

02. Measurable Student Outcomes

District Required Language

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting

with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS OUTCOMES

LCPS Organizational Objectives and Key Results (OKR) drive long and short term goals for continuous improvement at LCPS and at Lodestar.

	Objectives	LCPS Key Results
QUALITY	1. Our students are at school and engaged every day.	A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.
	2. Our students are learning, equipped with social-emotional skills, and meeting growth/performance targets to succeed in college.	A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET)ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups.
	3. We grow and develop in service to our students.	A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development.
CULTURE	4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD. B) 70% positive responses on Family Survey questions on Panorama across all student sub groups C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups. D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)

		E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx
IMPACT	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar. B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a 3.2% contribution to reserves.

LODESTAR OUTCOMES IN ALIGNMENT WITH STATE PRIORITIES

In alignment with Education Code Section 47605(c)(5)(B) and 52060(d), Lodestar has set intermediate goals and achievement milestones which align to The California Schools Dashboard and the Eight State Priorities. These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

At the classroom level, benchmark skills and specific content-area skills are identified, monitored, and assessed that build toward these goals. If data should indicate that the school is not meeting these intermediate goals and measures, the school will modify its program to improve performance in that area and these modifications will be reflected in the LCAP Annual Update.

Lodestar will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and

for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

Furthermore, Lodestar acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Lodestar will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code § 47605.5(a), the annual update shall include:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions Lodestar will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Lodestar reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Finally, Lodestar shall comply with all requirements of California Education Code § 47606.5 (e), including but not limited to the requirement that Lodestar “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

Lodestar’s outcomes are detailed in **Figure B.XYZ** below, which align with the state priorities and the charter school’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

Goal 1: Lodestar Students are academically proficient. <i>This work is aligned to state priorities 1, 2, 4 and 8 and LCPS OKRs Objectives 1 and 2.</i>	
Measures	Growth Goals

<ul style="list-style-type: none"> ● 75% of students meet grade level proficiency in ELA as measured by the SBAC, overall and in each of the significant subgroups. ● 75% of students meet grade level proficiency in Math as measured by the SBAC, overall and in each of the significant subgroups. ● The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. ● 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard. 	<ul style="list-style-type: none"> ● Percent of students who are level 3 or 4 in ELA will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● Percent of students who are level 3 or 4 in math will increase by 5% annually on average above a baseline of results from the first COVID state assessments, overall and for all significant subgroups, as measured by the SBAC. ● The percent of students who are high achieving or high growth on the ELA NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of students who are high achieving or high growth on the Math NWEA will grow by 1% annually, overall and for significant subgroups ● The percent of English Learners making annual progress toward fluency will increase by 10% annually.
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Actions

- a. Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements
- b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms
- c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.
- d. Provide targeted interventions for students identified as needing additional support through MTSS
- e. Develop individual student schedules that allow for grade-level ELA and math instruction, high-quality learning expeditions, and targeted interventions.
- f. Action not continuing
- g. Leverage technology to provide additional student math and reading practice.

- h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.
- i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.
- j. Implement interim assessments and bi-weekly data meetings to assess student mastery of CCSS in ELA and math.
- k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports
- l. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.
- n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.
- o. Use growth targets for English Language Proficiency that lead to reclassification
- p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth
- q. Develop and implement a portfolio assessment system.
- r. Align passage structures to Graduate Profile
- s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups
- t. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.
- u. Support student academic proficiency through increased Instructional Aide support.
- v. Closely monitor SBAC test completion to ensure all students take the test.

Goal 2: Lodestar Students are healthy relationship-builders who are connected to the community and each other.

This work is aligned to state priorities 5 and LCPS OKRs Objective 4.

Measures	Growth Goals
<ul style="list-style-type: none"> ● 4% or fewer students have a suspension during the school year, overall and within each of the significant subgroups. ● Fewer than 5% of students are Chronically Absent, according to state definitions, overall and within each of the significant subgroups. ● 70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the SCAI, overall and in each of the significant subgroups. 	<ul style="list-style-type: none"> ● Reduce suspension by 1% during the school year, overall and within the significant subgroups. ● Reduce chronic absenteeism by 2% every year from baseline, overall and within each subgroups until 5% CA rate is attained. ● Increase student positive responses on eh SI and AC SCAI Dimensions by 5% each year until goal is attained.

Actions	
<ul style="list-style-type: none"> a. Utilize crew as a venue in which students are supported socially, academically, and emotionally b. Incorporate community fieldwork and service learning into the curriculum. c. Develop opportunities for student leadership d. Provide healthful universal breakfast e. Refine and utilize data management systems to track student culture and behavioral data f. Utilize a Restorative Justice model to provide social, emotional and behavioral support through Deans of Students. g. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS, including an expansion of counseling services. h. Train all teachers in the use of Restorative Justice practices in the classroom. i. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions. j. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports 	
Goal 3: Lodestar Families are connected to the school and each other as partners in their children’s education. <i>This work is aligned to state priorities 3 and 6 and LCPS OKRs Objectives 4 and 5.</i>	
Measures	Growth Goals
Annual growth toward the following targets: <ul style="list-style-type: none"> ● 95% of families participate in their child’s Student-Led Conferences at least one time during the school year. ● 70% positive responses to Winter Family Survey connection questions. ● 70% positive responses to family partnership questions on Winter Family Survey. 	<ul style="list-style-type: none"> ● Increase positive responses on family survey by 5% annually until goal is attained
Actions	
<ul style="list-style-type: none"> a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals a. Provide opportunities for families to advise school through formal and informal leadership structures. 	

- b. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.
- c. Hold parent learning events based on parent interest, need, and school goals.
- d. Provide Spanish translation at all parent meetings and Student-Led Conferences.
- e. Utilize family portal to better keep families informed of student progress and school events.

Goal 4: Lodestar Staff are engaged members of the school community.
This work is aligned to state priorities 6,7,8 and LCPS OKRs Objectives 3 and 4.

Measures	Growth
Annual growth toward the following targets: <ul style="list-style-type: none"> ● 75% of LCPS staff are engaged on the Q12. ● 85% of LCPS staff are satisfied with their total compensation package. 	<ul style="list-style-type: none"> ● Increase staff engagement on the Q12 by 3% each year

Actions

- a. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices
- b. Teachers are regularly observed and provided feedback to continually improve practice.
- c. Provide teachers with Preliminary credentials are provided with BTSA Training and a BTSA Coach to ensure the Clear their credential within the term of licensure.
- d. Continue to implement a new compensation model, including retention bonuses for staff at key retention points.
- e. Provide 8% matching retirement contribution for all staff.
- f. Support Diversity, Equity and Inclusion work through quarterly professional development.
- g. Review and refine Teacher Growth and Development framework.

Goal 5: Lodestar students develop the mindsets to be successful in college and the career of their choice
This work is aligned to state priorities 4,5,8 and LCPS OKRs Objectives 4.

Measures
<ul style="list-style-type: none"> ● The percentage of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.

Actions

- a. Use HOWL Learning Targets (Habits of Work and Learning) to promote student character development.
- b. Support students with college and career readiness via the crew curriculum grades K-12.
- c. Visit college in an age-based developmental progression.
- d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.
- e. Seat student governments and BSU

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for K - 5	
1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of families positively rate school safety.	Growth target 3%
3. Each year, at least 70% percent of families positively rate academic instruction.	Growth target 3%
4. Each year, at least 70% percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	Growth target 3%

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 70% percent of students positively rate school safety.	Growth target 3%
3. Each year, at least 70% percent of students positively rate academic instruction.	Growth target 3%

4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	Growth target 3%
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Additional Site Based MPOs	
MPO	Target (%)
Each year, 95% of families will attend their child’s student led conference meetings.	95%
Each year, 90% of students will identify a caring and trusting relationship with at least one adult within the school community.	90%

Student Outcomes

Students at Lodestar show mastery in what EL Education describes as the Expanded Definition of Student Achievement. In order to achieve the school mission of college and career of choice, an educated person who graduates from Lodestar must have mastery of:

1. Academic and Content Performance Standards
2. College Readiness Skills
3. Character and Mindset

More information on these Student Outcomes may be found in “What It Means to be an Educated Person in the 21st Century” in **Element A**. Methods for assessing student mastery of academic content performance standards are detailed in **Element C**.

Graduation Standards

In order to graduate from Lodestar, students must master content Learning Targets in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Academic Elective courses. These Learning Targets are aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU A-G course requirements in the high school years.

All students at Lodestar, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP). The Graduation Requirements are detailed in **Element A** of this charter.