

# LODESTAR EXECUTIVE SUMMARY

## Introduction

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 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.

## Our First Five Years

Lodestar continues to meet the needs of East Oakland Families in spite of challenges common in the first term of a charter.

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Significant Events</b>	Opened	Moved; Prop 39 and 51 facilities challenges <sup>1</sup>	Moved to Permanent Location	State Testing Cancelled; COVID-19	Distance Learning continues; High School launched
<b>Location</b>	Patten University, Fruitvale	St. Jarlath, Fruitvale	Permanent Campus, Sobrante Park	Permanent Campus, Sobrante Park	Distance Learning
<b>Enrollment</b>	256	289	503	586	653
<b>CAASPP Test Takers</b>	62 students (100% new to Lodestar)	138 students (38% new to Lodestar, n= 52)	292 students (53% new to Lodestar, n= 155)	0 students due to COVID-19	Testing status unknown
<b>Testing Grades</b>	6	3, 6, 7	3, 4, 6, 7, 8	NA	3 - 8

<sup>1</sup> Lodestar applied for Prop 39 facilities in year 1 and 2 of our operation. Lodestar did not receive an acceptable offer so needed to secure private facilities. In addition, Lodestar secured over \$50M of CSFA funds to renovate an OUSD campus, but because of the challenges posed in negotiations with OUSD, Lodestar sought out a permanent campus on its own, partnering with Pacific Charter School Development to purchase, renovate, and add onto a campus in East Oakland.

With the passage of AB1505, renewing 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, only two years of data from the 2nd and 3rd years of the school's operations, determined Lodestar's placement on the "low" renewal track based on AB 1505.

Over the course of our first term, as a community, we have overcome several obstacles, including moving three times in our first three years. Happily settled in a permanent home in the Sobrante Park neighborhood of Oakland, Lodestar is poised to continue to grow into a K - 12 school.

## Oakland Impact: Lodestar's Commitments

In addition to improving the quality of Lodestar, when renewed, Lodestar is committed to serving Oakland's most vulnerable students, engaging in meaningful partnerships, and sharing best practices beyond our walls.

- **Priority for Unsheltered Families:** Lodestar is committed to meeting the growing need of unsheltered families in Oakland. In the charter renewal submission and material revisions, Lodestar will be giving admission preference for families experiencing housing insecurity.
- **Sharing best practices in partnership with NAACP:** In response to the California NAACP resolution on Dyslexia mandating screening, requiring specific teacher training, and targeted support systems and effective interventions in early literacy, Lodestar is actively partnering with the Oakland chapter to support students in core instruction. Lodestar commits to sharing its practices, protocols, training, and open to partnering with OUSD district schools and area charters to address this civil rights issue facing our special needs students.

## The Students & Families We Serve

Lodestar has a rich diversity of students and staff that reflect Deep East Oakland; specifically, we serve more African American students than the majority of our local comparison schools.

Lodestar is dedicated to reflecting the rich diversity of Oakland’s East Region and places an intentional attention on recruiting and serving more African American students, special education students. With this renewal, we are making a vigorous commitment to recruiting and serving Oakland’s unsheltered students, as seen in changes to our admissions priorities.

If we compare ethnicity data<sup>2</sup> of Lodestar to the nearest schools<sup>3</sup>, 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 other increases in our student diversity<sup>4</sup> including:

- Increase in percent of English Learners from 22% to 38.5%
- Increase in percent of Students with Disabilities from 6.5% to 9.5%.
  - 85% of our students qualify with mild-moderate disabilities and 15% of our students qualify with moderate-severe disabilities.
  - 14% of our founding high school class qualify for special education services.
- Increase in percent of low-income students from 70.1% to 78.9%

## The Case for Lodestar: A Strong Option for Oakland and District 7

Lodestar doubled in size from 2017 to 2018. We served nearly 50%+ new students in 2018, many of them performing below Lodestar’s baseline. Lodestar’s “low” rating for

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<sup>2</sup> CDE Dataquest

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

<sup>4</sup> CDE Dataquest

AB 1505 is a direct result of taking on more students from families who sought out a quality option in East Oakland.

There are two key factors that must be weighed when deciding if Lodestar should be renewed for two years:

- Without the CAASPP in 2020, we were unable to show growth and performance for year 4 of our 5 year term - a year where we served 586 students.
- Additionally, our analysis of attendance-zone schools according to OUSD Live-Go data shows that 12 of the 14 schools our students would otherwise attend would be in the “low” track according to AB1505 criteria. Based on the most recent publicly available data, Lodestar outperforms these 12 schools.

Lodestar’s low rating from AB 1505 is a direct result of meeting increased student enrollment and family demand in the 2nd and 3rd year of our charter.

Lodestar qualifies for a 2 year renewal for three key reasons:

**Strong Academic Plan:** There is a clear and aligned academic plan to address underlying cause of low student performance (see Lodestar Improvement Plan)

**Growth:** Lodestar demonstrates one year’s progress relative to local and national comparisons as demonstrated by (summary below; see Performance Report for more information):

- The latest California 2018-19 state dashboard
- CORE growth data and the OUSD’s School Performance Analysis framework
- 2019-20 NWEA MAP

**College Access:** Lodestar’s high school that opened this school year will replicate the A-G completion rates, college access practices, and post-secondary outcomes as its sister school Lighthouse High School. For over a decade, LCPS has ensured that **all** students are enrolled in a - g courses and created academic programs where 90% of students are accepted to college; and where our **alumni graduate from college at four-times the national average for African American and Latinx students.**

## Strong Academic Plan

In response to the academic data, Lodestar already has identified and started implementation of specific instructional, curriculum, and assessment strategies for improving its program and to meet the goals around increasing proficiency, distance

from meeting standard, and CORE percentile growth in its Performance Improvement Plan as part of the Charter Renewal submission.

*Clear Goals for 2022:*

**By Spring 2022, meet 2 of 3 goals<sup>5</sup> in ELA and Math:**

- All students: 33% Proficient in ELA and 24% Proficient in Math, a 5% improvement from baseline
- All students: 42.1 Distance from Standard in ELA and 67.6.Distance from Standard, a 5 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

**By Spring 2025, meet 2 of 3 goals in ELA and Math:**

- All students: 38% Proficient in ELA and 29% Proficient in Math, a 10% improvement from baseline
- All students: 32.1 Distance from Standard and 62.6.Distance from Standard, 10 point improvement from baseline
- All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

*Rigorous Curriculum and Robust Assessment Practices*

The foundation of our school design is EL Education, a model that supports the school to deliver high quality instruction, student-engaged assessments, and supports students in their development of character and high quality work. According to a third-party evaluation, Lodestar has a strong fidelity to the model and is improving in implementing the EL model.

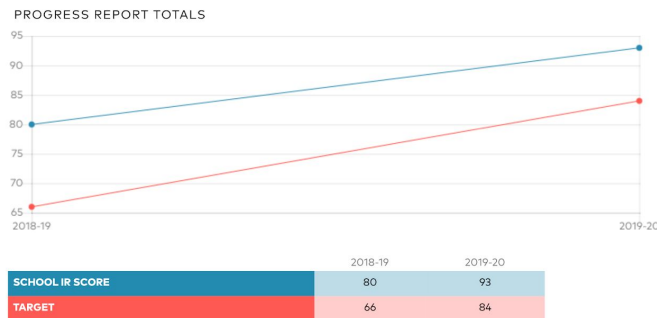
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<sup>5</sup> Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.

**Partner Profile and IR Report**  
Lodestar Community Charter

2019-20

Implementation Review



There are 4 key strategies to address and improve our academic program.

1. **Implementation of Interim Assessments in partnership with ANET<sup>6</sup>**: Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards and given 4 times per year.
2. **Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization, Instruction Partners<sup>7</sup>**: Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.
3. **ELA: Implementation of EL Literacy Curriculum Modules<sup>8</sup>**: Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

<sup>6</sup> This is connected to the OUSD School Quality Rubric 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning)

<sup>7</sup> **SQR Connection - 3A.3 Observation, Feedback & Coaching**: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)

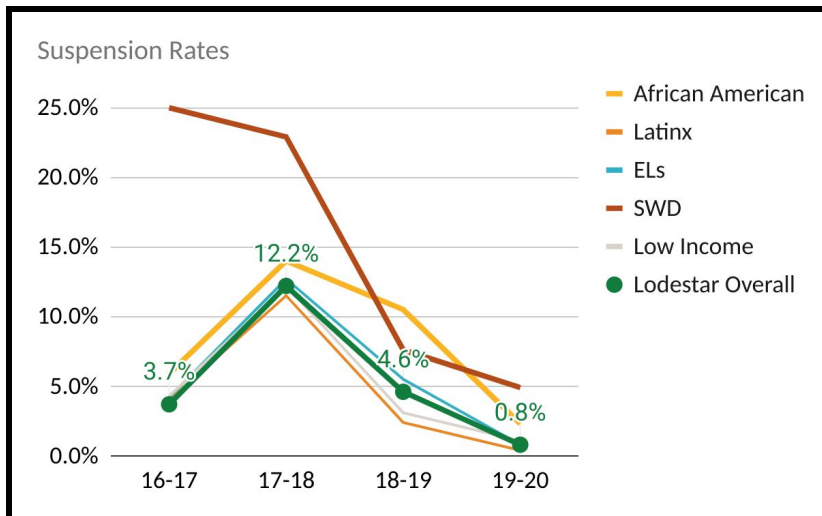
<sup>8</sup> **SQR Connection - 4A.1 High Quality Curriculum**: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)

- 4. Implementation of Eureka (K-5) and Open Up (6-8) Math Curricula:** Lodestar Literacy teachers will follow the scope and sequence of the yearly math units at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy

Lodestar already has made significant strides in improving its program through transparent Diversity, Equity, and Inclusion (DEI) initiatives. Specifically, the school has addressed its suspension rates by student subgroup as well as increased the diversity of its teaching staff.

### *Inclusive, Anti-Racist School Culture*

Our commitment to an inclusive school culture in which students are fully participating is evidenced in our drastic reduction of school suspensions. Our commitment to being an anti-racist school is evidenced in our policies and practices of restorative justice and the centering of Black excellence and joy in our culture.

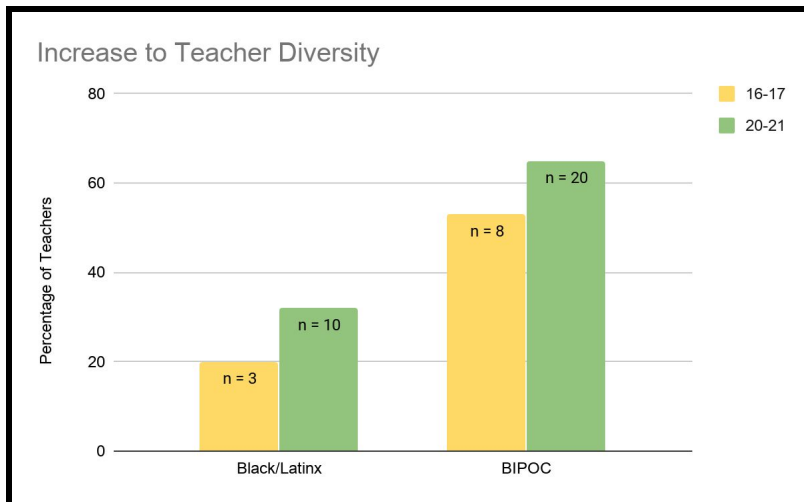


### *Teacher and Leader Diversity*

As an organization and school, our Diversity, Equity, and Inclusion commitments, metrics, and initiatives have resulted in increased diversification of our teachers and leaders. Research shows that when teachers reflect the student body, student achievement increases.

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.



### Growth: Lodestar Demonstrates Progress

The latest California state dashboard from 2018-19 shows that Lodestar adds value to the educational K-12 options for Oakland families.

Lodestar’s African-American student achievement on the CAASPP outpaced State and OUSD averages two years in a row in math and one year in ELA.

Our longitudinal data also shows that the longer students stay at Lodestar, the stronger their proficiency rates.

With a renewal, Lodestar will be able to continue its trajectory of student growth.

### California State Dashboard Comparison

Compared to OUSD, Lodestar has a higher equity rating in 7 of 8 student subgroup comparisons in both ELA and Math (African-American, Latinx, Low-income, and English Learners).

ELA	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Orange	Orange	Yellow	Not Rated

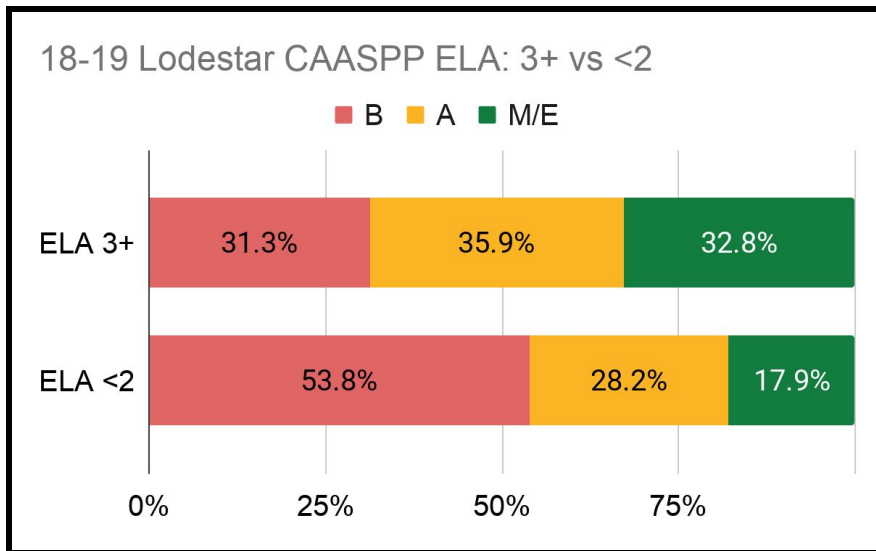


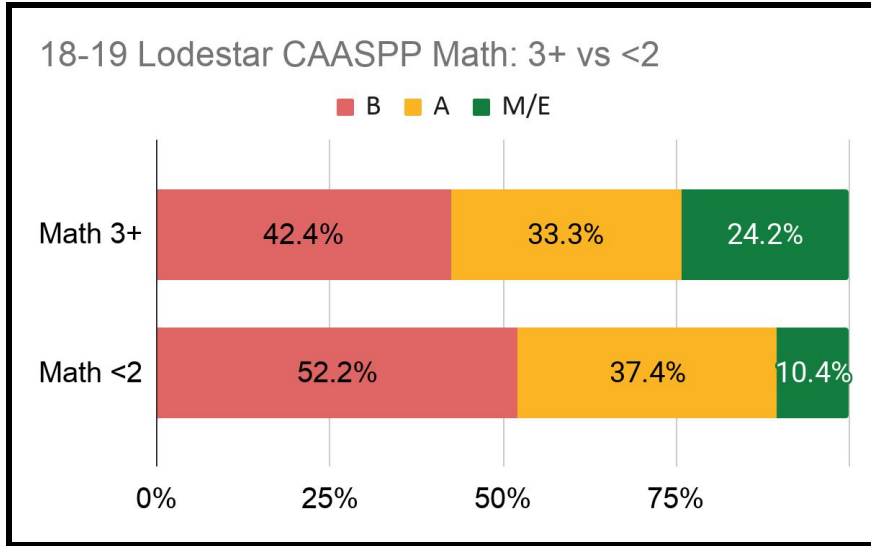
OUSD	Orange	Red	Orange	Red	Red	Orange
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Math	Overall	African American	Latinx	Low Income	English Learners	Students with Disabilities
Lodestar	Orange	Orange	Yellow	Yellow	Yellow	Not Rated
OUSD	Orange	Red	Red	Red	Orange	Orange

**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 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 - DFS 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

### OUSD’s School Performance Analysis and CORE Growth

The OUSD’s School Performance Analysis from 2018-19 shows that Lodestar adds value to educational K-12 options for families and has met 6 of 8 schoolwide and equity criteria that OUSD uses to measure progress.

Lodestar students are closer to meeting the academic standard and have stronger growth than many of their OUSD peers. This is evidenced by CORE growth percentiles which shows that students are making a year’s worth of growth or more vs. their OUSD peers.

### OUSD School Performance Analysis (SPA)

Lodestar 2020 Charter  
Executive Summary

Indicator	2016-17		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	N/A	N/A	Met	Met	Met	Met
Mathematics	N/A	N/A	Met	Met	Met	Met
Suspensions	N/A	N/A	Not Met	Not Met	Met	Met
Chronic Absenteeism	N/A	N/A	Met	Met	Not Met	Not Met
<b>Total</b> To meet, school must meet >50% of schoolwide/equity indicators for each year	N/A		Met (Met 75%; 6 of 8)		Met (Met 75%; 6 of 8)	

EQUITY												
<i>To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, schools can meet by meeting the threshold on either Dashboard Color or CORE Growth Level metric.</i>												
Indicator	Data Source	Student Group								Met / Not Met		
		B/AA	H/Lx	PI	SD	EL	SPED	HL	FY			
ELA State Test	Dashboard Color (DFS; change)	Orange -58.5; -29.5	Orange -44.1; -8.1		Orange -54.9; -10.9	Yellow -61.7; +5.9					Met (4 of 4)	Met
	CORE Growth Level (Percentile)	Medium MS: 57%	Medium ES: 42% MS: 79%		Medium ES: 39% MS: 75%	Medium ES: 39% MS: 73	Medium MS: 51				Met (5 of 5)	
Math State Test	Dashboard Color (DFS; change)	Orange -86.2; -6.6	Yellow -68.6; +4.7		Yellow -77.7; -+6.0	Yellow -84.4; +15.7					Met (4 of 4)	Met

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	CORE Growth Level (Percentile)	<b>Medium</b> MS: 41%	<b>Medium:</b> ES: 91% MS: 50%		<b>Medium</b> ES: 89% MS: 49%	<b>Medium</b> ES: 94% MS: 48	<b>Medium</b> MS: 40			<b>Met</b> (5 of 5)	
Suspensions	Dashboard Color (% Suspended once; ; change)	<b>Orange</b> 10.5%; -3.5%	<b>Green</b> 2.4%; -9.1%		<b>Yellow</b> 5.5%; -7.2%	<b>Yellow</b> 3.1%; -9.1%	<b>Orange</b> 7.6%; -15.3%			<b>Met</b> (5 of 5)	
Chronic Absenteeism	Dashboard Color (% Chronically absent; change)	<b>Red</b> 24.2%; +9%	<b>Red</b> -15.1%; +8.8		<b>Red</b> 19.9%; +9.5	<b>Red</b> 11.9%; +5.6%	<b>Red</b> 21.2%; +4.1%			<b>Not Met</b> (0 of 5)	

**Lodestar Demonstrates One Year’s Progress Relative to NWEA MAP National Norms**

Lodestar students had more than a year’s worth of progress as measured by the NWEA MAP, a nationally normed referenced assessment tool.

The data strongly suggests that our students would have had significant gains had they taken the Spring 2020 CAASPP

**Lodestar Compared to National Norms**

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.

**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.<sup>9</sup>

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 <sup>10</sup>	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<sup>11</sup>

Grade	W19-W20	# of students
3	-2.29	43

<sup>9</sup> 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.

<sup>10</sup> 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

<sup>11</sup> 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.

4	5.09	38
5	1.83	45
6	1.37	59
7	-0.94	34
8	5.55 <sup>12</sup>	50

## Charter Renewal During a Global Pandemic

Any recommendation and/or vote to give Lodestar anything less than a two year renewal or close Lodestar would be an act of egregious injustice and would upheave the lives and communities of so many families who have already been deeply affected by the global pandemic.

In the 2020 school year, students are attending school 95.8% of the time and 100% of families had a family/teacher conference in the first two weeks of school.

East Oakland children, youth, and families are facing an assault on their lives from multiple fronts:

- A global pandemic is affecting East Oaklanders at a much higher rate than other residents of Oakland, California, and the United States
- Racial injustice is affecting our families access to high quality education across our communities
- The loss of jobs, income, and housing security plagues many of our families.

Not only is there enough objective academic evidence to support giving Lodestar a two-year renewal, but it is simply the ethical thing to do in a time when Lodestar is creating stability and getting academic results for our students during a pandemic.

Now, in the new school year, even more distance learning supports are in place alongside Lodestar's improvement plan and instructional, curriculum, and assessment strategies including:

- **Quality Instruction:** Use of the innovative, mastery-based learning management system, [Altitude](#) to monitor work completion of grade level standards work; Daily crew meetings via zoom to provide connection and community building
- **More time learning:** Compared to OUSD and the State, Lodestar offers students an additional 1 to 1 ½ hours instruction per day. Age-appropriate schedules for students

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<sup>12</sup> 8th grade did not test in Winter of 19, therefore 8th grade is a F19 - W20 measure.

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 .

- **Serving our Students with Special Needs**
  - 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
- **Family Engagement:** Weekly teacher/family check-ins via text, call, or zoom; 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)
- **Basic Needs:** Home delivery of technology and food as needed, as well as weekly meal distributions on site.

These supports have resulted in 95.8% ADA across grades K - 9; 100% of students and families having a parent/teacher conference in the first two weeks of school.

## Conclusion

Students and families are demanding high quality school options in East Oakland. It is an equity imperative to renew Lodestar in order to continue on the trajectory of growth we have demonstrated before the pandemic.

Lodestar is meeting renewal criteria for a two-year renewal, has a plan underway to address low performance, will achieve strong post-secondary options, has a permanent facility, and is a part of a stable organization with strong leadership.

Providing Lodestar a two-year renewal is not only in the best interests of its students, but also in the best interest of the future of Oakland.