
Winter Intercession (No School)  
- Teacher Work Days/Professional Development  
SLC Meetings (Parent event)

November 10, 2017  
November 20-24, 2017  
Dec. 18, 2017 - Jan. 1, 2018  
January 2, 2018  
January 12, 2018  
January 15, 2018  
January 22-26, 2018  
January 22-24, 2018  
January 25-26, 2018

#### QUARTER 3

President's Day Holiday (No School)  
No Extended Day Program (Professional Development)  
Spring Break / Intercession (No School)  
- Teacher Work Days/Professional Development  
SLC Meetings (Parent event)

February 19, 2018  
March 9, 2018  
April 2-13, 2018  
April 9-11, 2018  
April 12-13, 2018

#### QUARTER 4

Memorial Day Holiday Observed (No School)  
Last Day of Extended Day Program  
Lodestar Spring EXPO (Parent Event, No EDP)  
Passage Presentations (Minimum Days)  
Last Day of Classes for Students  
Teacher Work Days/Professional Development

May 28, 2018  
June 7, 2018  
June 8, 2018  
June 11-15, 2018  
June 15, 2018  
June 18-19, 2018

#### Contact Information: Lodestar

Main Office 510-775-0255  
Fax Number 510-984-1908  
Website [www.lighthousecharter.org](http://www.lighthousecharter.org)

### January 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### February 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### May 2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### June 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

#### TOTALS

Instructional Days: 178