

Lodestar, A Lighthouse Community Public School Performance Report

DRAFT: September 15, 2020 A FINAL DRAFT WILL BE SUBMITTED ON 9/24/20

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Charter Renewal Performance Report – Open Responses

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

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. Data from 2017-18 and 2018-19, the 2nd and 3rd years of the school's operations, determined Lodestar's placement on the renewal track, specifically California School Dashboard status on the Academic Indicators in ELA and Math (based on CAASPP), and the English Learner Progress Indicator (based on ELPAC).

While Lodestar has been placed in the low track, Lodestar meets the criteria for a two-year renewal:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written Performance Improvement Plan adopted by the LCPS Board of Directors.
- There is clear and convincing evidence showing that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Emphatically, we believe Lodestar deserves to be renewed for two years to continue to demonstrate our ability to get accelerated results for students. In this report, we offer data that makes our case, with particular bright spots:

- Our African-American student achievement outpaced state and OUSD averages two years in a row in math and one year in ELA
- Students who stay with us over multiple years show larger gains than their peers who have been with the school for only one year.
- Lodestar is part of a strong organization: Lighthouse Community Public Schools and have a strong financial track record, transparent governance, robust stakeholder engagement, a permanent facility, and strong demand from families, as evidenced in enrollment and waitlist data.

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, resilience and commitment to our core values of Love, Social Justice, Agency, Community, and Integrity.

Public accountability has always been a hallmark of the public charter school movement. At LCPS, external accountability is an opportunity for reflection and planning that enables our schools to stand for what is in the best interest of our students; as should be true for all public schools. As stated above, Lodestar was placed on

the low track according to AB1505 criteria based on lower status scores than state status on these indicators, schoolwide and for a majority of student groups that perform below the “All Students” median status statewide. To provide context, among the 14 schools that most Lodestar students (three percent or more) would attend, according to llve-go data, 12 of the schools also would have been placed on the low track, were they subject to the criteria used in charter renewal. In fact, Lodestar’s performance in Dashboard indicators in ELA, Math, Chronic Absenteeism and Suspension is better, overall, schoolwide and for subgroups, than at the 12 schools. Renewal is in the best interest of students by providing a high quality option.

Lodestar operates a K - 12 charter that for instructional purposes is grouped into two grade bands (K - 5 and 6 - 12), each having an administrative team of Principal, Assistant Principal, Dean, and Office Manager. At the time of renewal, Lodestar serves K - 9, with a plan to add a grade level until 2023, when we will be K - 12. The two grade bands share a Family Engagement Coordinator, After School Coordinator, and Operations Staff. These administrative teams meet bi-weekly in K - 9 operational meetings, monthly in Principal and Instructional Leadership Team meetings, and on an adhoc basis, as needed. Throughout the report, the reader will see references to the following:

- Lower School (LSES) serves K - 5
- Upper School (LSUS) serves 6 - 9
- When only “Lodestar” is mentioned, it means K - 9 or K - 12 depending on the context.

Eventually, as the high school grows, the Lodestar Upper School will be further divided into two grade bands:

- Middle School (LSMS) serves 6 - 8
- High School (LSHS) serves 9 - 12

1. Instruction
<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes.</p> <p>Through an ongoing and deep relationship with EL Education (formerly named Expeditionary Learning), Lodestar employs many unique school wide instructional practices that positively impact student outcomes. EL Education is a national model of school reform that has had proven results in schools across the country. A proud partner of EL since opening in 2016, Lodestar is one of only three EL schools in Oakland, providing a unique model and school design for East Oakland children and youth. EL Education has five key Core Practices: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. These form the backbone of Lodestar’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. Over our four years of operating, we have reflected on our data and sought to continuously improve to respond to students’ learning outcomes. The schoolwide instructional practices are direct results of our collective learning. In addition, in the 2020-21 school year, we have partnered with Instruction Partners to support teacher leaders, school leadership, and our academic team to implement</p>

strong instructional, curriculum planning, and assessment practices aligned to the Common Core State Standards. Below, we have highlighted some of our most signature and important instructional highlights.

Strong fidelity to the EL Education model is demonstrated through an annual third party Implementation Review (IR) conducted by experts at EL. Rating the school in the five key areas of curriculum, instruction, crew and character, student engaged assessment, and leadership, a perfect IR score is 130. As illustrated in the graph below, Lodestar exceeded its targets on the annual IR and grew from the previous year. This demonstrates that Lodestar has a high fidelity to and makes annual progress toward full implementation of the EL Education School Model.

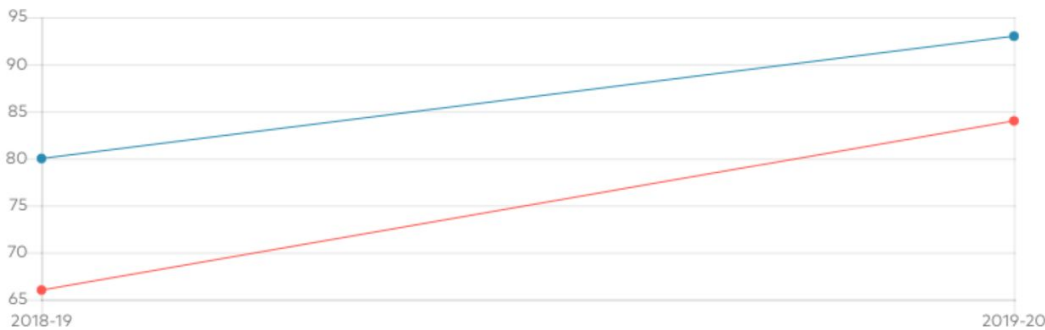
Partner Profile and IR Report

2019-20

Lodestar Community Charter

Implementation Review

PROGRESS REPORT TOTALS



	2018-19	2019-20
SCHOOL IR SCORE	80	93
TARGET	66	84

Curriculum

The Lodestar 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 Lodestar K-5, while preparing our middle schoolers the academic and social rigors of high school (rated by [EdReports.org](https://edreports.org)).

- Learning Expeditions built on Common Core Standards are used in English 9 and high school Ethnic Studies to ensure instructional rigor and alignment to our EL model, while centering cultural sustainability and anti-racist education for our founding high school scholars.
- 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://www.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://www.edreports.org))
 - CPM Integrated is the high school math curriculum. It meets the expectations for Focus and Coherence, Rigor and Mathematical Practices, and Usability. (rated by [EdReports.org](https://www.edreports.org))
- Science
 - The school has also adopted Project Based Inquiry Science ([PBIS](https://www.pbis.org)) published by Activate Learning for our middle school science, which is aligned to the 3 dimensions of NGSS.
 - In 9th grade physics, the curriculum we are calling upon is The Patterns Approach, which emphasizes the use of mathematical and phenomenological patterns to predict the future and understand the past.

Learning Expeditions

Learning Expeditions are a signature practice of the Lodestar curriculum structure. They are long-term, in-depth studies that offer students real-world connections to real research, experts, and fieldwork. 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. Learning expeditions at every grade level focus on building critical literacy skills and writing from evidence. Finally, learning expeditions situate the student in the real-world and real-life issues - oftentimes exploring complex issues that center justice and equity. Some examples of learning expeditions at Lodestar 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 thriving in Oakland. This expedition is an exemplary Lodestar 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. Lodestar is on the cutting edge of “expeditionizing” modules – taking high-quality ELA modules and localizing them for our East Oakland Context.
- 8th Grade: Justice. *How should a just society solve conflict? How has/does race factor into the system of incarceration in the past and present? How can we use technology to design and “hack” for justice?* 8th graders at Lodestar engage deeply in three rich and rigorous texts: *The 57 Bus*, *Just Mercy*, and *To Kill a Mockingbird* to explore the questions of race and justice. Concurrently, partner

with tech leaders and entrepreneurs from across the bay area to delve into how technology and design can be used to “hack” for justice. As a culminating event, students participate in a multi-day Hackathon experience to design an app that would have aided a character or person in one of these three texts to experience justice. This expedition draws on the rich tech culture in the bay area and brings students into contact with experts in the field; particularly people of color and women. They develop agency in seeing themselves as designers and problem-solvers, and engage more deeply in complex texts through this lens.

- 9th grade: Black Lives Matter. *How can we build strong connections so that we can have hard and honest conversations? What is the history of racism and current reality of anti-Black racism in the United States? How do we build solidarity among all ethnic groups to combat anti-Blackness and other forms of racism in America?* The Lodestar founding high school teaching team came together over the summer to try to figure out how to meet the moment - launching a new high school in the midst of a dual pandemic of COVID-19 and anti-Black racism. Founding ninth graders at Lodestar are engaged in an interdisciplinary expedition that cuts across all four of their academic courses. After an opening unit of intentional community- and relationship-building, students will delve into a historical and contemporary study of the narrative of anti-Black racism. In ethnic studies, they will read *Stamped* to build their contextual understanding and explore ways to reclaim the narratives about Black people, while in English, they will examine speeches and poetry from Frederick Douglass to Malcolm X, before delving into *The Bluest Eye*. In math, students will engage in rigorous and standards-aligned learning made relevant to our study of anti-Black racism; for example, an analysis of how intergenerational wealth compounds and a hypothetical exploration of what the nation would be like if promises made to formerly enslaved people during Reconstruction had been honored. In physics, students will make connections between physical energy and environmental racism and justice. All four courses will intersect with a culminating project to be designed by our students that will loudly proclaim that our students voices’ matter and that Black lives matter!

Student Engaged Assessment

We believe that assessment can motivate a student to be leaders of their own learning. 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 Lodestar 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

Literacy & Math Skills Blocks + Assessment Strategy To Measure Skill Building

Reading, Writing and Math across the curriculum are vital to ensure grade-level standards are met. To ensure students are getting adequate practice with literacy and math, Lodestar has devoted time for skill-building. This skill building is measured frequently and the data is used to identify instructional strengths and growth areas, disaggregated by sub group data, to inform corrective instruction planning and response to intervention.

Assessment Type	Purpose	Frequency	Use
NWEA MAP	Monitoring student growth against national norms.	Beginning, middle, and end of the year.	Universal screener; determines if students are “on pace” in growth and achievement.
ANet Interim Assessments	ANet is a new assessment in the 2020-21 school year in response to the lower than expected achievement on standards based assessments.	Quarterly (4x/year)	Defines the bar for standards mastery. Allows data-driven instruction to close gaps towards student mastery. Gives teachers actionable instructional data to design corrective instruction.
K - 2 Reading Foundational Skills Assessment	Benchmark assessment; Tracks student development with phonics and phonemic awareness.	Beginning, middle, and end of year.	Allows teachers to track the development of students’ phonics and phonemic awareness development.
Smarter Balanced Assessment Blocks (IABs)	Formative assessments that give teachers data about student progress in specific CCRS-aligned content areas.	Ongoing	Allows teachers to design and measure the effectiveness of corrective instruction. Gives students and teachers practice with the format/tools of CAASPP.
Curriculum Based Assessments	Ongoing assessments matched to curricular units.	Ongoing	Gives summative snapshots of Learning Target mastery. Often used to design small group instruction.

Making, Arts, and Design (MAD)

A hallmark of Lodestar’s model, we believe all students are makers. They have the agency to create and design their world. Time is devoted in all grades at Lodestar to developing the Habits of Work and Learning in making, arts, and design. 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. Some examples of how MAD has shone at Lodestar over the past several years are:

- Middle school students, in partnership with the Bay Area Mural Project, designed an expansive and beautiful mural at 105th and Edes that captures the beauty of Sobrante Park. The mural's name, *Oakland Love: A New Future* was a "mash-up" of an 8th grader and 1st grader's name suggestions.
- 3rd Grade Stop Motion Animation PSAs elevating original research and opinions around access to clean water, ranging from microplastics to runoff in Lake Merritt to the effects of the water bottling industry.
- 4th grade students researched drought-resistant plants, utilized expertise in the field and designed the landscape for our new campus in Sobrante Park. Many of the students' design recommendations were used in the final product.

Culture & Character

Crew

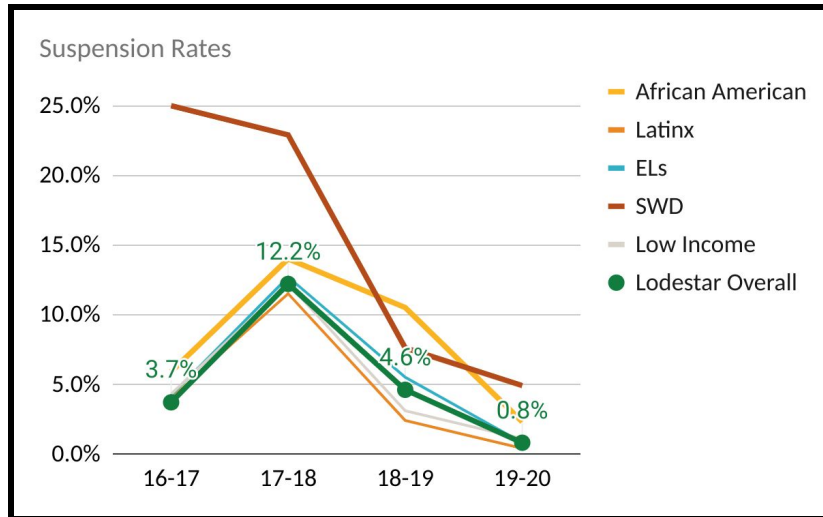
The heart and soul of Lodestar's culture is found in our school's Crew (Advisory) model. School leaders and teachers deeply engage in the vision of Crew as the key driver for our school's community. Crew is the structure - K - 12 - in which students are known well, enabling them to feel safe and ready to learn new skills and content. 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. When possible, crew leaders loop for two years with their students to allow for more contiguous and ongoing relationships with students and their families.

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 Practices

In alignment with our core values of love, social justice, agency, community, and integrity, Lodestar 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 Lodestar commitment to Restorative Justice is paying off with a sharp decline in suspension rates for all subgroups and overall.



Other Notable Instructional Model Elements

High School Launched 2020-21

Lodestar High School opened its doors for its inaugural class this past August 10th, 2020. Lodestar High, like its sister high school, Lighthouse High, is providing a safe and culturally vibrant college prep high school for East Oakland students and families. Our founding class of 2024 is composed of 71 scholars. 25.8% of Lodestar High school's founding students identify as Black, African-American or Black Multi-Racial. 14.5% of Lodestar High's founding freshmen are students with disabilities. We believe the demographics of our founding class of students at Lodestar High represent the future of the community we hope to serve across Lodestar's K-12 system.

Lodestar High's founding teaching faculty is a remarkable and diverse team of veteran educators. 75% of the core teaching team and 100% of the school's administration identify as Black, Indigenous, People of Color (BIPOC). The five founding teachers of Lodestar High School average 18 years of teaching experience. The Lodestar High founding faculty met weekly throughout the Spring to plan and ready for the rigorous learning experiences.

Professional Development to Support Quality Instructional Planning

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.

Instructional planning at Lodestar begins with backwards mapping of standards throughout the year to align with assessment. Teachers then engage in curriculum internalization and unit mapping protocols that include assessment-in-hand planning, unpacking standards, defining criteria for success, and anticipating challenges. Teachers then use these unit maps to guide instruction, reflecting weekly on student progress through formative assessments and checks for understanding in order to plan for corrective instruction, including whole class, focused small group, and/or individual support. These reflections and planning happen both individually by the teacher, in grade level and content-aligned collaborations within Lodestar, and with

grade level colleagues across our family of schools. In response to our commitment to increase student achievement, Lodestar is more closely aligning around these processes and across our family of schools to strengthen this practice. We are building our capacity for this essential work with Instruction Partners, a collaboration that started in the 2020-21 school year.

Examples of our PD, linked to instruction include:

- Weekly Professional Development. Led by school principals and Instructional Leadership Team (ILT) members, and EL Education School Designer (coach), 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. Frequency: Weekly
- Instructional Rounds, led by the Instructional Leadership Team, Grade Level Leads. Rounds inform and support the PD of leaders and teachers by identifying areas of strength and growth across the school. Frequency: Monthly
- 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. In combination with ILT rounds, coaching data, and classroom observations, for instance, Lodestar Upper School's ILT defined our instructional focus and PD arc around complex instruction, a complex and ambitious pedagogical approach to create equitable classrooms. It emphasizes equal-status interactions among students and specifies the conditions under which teachers can establish and support such interaction.. Frequency: Every 6 weeks
- 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. Frequency: weekly to bi-weekly depending on needs.
- System-wide Professional Development. Across LCPS, quarterly PD focuses on curriculum internalization, expeditionary learning practices, and anti-racist education practices. Frequency: Quarterly.

K - 12 Continuum

Learning from Lodestar's sister school, Lighthouse, Lodestar will serve students K - 12. In 2020-21, the first cohort of 9th graders are attending, 73% of them matriculating from Lodestar, demonstrating a strong desire of our families to have a K - 12 experience. We believe a K - 12 continuum allows deeper relationships to form between the school and families and between families. In addition, we know the road to college preparation is long and therefore a K - 12 continuum allows for more success in college. Our LCPS college completion rates are four times the national average for Black and Latinx students.

Extended Learning & Enrichment Programs

Students at Lodestar 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.

Instructional Structures Rooted in EL Education

Being a part of a national model of school reform provides Lodestar with clear directions and structures, leading to increased student engagement. A few key areas of success at Lodestar, within this model are:

- Crew. Crew allows each student K - 12 to have a single adult champion through the year - the caring adult that facilitates that child's home/school connection, as well as supports that students to build the social/emotional skills necessary to succeed in school. The daily "container" of crew also supports robust peer relationships that build student resilience. Crew provides the time and space for students to explore and understand the school's core values (love, community, social justice, agency, and integrity); process current events; and plan and do service projects.
- Student Engaged Assessments such as Student-Led Conferences & EXPOs of student work. These structures allow for family engagement and for students to lead their own learning.
- Expeditions. Described above, Expeditions are a hallmark of Lodestar's success. They provide rich, project-based learning experiences that marry the rigor of EL Modules, the Common Core Standards within the context of our beloved East Oakland.
- A Commitment to Making, Arts, and Design. Knowing that children learn in many ways and can express their learning through a variety of modalities, Lodestar has a robust K - 9 Making, Arts, and Design program. One of the program's most recent accomplishments is the creation and installation of a beautiful mural, in partnership with the remarkable artists at the Bay Area Mural Project (BAMP!). Over a series of lessons, middle schoolers learned the design elements of a mural, brainstormed the many beautiful attributes of Sobrante Park, and developed the mural. The students were supposed to paint the mural but Covid19 cut that project short. The mural was painted by guest artists from BAMP. Students entered a contest to name the mural and ultimately, the mash up of an 8th grade and 1st grade students' suggestions was given to the piece of public art that will last a lifetime in Sobrante Park: ***Oakland Love: A New Future.***



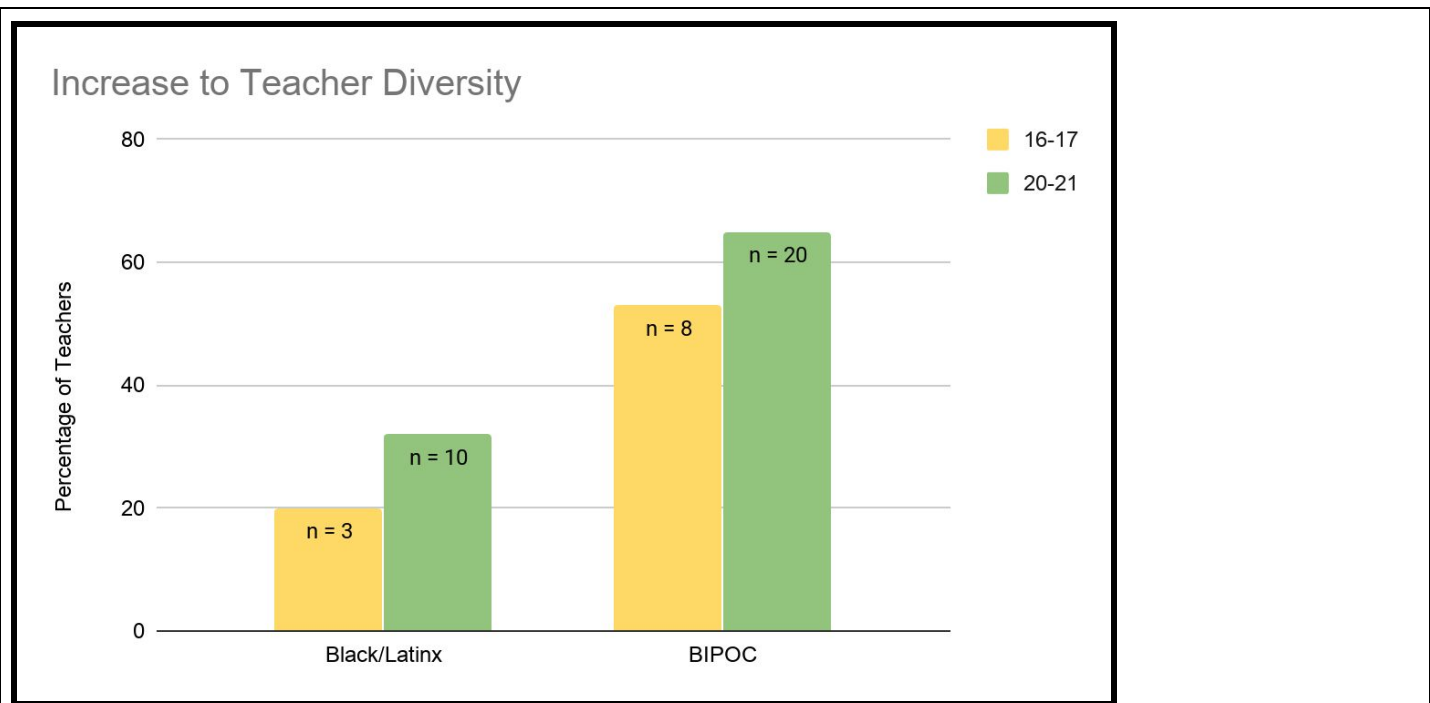


Strong Academic, Culturally Relevant Culture that Supports Social/Emotional Learning & Resilience

- A commitment to anti-racist practices across the school. The marriage of restorative justice, a focus on healing for Black and Brown youth, as well as consensus-built Community norms have led to drastic reductions in suspension rates across K - 8.
- Centering Black Excellence through multiple mediums:
 - Black Male Empowerment Series supported Lodestar black male students in grades 6th through 8th. This lunch series provided students positive black male role models around the value of community, brotherhood, college-going culture. Special guests to the series have included a Hip Hop Scholar; community leaders; a former football player, real estate investor.
 - Lift Every Voice is an annual event that shines a spotlight on Black Excellence through art and poetry. The most recent Lift Every Voice event hosted over 100 black families and students. Leading up to the main event, our Crew leaders implemented extensive crew plans in all grade levels that celebrate achievements and accomplishments of the Black and African American community, and acknowledge slavery and reflect on its legacy.
- Students with Disabilities Leading their own learning. In 19-20, the LSMS Academic Intervention Support (AIS) teacher saw an opportunity to develop agency in our students with IEPs by co-leading their meetings with their case manager. This shift increased the student and parent's understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success. ([sample agenda](#))

Increasing Teacher and School Leader Diversity

Lodestar 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, Lodestar's teacher diversity has increased significantly from 2016-17 to this school year.



Over the course of the charter, Black/Latinx teachers have increased from 20% to 32% of the overall teaching force; and BIPOC teachers have increased from 53% to 65%. Since 2019-20, 100% of our administrative teams (all principals, assistant principals, and deans of students) in the lower and upper school have identified as people of color and/or mixed race. Our partnership with the Alder Graduate School of Education, in place since 2019, has created a robust pipeline of teachers of color who represent the communities we serve and are readying for the classroom in innovative residency models. Of Lodestar’s 2020-21 Alder residents, 75% (3 out of 4) are Black and Latinx and 50% (2 out of 4) are Spanish-bilingual.

Pandemic Response

When the pandemic required schools to be closed, Lodestar 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, within 3 weeks
- 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

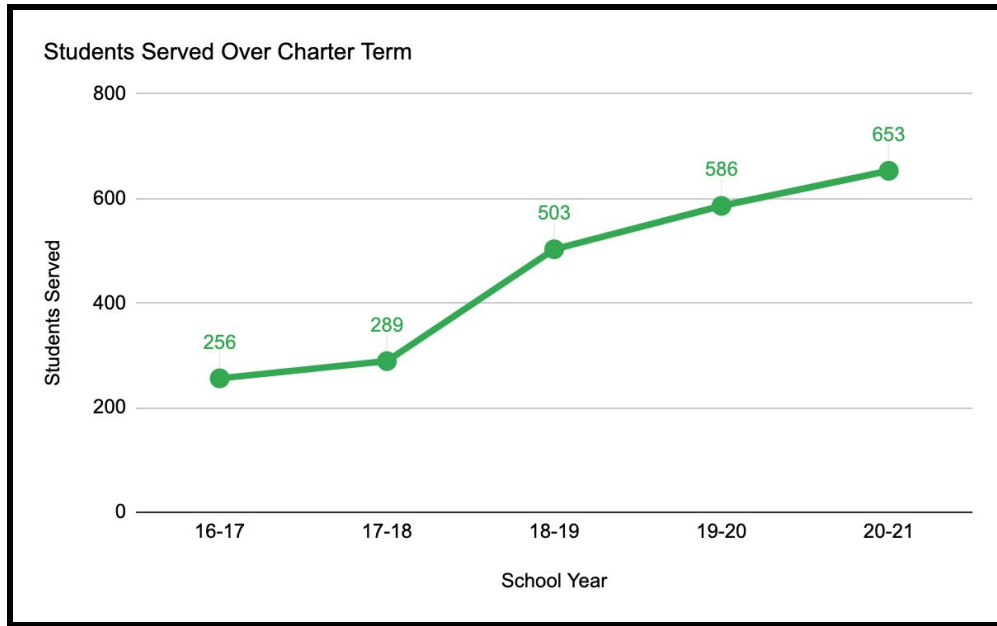
- Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students that allow for synchronous and asynchronous learning in small and large groups. Minutes of synchronous instruction per day range from 180 (average) across grades K - 5 to 260 for grades 6 - 9; Minutes of asynchronous instruction per day range from 140 minutes across K - 5 to 140 minutes for grades 6 - 9 .
- 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)
- Contact with all families whose students have IEPs to engage in conversation about services during distance learning
- Special education service delivery model that combines support inside and outside of the general education classes and ongoing collaboration with the teaching team
- Mental health and counseling to 4.6% of our students and building out systems that will allow us to serve a larger population

These supports have resulted in about 95.8% ADA across grades K - 9; 100% 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 Lodestar, 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. Our school’s enrollment grew from 256 students in 2016-17 to 653 in 2020-21. In Years 1 - 2, we were at two different sites in the Fruitvale region of Oakland and starting in Year 3, we have been located in Sobrante Park in Deep East Oakland.



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 Lodestar 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 Brookfield and Sobrante Park 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	65.4%	63.0%	67.6%	69.7%	70.8%
African-American	19.7%	19.7%	21.5%	20.3%	17.3%
Two or More	6%	6.2%	4.2%	4.6%	6.3%
API	2.7%	1.4%	2.8%	3.6%	3.0%
White	6.8%	2.8%	2.6%	0.7%	0.6%
Unknown	0%	6.9%	0.8%	1.2%	2.0%

Of those reporting, “two or more races,” most of them are Black/AA + another race, putting students that identify as Black/AA at 25.8%. Although our Black/AA student population dropped slightly, this decline is

parallel to the decline in Black/AA students overall in Oakland, declining from 26.2% in 16-17, 24.3% in 18-19, to 22.9% in 19-20.¹

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

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

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

- Increase in percent of English Learners from 28.2% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.3%
- Increase in percent of low-income students from 70.1% to 78.9%

In 2019-20, we made a bolder effort in collaboration with OUSD 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, we know it may take 1 - 2 years of these preference changes to see a difference. It should be noted that if we include the two or more race students that include African-American in their identity, 25.8% would be African-American.

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. Lodestar 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.
- 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.

¹ [OUSD Fast Facts](#)

² CDE Dataquest

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

⁴ CDE Dataquest

- 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

Lodestar 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. Since 2015, the Oakland homeless population has doubled.⁵ To that end, Lodestar is committed to seeking out and providing wrap-around services to homeless and housing insecure families. Currently, 1.4% of our student population is unsheltered. 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 African American Student Population

At Lodestar, our current African American student population is 17.3%, although if we include multiracial students who have one race identified as African-American, this number is 25.8%. While this number is higher than our sister school, Lighthouse, we know that according to the East Oakland Initiative’s Community Plan, Lodestar’s neighboring communities (Coliseum, Sobrante Park, Brookfield, Stonehurst) have African American populations ranging from 20-35% and we can 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 Lodestar 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. In 2020, we are forming a partnership with the Oakland chapter of the NAACP to strengthen our instructional approaches with African American students. 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 the number of African American/Black/Latinx teachers from 20% in 2016 to 32% in 2020.

Students With Disabilities (SWDs)

Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with

⁵ <https://www.salon.com/2020/06/14/with-affordable-housing-already-scarce-oakland-is-poised-for-a-post-pandemic-homelessness-boom/>

moderate-severe disabilities. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which in 2019-20 was 13.5%.⁶ We are gaining traction with this effort. Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar. 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 22% to 36%. 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?

Lodestar students are at the center of school-wide decision making. During the 19-20 school year Lodestar launched a student government that engaged students in planning and leading both grade level celebrations and school wide student events. Furthermore, Lodestar student ambassadors have played a central role in hosting and leading events such as EXPO (Celebration of Learning Nights), fundraisers and more. Lodestar students play a central role in interviewing prospective Lodestar teachers and leaders, including Lighthouse Community Public Schools leaders. Every single teacher and leader that Lodestar has hired during the first charter cycle was interviewed by both students and parents. Students, then, provide feedback to school leadership, and the organization on candidates. At Lodestar, we believe that students know best who should teach and lead them in the classroom and schoolwide.

All Lodestar students take an annual (mid-year) student experience survey which provides feedback to teachers about their classroom culture and instructional practice, but also informs leaders about students' feelings about campus climate, safety and culture. Through dedicated professional development inquiry cycles, teachers unpack this data, make shifts in their classroom practices and provide students with clear messaging about how they are incorporating their feedback into their class instructional and cultural shifts.

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

Based on student feedback, Lodestar leadership has made several shifts to our instructional program and cultural schoolwide structures. Two of the most exciting changes we are implementing based on student feedback for the 20-21 school year and beyond is launching a Black Student Union and a comprehensive sports program for our middle and high school once the pandemic settles. Our Black Student Union will lift and center Black greatness and excellence both inside and outside the Lodestar community and engage our entire community in celebrating Black culture. Upon return to school post COVID19, Lodestar High School

⁶ CDE DataQuest, Special Education by Age & Disability for Oakland Unified

and Middle School plan to launch both girls and boys sports programs to engage our students in athletic competition, which will, in turn, bolster schools spirit and pride, and student health and sense of belonging.

5. Family Engagement

Family engagement is a cornerstone of Lodestar'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 Lodestar, a testament to the quality and connection of our community. Engaging families is everyone's job at the school, but Lodestar also has a Family Engagement Coordinator who helps to coordinate and support parents from recruitment to leadership opportunities.

Lodestar 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.
- **Family Leadership Group (FLG)**
 - **The Lodestar Family Leadership Group** is a group of 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 family members every month. Family members 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.** Lodestar 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.
- **Quarterly Student Led Conferences** (See 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. every six

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 Lodestar, 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 have an opportunity to connect with our family liaison and school representatives. These have continued during Shelter in Place.
- **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 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. These 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 Lodestar including:

- **A significant model redesign in grades K - 5.** During the fall of 2018, as a result of achievement and culture data, as well as parent concerns, the K - 5 leadership spearheaded a model redesign to address issues and strengthen assets of the program. Through a series of parent engagements, families shared concerns and ideas for improving the student learning experiences. These ideas were operationalized into a new school model that included decreasing class size, increasing access to core academic content (ELA, Math), reducing time in crew and enrichments, and eliminating the self-directed learning lab (SDL).
- **Meal Provider.** 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** were offered as a result of parents expressing their need to be explicitly taught tech skills.

6. Teacher Engagement

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

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 composed of departmental/instructional leaders. The Culture Team is composed of grade level leads. Each of these teams contribute to and make decisions that affect the whole school.
- **Annual Teacher Surveys:** Every year teachers complete two surveys to provide their voice and perspective on Lodestar. 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 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. In 2020, a new Principal evaluation tool will be piloted, but teacher voice and feedback will be an integral part of whatever tool we select.

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 are heard and vetted.
- **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.

Examples of Changes Made Based on Teacher/Staff Feedback

Teacher feedback has resulted in many changes at Lodestar including:

- **Shift in Student Led Conference Cadence.** Teachers gave feedback that SLCs were scheduled too close to each other during the school year. In Crew, Students were spending too much time reflecting on and preparing for SLCs, rather than spending time building important social-emotional skills. A shift from three to two SLCs per year was based on teacher feedback.
- **Selection of Curriculum.** Teachers are asked for their guidance and input when selecting curriculum. As a result of their engagement, vetting, and piloting of several curricula, the selection of EL Foundational Skills and Eureka is taught at Lodestar.
- **Increased Synchronous Time During Distance Learning.** Teachers, in response to their students' needs and assessment data, gave the feedback that students needed more synchronous time in order to master grade level standards. The distance learning schedule that students participate in is based on teacher input and feedback.

- **Access to Paper Packets During Distance Learning.** Even though 100% of Lodestar students have been provided the technology necessary for learning, teachers saw that some of their students responded better to paper packets. As a result, paper packets are available to students, to supplement online learning.

7. Performance of key student groups (Data Sources: [CSDC Comparison Schools Report](#), [Lodestar Calculations](#), [Schoolzilla](#), [CA School Dashboard](#), and [CDE Dataquest](#))

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

In this section of the performance report, we will address five key student groups. Of these, English Learners are the only significant subgroup in both 2017-18 and 2018-19. Starting in 2018-19, African Americans were also a significant subgroup.

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

We will share data for these subgroups, as well as compare subgroup data performance to the attendance areas of the fourteen schools⁷ in which the vast majority of Lodestar students live. This comparison is done in the spirit of collaboration with OUSD, showing how Lodestar is contributing to the East Oakland landscape of school options for families. In addition, as a part of AB1505, the charter granting agency must find that it is in the best interest of pupils to not renew a charter school. While Lodestar is in the “low track” of renewal tiers, we believe this evidence demonstrates we fully understand where we must improve, what are plans for doing so, and why it is in the best interest of students to renew the Lodestar charter. Additional metrics and plans for improvement are found in the Lodestar Performance Improvement Plan.

The following tables show how Lodestar students performed on the CAASPP compared to the neighboring school areas in which Lodestar students live and the state, as well as how Lodestar 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, Lodestar outperforms Oakland Schools in our students attendance areas - overall and by student subgroups, but performs below state averages.
- Lodestar’s African American students proficiency rates are 12% higher than that of Oakland schools in our students attendance areas

	2019 ELA
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⁷ When Lodestar students are mapped across Oakland, the vast majority of students live in areas of these schools. Where we show comparisons, it is to these 14 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.

	Lodestar	Average of OUSD Schools students might otherwise attend	State
Overall	28%	20%	51%
African-American	23%	11%	32%
Socio Economically Disadvantaged	28%	20%	39%
English Learners	9%	3%	13%
Students with Disabilities	9%	2%	16%

Percent of Students Scoring Proficient - Math

- In Math, Lodestar outperforms Oakland Schools in students attendance areas - overall and by student subgroups, but performs below state averages.

	2019 Math		
	Lodestar	Average of OUSD Schools students might otherwise attend	State
Overall	19%	15%	40%
African-American	13%	6%	21%
Socio Economically Disadvantaged	19%	15%	27%
English Learners	11%	4%	13%
Students with Disabilities	4%	0%	13%

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.

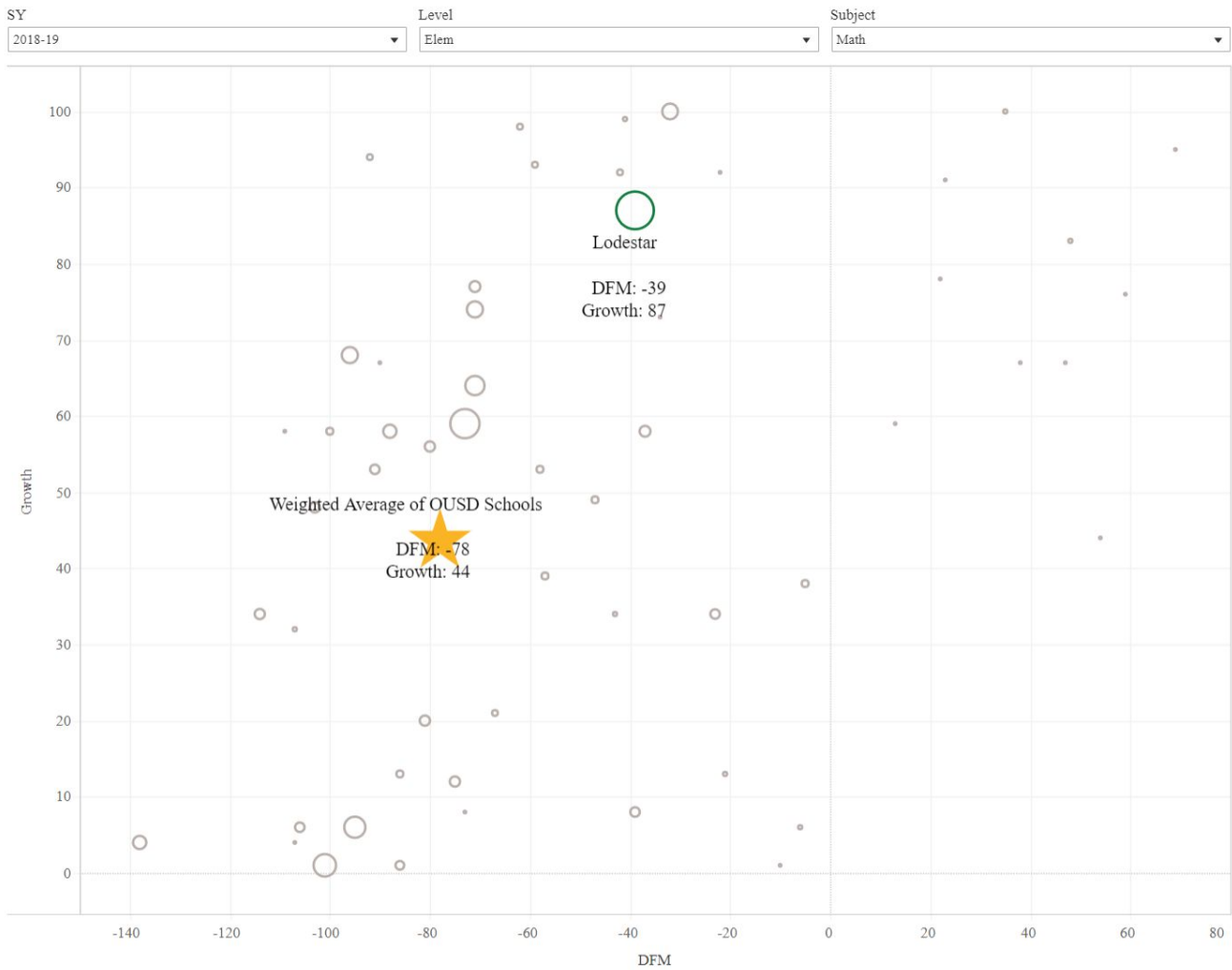
Elementary ELA 2019

- Lodestar outperformed OUSD average in ELA in 2019 (DFM), but growth was slightly below OUSD average.



Elementary Math 2019

- In Math, Lodestar is in “high growth/high performance” when compared to other OUSD public and charter elementary programs.



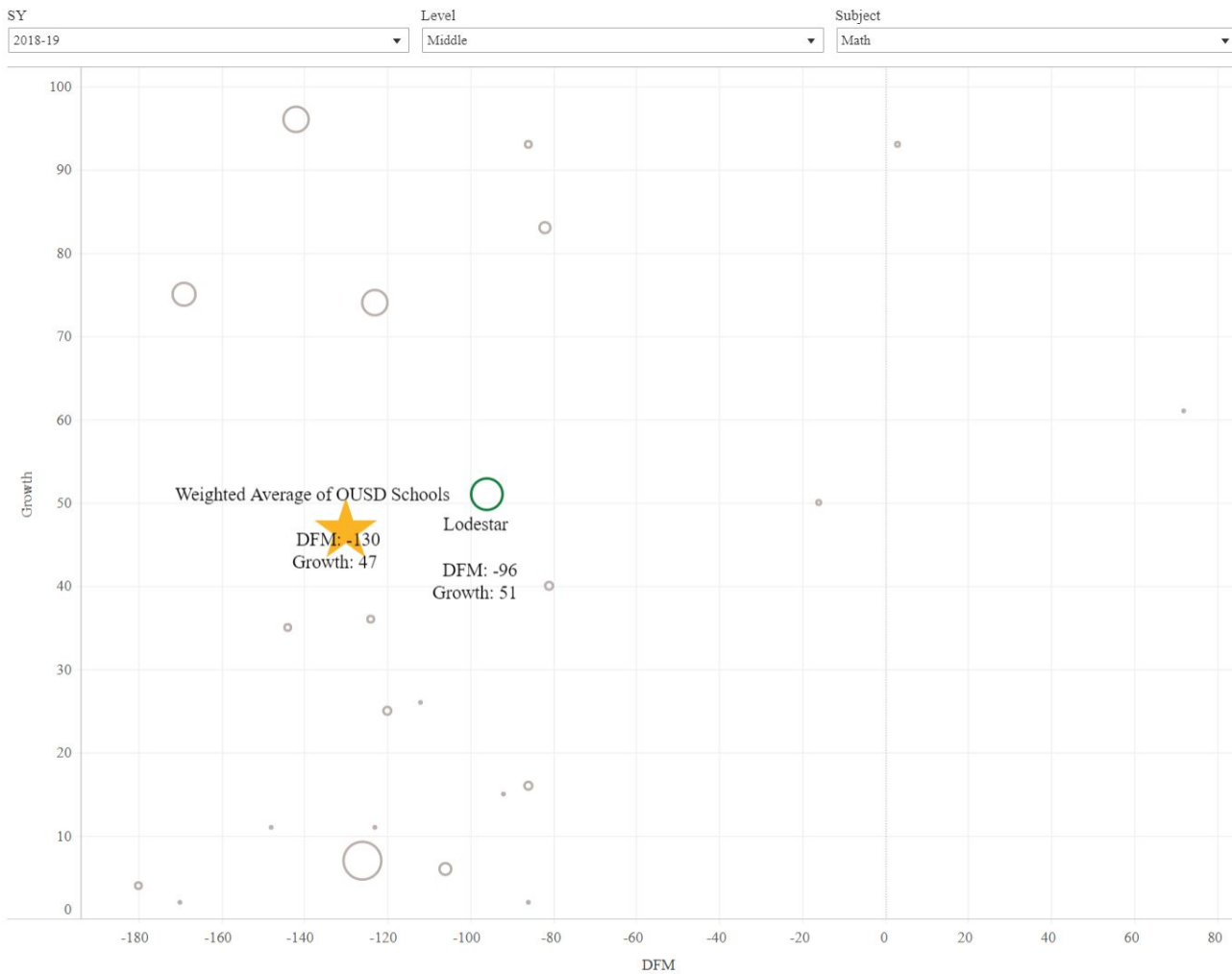
Middle School ELA 2019

- Lodestar is in “high growth/high performance” when compared to other OUSD public and charter middle school programs.



Middle School Math 2019

- Lodestar outperformed OUSD average in Math in 2019 (DFM), and growth was slightly higher than OUSD average.



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

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

	ELA			Math		
	Lodestar	OUSD	State	Lodestar	OUSD	State
Overall	-4	0	+1	+2	0	+1
African-American	-11	0	+1	-5	0	+1
Socioeconomically Disadvantaged	-3	0	+1	+3	0	+1
English Learners	-3	+2	0	+1	+2	0
Students with Disabilities	-7	+2	+1	+4	+1	+1

Distance From Met, by Cohort Over Time

While not 100% consistent for all grade levels, the tables below show that our students are making progress in getting closer to standard.

Overall Grade Level Cohort Data; Distance from Standard

	ELA						Math				
	3	4	6	7	8		3	4	6	7	8
2019	-55	-58	-57	-68	-17	2019	-38	-43	-101	-83	-100
2018	-39	NA	-44	-33	NA	2018	-51	NA	-98	-82	NA
2017	NA	NA	-42	NA	NA	2017	NA	NA	-120	NA	NA

Distance From Met Comparisons - 2019

Below are several charts that visualize where Lodestar 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 2019		Math DFM 2019
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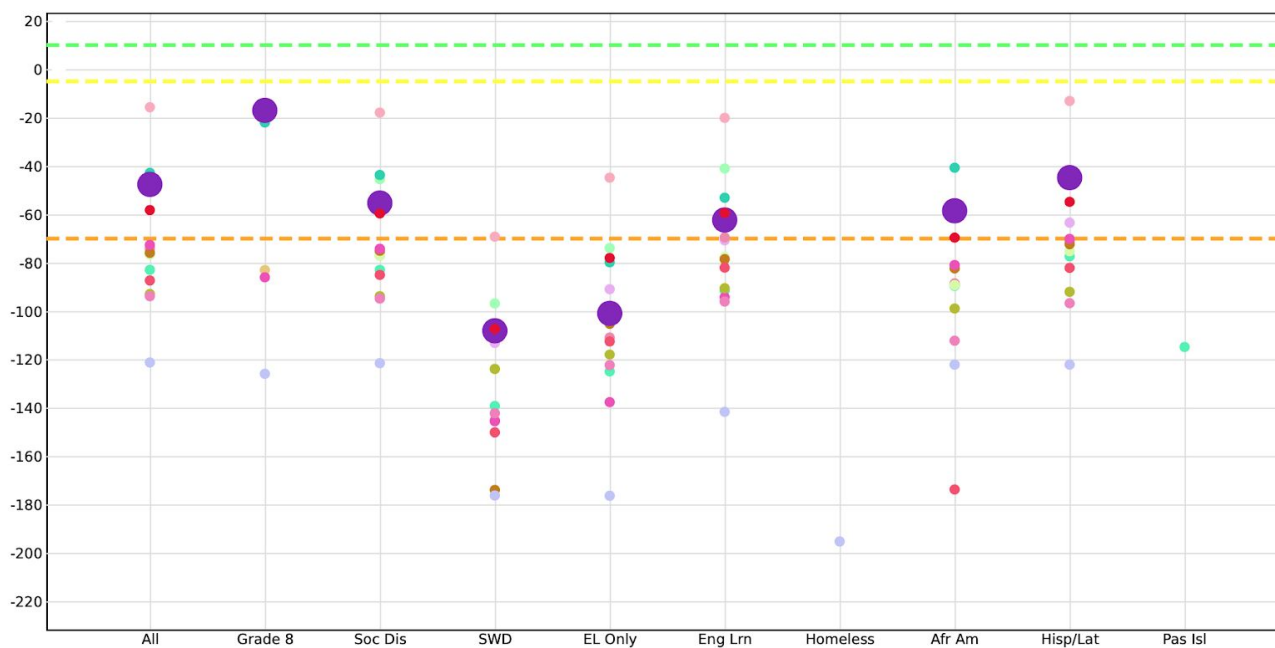
	3	4	6	7	8		3	4	6	7	8
Lodestar	-55	-58	-57	-68	-17		-38	-43	-101	-83	-100
Selected Schools	-78	-76	-83	-70	-63		-68	-74	-118	-109	-113

Distance From Met, Comparisons by Subgroups, 2019

Key:

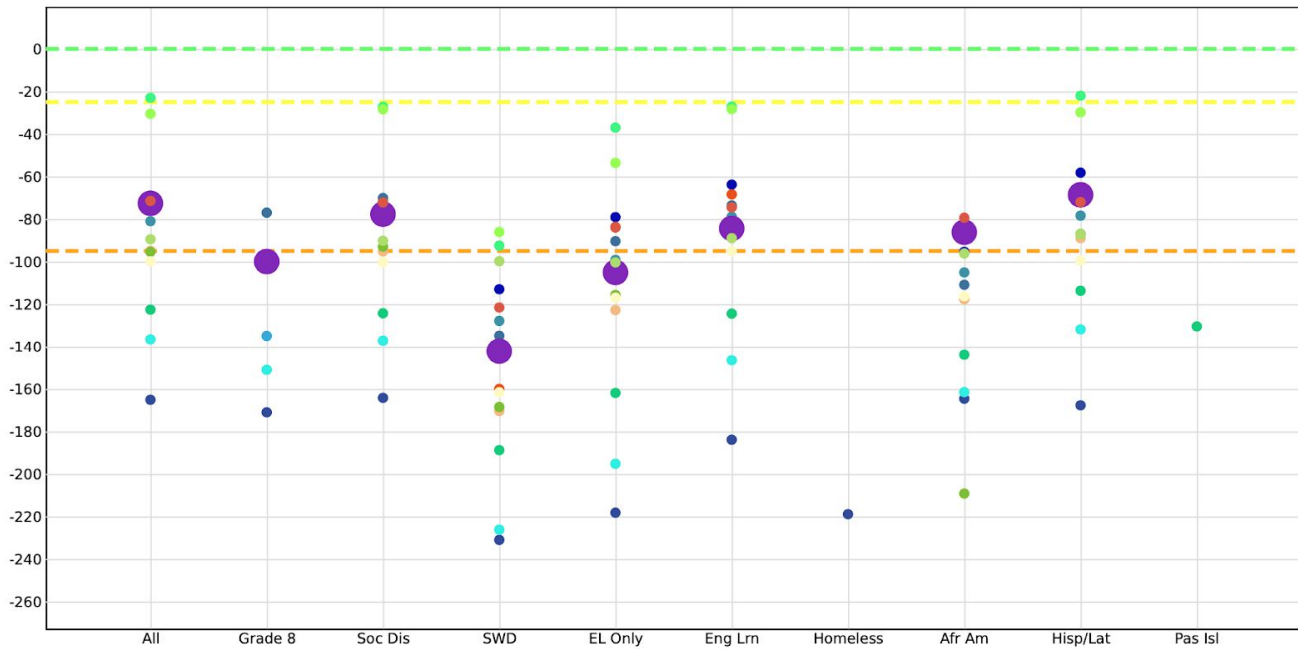
- X axis is subgroups
- Y axis is Distance from Met (DFM)
- Orange, yellow, and green dashed lines show Dashboard color cut points.
- The large purple dot is Lodestar. The other colored dots represent the 14 schools students would otherwise attend.

English Language Arts: Lodestar: A Lighthouse Community Charter Public



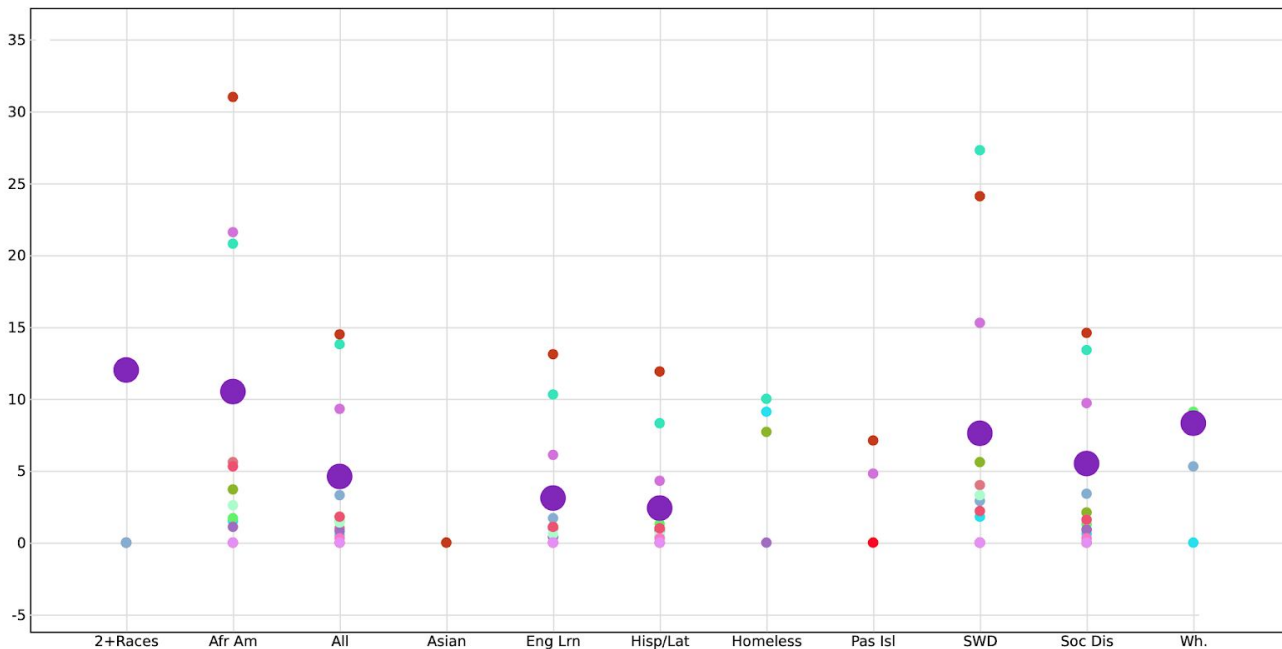
In 2019, Lodestar was closer to meeting the standard than most other schools in ELA. Lodestar 8th graders far surpassed other 8th graders; and for African American students and Hispanic students, Lodestar performed at the top of the pack.

Mathematics: Lodestar: A Lighthouse Community Charter Public



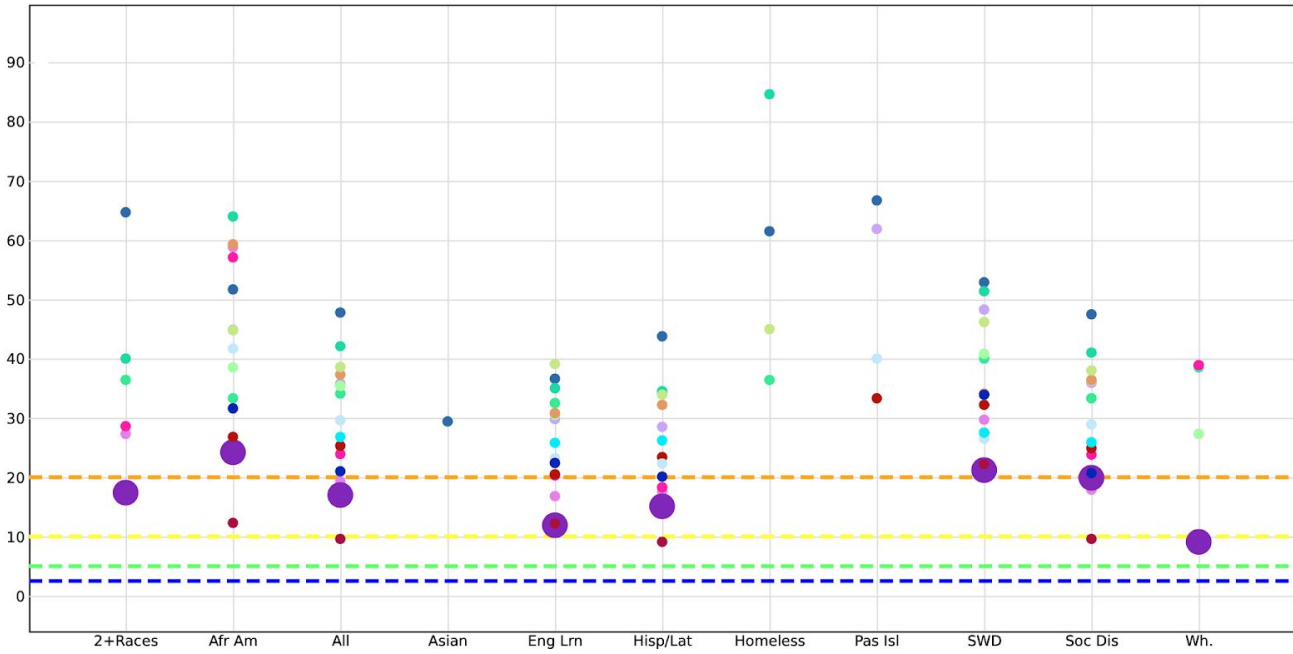
In 2019, Lodestar was closer to meeting the standard than most other schools in math. Lodestar 8th graders were near the top; and for African American students, Lodestar performed at the top of the pack.

Suspension: Lodestar: A Lighthouse Community Charter Public



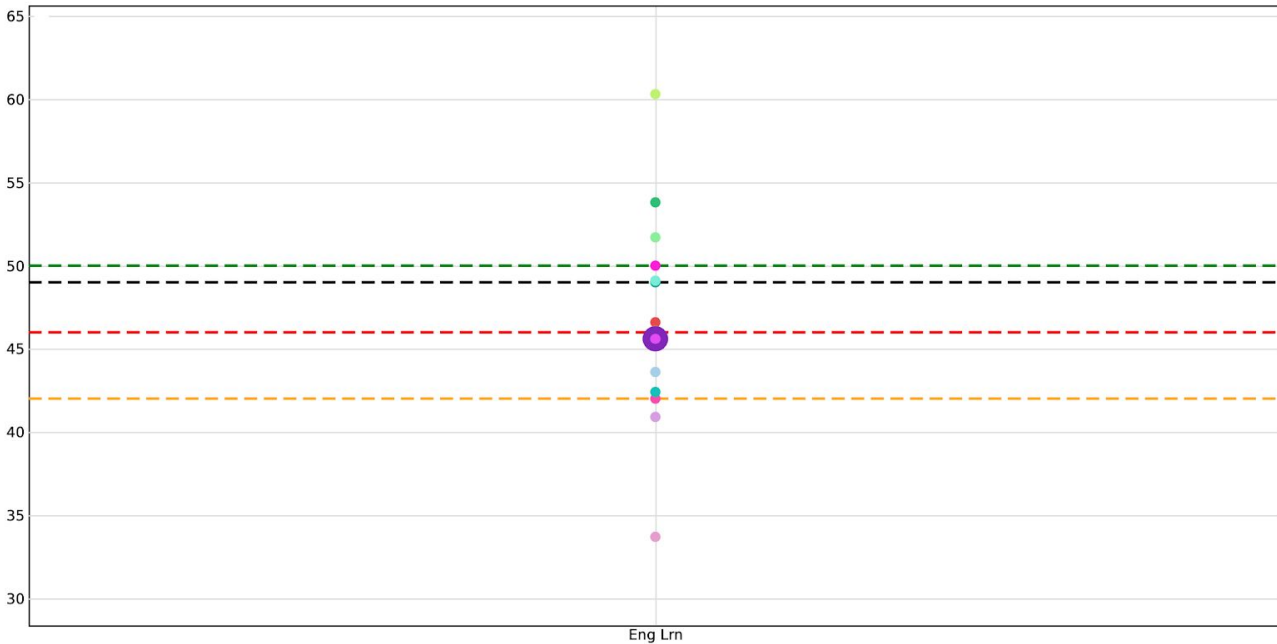
In 2019, suspension rates at Lodestar were in the midrange of most schools and for some subgroups, suspension rates were higher. In the 19-20 school year, suspension rates plummeted to 0.8 overall because of a concerted effort to drastically reduce suspension rates.

Chronic Absenteeism: Lodestar: A Lighthouse Community Charter Public



In 2019, only one school in the group had a lower chronic absenteeism rate for all students overall and for African American, Latinx, and Socioeconomically Disadvantaged. All other subgroups, Lodestar had the lowest chronic absenteeism rate.

English Learner Progress: Lodestar: A Lighthouse Community Charter Public



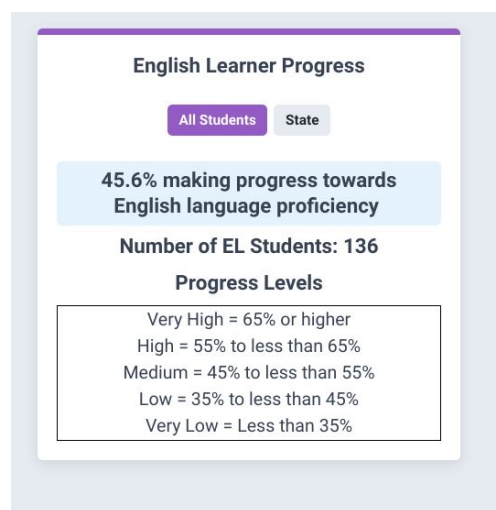
In 2019, Lodestar English Learners performed in the middle of the pack of Live-go schools. We document below the work we are doing to improve their achievement.

1. English Learners

2019 CA Dashboard Status = **YELLOW in both ELA & Math (Low performance, High Growth)**

Lodestar’s English Learner population has grown over the course of the charter term from 28.2% in 2016 to 38.5% in 2019.

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, 45.6% of students were making progress toward English Language Proficiency as reported on the California School Dashboard, putting Lodestar in the “Medium” progress category.



Over the past four years, 11.7% of English Learners have been chronically absent, 2.8% less than the overall student population of Lodestar. In 2019, Lodestar EL students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.⁸ Over the past four years, 5.2% of English Learners were suspended at least once, slightly less than the overall student population by 0.7%.

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?

- Lodestar K-5: K-5 English Learners received designated ELD instruction through EL Achieves curriculum; the instruction is grouped by language level, in their Expedition classes – these ELD experiences are connected to course content but focused explicitly on building the bricks and mortar of language that would not be developed through non-designated teaching experiences.
- We have approximately one staff member at each grade level who can review document translations for parents and students, such as classwork, homework, informational one-pagers.
- All of our EL trade books for ELA and Open Up Math curriculum are translated to Spanish to support our emerging bilingual Latinx students.

⁸ California Comparison School Report published by CSDC. Published August 18, 2020

We know that we have significant work to do to better support our English Learners. What needs improvement?

- Teachers and administrators need for more training to support newcomers and emerging bilingual students through ongoing professional development.
- While we have many Spanish bilingual staff members, we do not have staff members or resources to support our non-English and/or non-Spanish speaking young people (e.g. Vietnamese, Mandarin, Mum, etc.)

What are our planned current and future actions?

- Lodestar, and our sister school Lighthouse K - 8, is partnering with [Ensemble Learning](#) through its Learning While Leading program to the development of our instructional leadership in support implementation of our plan to support specific needs of our English Learners. This is in response to the recognition that this is an area of growth/need.
- Lodestar is in the process of hiring an ELD coordinator and teacher for K-9. This role will support the program coordination and coaching of the ELD program and designated ELD instruction

What are some of our barriers?

- Keeping pace with our English Learner population
- Articulation of ELD Model and Approach, including curriculum, class composition/frequency, and assessment strategy. We believe our participation in the Ensemble Learning program will support us to articulate an LCPS-wide model.

2. Students with Disabilities (SWD)

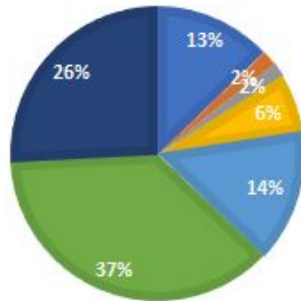
Since opening, we have grown the special education population we serve from 7% in 2016 to 9.5% in 2020. We continue to increase our enrollment of students with disabilities as we strive to more closely mirror the enrollment of students with disabilities in our surrounding district, which as of December 2018, OUSD's SPED school-aged population was 11.3%.⁹ Most notably, 14% of our founding high school class qualify for special education services. We will continue to attract and recruit students with disabilities and encourage students with all abilities, including moderate-severe students, that they have a place at Lodestar.

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

⁹ CDE DataQuest, Special Education by Age & Disability for Oakland Unified

% OF STUDENTS BY PRIMARY ELIGIBILITY

- Autism
- Emotional Disturbance
- Hard of Hearing
- Intellectual Disability
- Other Health Impairment
- Specific Learning Disability
- Speech & Language Impairment



Lodestar serves students with a range of special education needs. When compared to the most recent OUSD data posted on Dataquest, we can see that, overall, Lodestar is serving a comparable special education population as OUSD.

Disability Type	Lodestar	OUSD
Intellectual Disability	6%	7.0%
Speech and Language Impairment	26%	19%
Emotional Disturbance	2%	4.8%
Other Health Impairment	14%	11.6%
Specific Learning Disability	37%	35.8%
Autism	13%	16%

Over the past three years, 17.2% of students with disabilities have been chronically absent, 2.7% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.¹⁰ Over the past three years, 10.5% of Students with Disabilities were suspended at least once, 4.5% more than the overall student population.

We strive to serve students with disabilities experiencing a wide range of need and impact. 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities. A key component to continuing to increase the enrollment of our students that are most impacted is to ensure we are offering a program that effectively supports all students' individual needs. We leverage an inclusive model of special education programs that maximize students' involvement within the general education program through the delivery of a range of services. We believe that inclusion benefits all

¹⁰ California Comparison School Report published by CSDC. Published August 18, 2020

students in the classroom, not only our students with disabilities.¹¹ Additionally, over the past few years we have significantly expanded our program to provide increased educationally related mental health services to ensure we are addressing the needs of the whole child.

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?

- 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.
- Performance on the CAASPP increased in Math by 4% for students with disabilities.
- We saw a 15.3% decline in suspension rates for students with disabilities from 2018 to 2019. This is in large part due to the implementation of tier 1 programming to support students' social-emotional and behavioral needs, including integrating trauma-informed practices and restorative practices. Additionally, we will continue expanding our provision of mental health services.
- We continue to refine our collaboration/consultation model to ensure that teachers have the support and partnership needed to design inclusive educational experiences.
- Starting in Middle school, students with disabilities have the agency to co-leading their IEP meetings with their case manager. This shift increased the student and parent's understanding of their IEPs, how and what to advocate for in class, and, thus, gaining a more clear understanding of the purpose and impact of IEPs on academic and/or socio-emotional success.

We know that we have significant work to do to better support our Students with Disabilities. What needs improvement?

- Performance on the CAASPP declined in ELA from 2018 to 2019.
- For students with disabilities, only 4% demonstrated "standard met" on CASPP in math in 2019.
- Students with disabilities are chronically absent at higher rates than their other Lodestar peers, which impacts access to instruction and special education services.

What are our planned future actions?

- Given our successful decrease in suspension rates for 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 bi-weekly 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 support general academic achievement and growth, we will continue to strengthen our collaboration model. We recognize that collaboration is a key lever to better integrating SWDs into

¹¹ Ruijs, N.M. & Peetsma, T.T.D. (2009). Effects of inclusion on students with and without special education needs reviewed. *Educational Research Review*, 4(2), 67 - 79.

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 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 improve math 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. Leveraging the coherence map will be critical as we build out our math interventions and instruction.

3. Students in Need of Remediation

At Lodestar, 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 an 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). Lodestar's initial model theorized that "just-right" instruction in reading and math would lead to greater growth toward proficiency. However, given the report of the Opportunity Myth and based on our student proficiency data, we began shifting away from "just right" groupings in the 17-18 school year (our second year of operation) and increased focus on strengthening core Tier 1 instruction for all students to access rigorous, grade-level content. In our initial years of ensuring all students have access to grade level standards, there were significant numbers of students we identified as needing Tier 2 supports both within core classes and in additional instructional time.

What's working?

- Lodestar Lower has scheduled intervention blocks for students whose Reading and/or Math data indicated unfinished learning. Reading and Math intervention was initially held by designated intervention teachers and has since evolved to being held by the students' core teacher in order to leverage the teachers' knowledge to each students' academic and SEL strengths and growth areas.
- Lodestar Upper has scheduled blocks of intervention taught by all classroom teachers to support unfinished learning in Reading and Math. The "all hands on deck" approach ensures that reading and math literacy are held across all disciplines.
- Shift from personalized learning model to a greater focus on grade level access for all students (see above). This shift increases student engagement with rigorous, grade level content. Our theory is that this shift will reduce the number of students who need Tier 2 or 3 supports.

Areas for Growth

- More clearly articulated MTSS/SST process, with research-based Tier 2 supports that are broadly applicable to a range of different learning needs.
- Continue professional development of Tier 1 strategies and supports in all content areas

- For all core content teachers to provide data-driven corrective instruction plans for all students to reach grade level standards and reduce the need for remediation/intervention

Planned Actions

- As of the 20-21 school year, our Academic Intervention Specialist (AIS) is coordinating the academic and social emotional MTSS process in collaboration with Assistant Principals and Principals.
- We have hired a Director of Student Services to help coordinate delivery and implementation of MTSS at our site.
- We have 3.0 FTE of Academic Intervention Specialists (AIS) across our school to support small caseloads and quality delivery of Specialized Academic Instruction.

4. Advanced students performing above grade level

Lodestar 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.
- We have identified criteria in which grade acceleration makes sense and partnered with students and families to ensure that students who are socially and academically ready can move up a grade. In the 19-20 school year, we had 5 students move up a grade.

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.

5. African American Students

2019 CA Dashboard Status = ORANGE for both ELA & Math (for Low Performance and Declines in Performance)

Over the current charter term, Lodestar has seen an increase in the number of African American students attending, at 17% in the 20-21 school year (25.8% if you include multiracial students who identify with being African-American). Lodestar is unique among Oakland charter schools in the relatively high proportion of African American students served, which is the result of explicit recruitment work as well as practices we have implemented to ensure that our African American community feels a strong sense of belonging, reflected in student and family experience surveys.

While we know we have considerable work to do, we are proud of our service to African-American students. In 2017-18, Lodestar African-American students significantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students significantly outperformed African-American state averages in Math.

Over the past three years, 16.4% of African American's have been chronically absent, 1.9% more than the overall student population of Lodestar. In 2019, Lodestar students have the lowest chronic absenteeism of the fourteen schools they might otherwise attend.¹² Over the past three years, 10.2% of African Americans were suspended at least once, 4% more than the overall student population.

What is working?

- We are recruiting and retaining African American students.
- Suspension rates for African-American students at an all time low. At the end of the 2019-20 school year, only 2.3% AA students had been suspended, still higher than overall suspensions (0.8%), but great progress!
- In 2017-18, Lodestar African-American students significantly outperformed African-American state averages in both ELA and Math. In 2018-19, Lodestar African-American students significantly outperformed African-American state averages in Math.
- Black Joy and Excellence are a hallmark theme of Lodestar's culture. (see Successes above)

What needs more work?

- We still need to work on disproportionality in AA discipline data
- We need to increase AA proficiency on the CAASPP.

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. Lodestar aims to demonstrate a strong commitment to recruiting and supporting students whose families are unsheltered. We will be taking this year to build out supports, partnerships, and programs to ensure our unsheltered students are best served at Lodestar.

¹² California Comparison School Report published by CSDC. Published August 18, 2020

8. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

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

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, Board On-Track, 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.

9. 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

Data Based Decision Making

Lodestar leaders and teachers use data to reflect on programmatic effectiveness, and make commensurate shifts. These have included:

- Shift from “just-right” grouping to focus on grade level access with strong differentiation based on data and current research (i.e. Opportunity Myth).
- Adoption of research based curriculum (ELA: EL Education, Math: Eureka K-5, Open Up 6-8, and ___ Grade 9) and corresponding interim assessments to drive rapid improvement in student outcomes.
- Adoption of standards-aligned interim assessments (Achievement Network) to ensure that staff have a common definition of rigor.
- Dissolving of the Self-Directed Lab: Learnings from SDL helped elevate greater need for student agency across all spaces (envelope success of SDL into content spaces) and have helped in planning for distance learning.

- Use of Interim Assessments, NWEA MAP, and Student Work. We are working to improve our data culture at Lodestar to ensure we have consistency of administration of assessments such as ANET interim assessments and NWEA MAP and have consistent cycles of looking at student work to ensure teachers have the data they need to best serve students.

Content Specialists in Elementary School

- Lodestar Lower teachers specialize in content areas of either Math or Expedition (ELA) in order to develop strong instructional practices in their focus area and to support sustainability in teacher planning and professional development.

10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this 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.

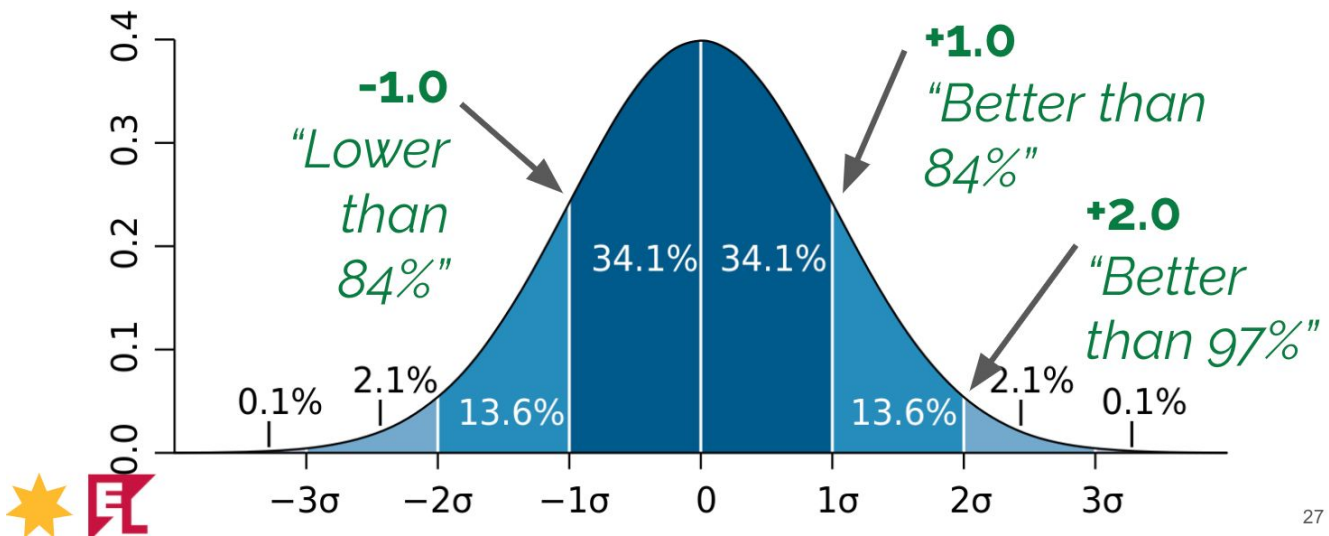
NWEA MAP Conditional Growth Index (CGI) Results

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

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



Lodestar Data vs. National Data What's a Standard Deviation?



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Math Conditional Growth Index

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

- 4th - 7th grades showed accelerated growth in math, with 5th - 7th grade students outgrowing 84% of other students' growth in math, nationally
- 8th grade showed typical growth in math
- 3rd grade students showed below average growth.
 - This data reflects the period between January 2019 - June 2019 (when this cohort was in 2nd grade) and August 2019 - January 2020. At this time, we had not formally adopted Eureka Math in Grades K-2 and were still providing math through an “instructional level” versus “grade level” model. This data prompted us to adopt Eureka (which we were piloting across 3-5) across the entire K-5 and to completely shift our model away from instructional level groupings. In addition, this cohort of students had a novice, first-year teacher in math during the 19-20 school year.

Grade	W19-W20	# of students
3	-4.11	46
4	0.99	42
5	1.04	37

6	1.92	59
7	1.02	33
8	0.25 ¹³	52

Reading - Conditional Growth Index

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

- 4th, 5th, 6th, and 8th grades showed accelerated growth in reading compared to all other students nationally:
 - 5th and 6th grade students outgrew 84% of other students growth, nationally
 - 4th and 8th grade students outgrew 99% of other students growth, nationally!
 - 3rd and 7th grade students showed below average growth
 - Grade 3: As with Math, our Grades 3-5 had fully adopted the EL Education Modules. This data reflects the January 2019 - June 2019 period when this 3rd grade cohort was in 2nd grade, and again prompted a shift to adopt the modules across the entire K-5.
 - Grade 7: This cohort had a maternity sub during the January 2019 - June 2019 period while the 6th grade humanities teacher was out on leave, and this is reflected in their achievement data during this window.

Grade	W19-W20	# of students
3	-2.29	43
4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55 ¹⁴	50

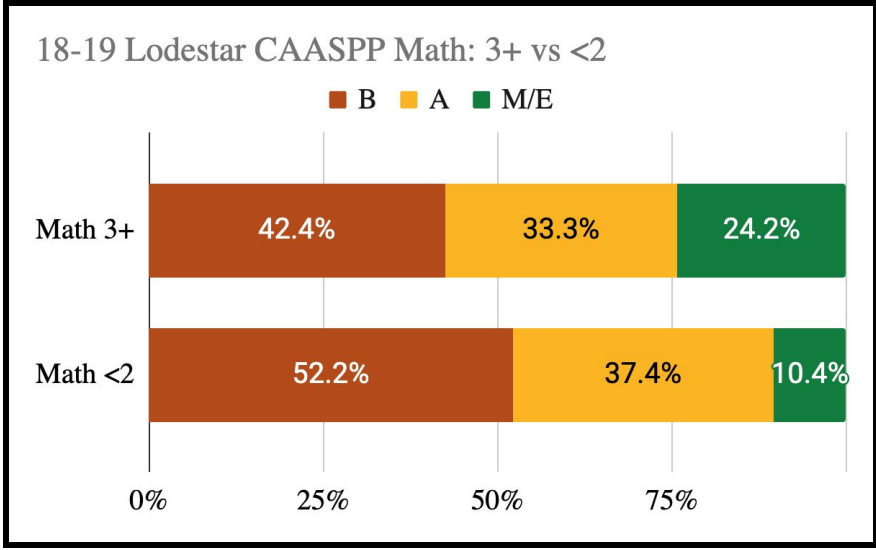
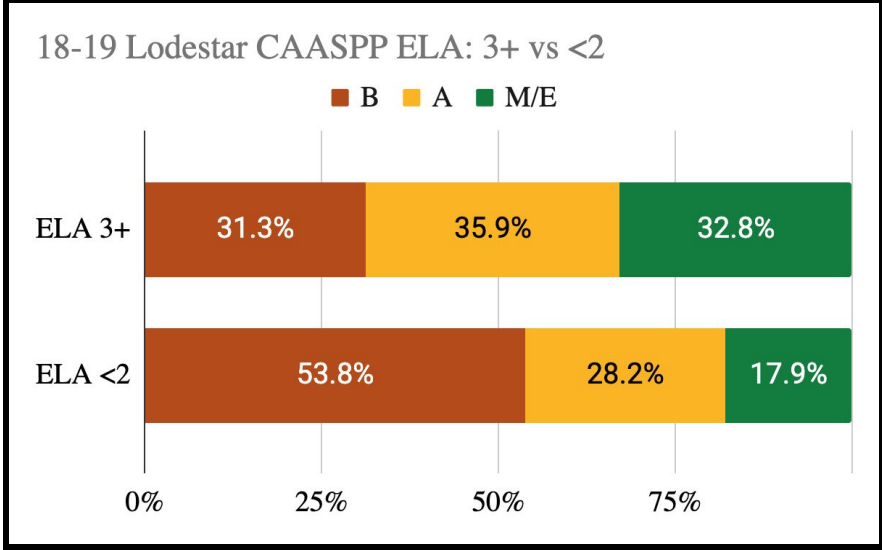
STAYING POWER: Student Proficiency Increases with Years at Lodestar - Dramatically

When we analyze CAASPP results of students who have been with us for three years, we see what we are calling “The Lodestar Effect,” a demonstrable increase in CAASPP performance over time. Students who joined Lodestar in 2016-17 and stayed through the 2018-19 school year and took the CAASPP, scored

¹³ 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

¹⁴ 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

significantly higher in ELA and math than students who had been with Lodestar less than two years. We believe an additional two years with a charter renewal, our students will be able to demonstrate even more significant gains on the CAASPP. In the visuals below, B = beginning (standard not met); A = approaching (standard nearly met); M/E = meeting/exceeding (standard met or exceeded).



Distance from Standard - DFM Improves with Years at Lodestar

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

	ELA		Math	
	All Students	Continuously Enrolled from 16-17 through 18-19	All Students	Continuously Enrolled from 16-17 through 18-19
18-19	-50.06	-31.49	-64.52	-44.21

17-18	-37.29	-26.74	-50.00	-36.76
16-17	-40.39	-35.44	-61.39	-56.44

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)
Year 1 2016-17	2/3/16	K	91	60	25
		6	70	60	12
		9	N/A	N/A	N/A
Year 2 2017-18	3/17/17	K	125	73	37
		6	107	72	18
		9	N/A	N/A	N/A
Year 3 2018-19	3/9/18	K	214	72	19
		6	195	79	33
		9	N/A	N/A	N/A
Year 4 2019-20	3/6/19	K	77	72	17
		6	83	80	26
		9	N/A	N/A	N/A
Year 5 2020-21	3/9/20	K	57	52	3
		6	112	15	85
		9	14	36	3

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	39	35	57	68	16.67%	11.55%	10.92%	11.18%
Students who left the school during the school year	45	30	58	63	19.23%	9.90%	11.11%	10.36%

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	652	100%
Asian	3	0.5%
Black or African American	112	17.2%
Filipino	8	1.2%
Hispanic or Latino	462	70.9%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	9	1.4%
White	4	0.6%
Two or More Races	41	6.3%
Race Not Reported	13	2.0%
Male	318	48.8%
Female	334	51.2%
Homeless Students	9	1.4%
Foster Youth	2	0.3%
FRPM-Eligible/Economically Disadvantaged	409	68.3% ¹⁵
English Learners	239	36.7%
Special Education/Students with IEPs	61	9.4%

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

Expulsions

Lodestar has had zero expulsions over the term of its charter.

Student Group	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4

¹⁵ As of Draft on 9/15, this number was still being captured.

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	15	16	26	27	31
# of new classroom teacher hires	15 (Year we opened)	5	13	5	14
# of classroom teachers retained from prior year	N/A (School opened in 2016-17)	11	13	22	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1 (resigned end of year)	0	2 (resigned due to credential not being issued)	2 (1 resigned, 1 switched to non-teaching role due to credential not being issued)	0
# of currently vacant classroom teaching positions (FTEs)					1 (newly approved ELD Teacher/Coor.)

See teacher

Teacher Ethnicity (for Year 5 of current charter term)

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

Total # of classroom teachers	31
# Asian	6
# Black or African American	5
# Hispanic or Latino	5
# White	11
# 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>Lodestar leases a newly-renovated four-acre property in East Oakland from Pacific Charter School Development (PCSD) until June 30, 2028. Prior to that, Lodestar plans to execute on a purchase option to assume ownership of the facility. Lodestar’s campus is newly renovated with three academic buildings: a K - 5 school, a middle school/admin building, and most recently, a newly constructed 9 - 12 building, 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 and the school is heavily soundproofed to ensure the nearby trains do not distract learners. The grounds are rich with play structures, a basketball court, a peace path to help little ones solve playground conflicts, and a large playing field. We are proud of the beautiful mural that adorns the building, on the building’s exterior at 105th and Edes. It is a student-created piece of art, in partnership with the Bay Area Mural Project (BAMP!). The mural, named with the mash-up of two suggestions from an 8th grader and 1st grader is “Oakland Love: The New Future.”</p>



Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? No.

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.

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

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	Siblings of enrolled and admitted students to keep families together	No Change
2	Children of Lodestar staff and LCPS Board Members (not to exceed 5%)	Children of Lodestar staff and LCPS Board Members (not to exceed 5 2.5% of total enrollment)
3	Students who are currently enrolled in or who reside within the elementary school attendance area	Students who are homeless/unsheltered during the time of enrollment or who become unsheltered while on the waiting list.

	of the district’s public elementary school(s) in which Lodestar is located	(For the purposes of the charter, unsheltered will be defined by MCKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2) The term “homeless children and youth”— A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and B. includes — i. children and youths who are sharing the housing of other persons due to loss of housing, 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).
4	Students living in the 94621 or 94603 zip code	Students who are currently enrolled in or who reside within the elementary school attendance area of the district’s public elementary school(s) in which Lodestar is located
5	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school	Students living in the 94621 or 94603 zip code

	option to Oakland students and families	
6	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland 6. All other applicants	Students zoned to attend underperforming schools within OUSD ⁴ in which 70% or more of students qualify for free and reduced lunch: to provide an equitable, high-quality public school option to Oakland students and families
7	All other applicants.	Other prospective students residing within OUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public school option for students and families of Oakland
8		All other applicants.