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Memo

To Board of Education

From Kyla Johnson-Trammell - Superintendent
Kelly Krag-Arnold, Brett Noble, and Elizabet Wendt - Office of Charter Schools

Board Meeting Date November 18, 2020

Subject Charter Renewal Request – Lodestar: A Lighthouse Community Charter School

Action Vote

Background Lodestar Charter School has requested renewal consideration and is eligible for a 2-year renewal of its charter term that would begin on July 1, 2021. The school submitted its renewal petition to the District on October 1, 2020 and had a public hearing at a Board meeting on October 21, 2020.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the Lodestar renewal petition.

Strengths:

- Serves a diverse student population: 69% Latinx, 20% African American, 81% socioeconomically disadvantaged, 38% English Learner. School has also requested to add an admissions preference for unsheltered youth.
- Strong CORE growth in all three years in ELA and in most recent two years in Math, both schoolwide and for several key student groups.
- The charter school has strong systems for continuous professional growth, particularly around observation, feedback, and coaching.

Additionally, the following challenges were noted, which will be areas

for staff to continue monitoring over the next charter term if the school is approved:

- Placement in the Low Renewal Tier by the State, based on Dashboard data.
- Economically disadvantaged students at the school have performed below the OUSD average in all three years of the charter term.
- Low percentage of students with disabilities at the school: 9%, compared to OUSD average of 13%.

Fiscal Impact

N/A

Attachment

Resolution No. 2021-0125
Renewal Recommendation Staff Report
Renewal Recommendation Presentation

**RESOLUTION OF THE
BOARD OF EDUCATION
OAKLAND UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 2021-0125

Approving Lighthouse Community Charter Public Schools – Lodestar: A Lighthouse Community Public School - Petition and Proposed Charter - Grades K-12 – July 1, 2021 – June 30, 2023 (2 Year Renewal) and Written Findings In Support Thereof.

WHEREAS, Lodestar: A Lighthouse Community Public School (“Lodestar”) submitted its renewal petition to the Oakland Unified School District (“OUSD” or “District”), as the authorizer of Lodestar, on October 1, 2020;

WHEREAS, Lodestar’s renewal petition is seeking a renewal period of two years commencing July 1, 2021;

WHEREAS, the Board of Education of OUSD (“Board”) properly held a public hearing on Lodestar’s renewal petition on October 21, 2020;

WHEREAS, the Charter Schools Act (Ed. Code § 47600 *et seq.*), as amended most recently by Assembly Bill No. 1505, (“CSA”) establishes the criteria by which charter school renewals are to be approved or denied;

WHEREAS, the CSA outlines a three-tier system for most charter schools seeking renewal and adds requirements within each tier for evaluating the soundness of the school’s educational program;

WHEREAS, the CSA provides that a charter school in the “low tier” shall not be renewed unless the chartering authority makes both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school, and
- There is clear and convincing evidence, demonstrated by verified data, showing either of the following: (i) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school or (ii) strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers;

WHEREAS, Lodestar is in the low tier.

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT, the Board hereby adopts the Staff Report on Lodestar’s renewal petition;

BE IT FURTHER RESOLVED THAT, based on the Staff Report, the Board makes the following written factual findings, specific to Lodestar’s renewal petition, and incorporates specific facts found in the Staff Report to support these findings:

- Lodestar’s governing board has adopted a written plan that establishes the meaningful steps that Lodestar will take to address the underlying cause or causes of its low performance, and
- There is clear and convincing evidence, demonstrated by verified data, showing that Lodestar achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school;

BE IT FURTHER RESOLVED THAT, based on the Staff Report, the Board hereby finds that Lodestar has also met the District’s Charter Renewal Standards and corresponding applicable requirements of the CSA as follows:

- The renewal petition presents a sound educational program for the pupils to be enrolled in Lodestar,
- Lodestar is demonstrably likely to successfully implement the program set forth in the renewal petition,
- The renewal petition has reasonably comprehensive descriptions of all required elements, and
- Lodestar appears to be serving all students that wish to attend; and

BE IT FURTHER RESOLVED THAT, the Board hereby approves Lodestar’s renewal petition as submitted for a two-year term, commencing July 1, 2021.

PASSED AND ADOPTED on November 18, 2020, by the Governing Board of the Oakland Unified School District by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Board of Education of the Oakland Unified School District held on November 18, 2020.

Legislative File	
File ID Number:	20-2019
Introduction Date:	10/1/2020
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By:	

OAKLAND UNIFIED SCHOOL DISTRICT

Jody London
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education



Legislative File	
File ID Number:	20-2019
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By:	

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Office of Charter Schools Staff – Sonali Murarka, Brett Noble, Elizabeth Wendt, Kelly Krag-Arnold
DATE: November 18, 2020
SUBJECT: **Lodestar Renewal Request**

School Overview

School Name:	Lodestar: A Lighthouse Community Public School		
Charter Operator:	Lighthouse Community Public Schools		
Year Opened:	2016	Previous Renewal Year(s):	N/A
Neighborhood:	Sobrante Park	Campus Address:	701 105 th Ave. 94603
Board District:	District 7	Attendance Area(s):	Castlemont/CCPA/Madison
Current Grades Served:	K-9	Current Enrollment: ¹	643
Current Authorized Grades:	K-9 for 2020-21 (authorized to eventually serve K-12)	Current Authorized Enrollment:	651 for 2020-21 (authorized to eventually serve 816 as a K-12)

Staff Recommendation

Staff recommends approval of the renewal petition for Lodestar: A Lighthouse Community Public School (“Lodestar” or “charter school”) for two years,² beginning July 1, 2021 until June 30, 2023, to continue expanding to eventually serve up to 816 students in grades K-12.³ Staff also expects the charter school, if renewed, to meet all Year 1 goals from their Performance Improvement Plan (PIP) prior to submitting a renewal petition for a renewal term beginning in July 2023. Failure to meet all PIP Year 1 goals at the end of the first year of the renewal term may result in a nonrenewal recommendation. If all Year 1 goals from the PIP are not met prior to the end of the first year of the renewal term, staff expects the charter school to submit a renewal petition that includes a major intervention to address the causes of low performance. This might require submitting a material revision at the same time as the renewal petition to revise the charter school’s educational program, including but not limited to, grade truncation.

Criteria for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2.

¹ Per first month statistical report submitted to OUSD (as of August 21, 2020)

² As described later in this report, Lodestar is only eligible for a two-year renewal due to its placement in the Low Renewal Tier.

³ If the renewal is approved, the charter school’s plan would allow them to serve up to 752 students in grades K-11 in 2022-23, the second year of the two-year charter term.

Specifically, in order to be recommended for renewal, the Office of Charter Schools determines whether the charter school has met the following renewal criteria:

- I. Has the Charter School Presented a Sound Educational Program?
- II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- III. Is the Petition Reasonably Comprehensive?
- IV. Is the School Serving All Students Who Wish to Attend?

Procedure

- 1) The Office of Charter Schools conducted a virtual site visit on September 22. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members) and classroom observations. The team also conducted a review of the school's documents, policies, financials, and renewal petition.
- 2) The charter school submitted a renewal request to the District on October 1, 2020.
- 3) The initial public hearing was held on October 21, 2020.
- 4) Staff findings were made public by the 15-day posting requirement, which was November 3, 2020.
- 5) The decision public hearing is being held on November 18, 2020.

Summary of Findings

Below is a staff summary of the school's primary strengths and challenges.

Strengths

- Serves a diverse student population: 69% Latinx, 20% African American, 81% socioeconomically disadvantaged, 38% English Learner. School has also requested to add an admissions preference for unsheltered youth.
- Strong CORE growth in all three years in ELA and in most recent two years in Math, both schoolwide and for several key student groups.
- The charter school has strong systems for continuous professional growth, particularly around observation, feedback, and coaching.

Challenges

- Placement in the Low Renewal Tier by the State, based on Dashboard data.
- Economically disadvantaged students at the school have performed below the OUSD average in all three years of the charter term.
- Low percentage of students with disabilities at the school: 9%, compared to OUSD average of 13%.

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students.⁴ The Education Code outlines a three-tiered system for most⁵ charter schools seeking renewal as well as corresponding criteria and conditions for evaluating the soundness of a school’s educational program.⁶

A. Renewal Tier Analysis

The following table outlines the State School Dashboard criteria used by the State Department of Education to determine the charter school’s renewal tier.

State Dashboard Criteria for Determining Renewal Tier <i>(Note: “Academic Indicators” referenced below refer to the ELA, Math, English Learner Progress⁷, and College and Career Readiness indicators on the State Dashboard)</i>	2018	2019	Criteria Tier <i>(Middle unless both years—and both sub-criteria for Criteria 2—are either all High or all Low.)</i>	Renewal Tier <i>(Middle unless either Criteria Tier is High or Low, in which case this is the same.)</i>
Criteria 1: Performance level on all schoolwide state indicators is: <ul style="list-style-type: none"> All Green or Blue (High), All Red or Orange (Low), or Any other combination of colors (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	Middle	Middle	Middle	Low
Criteria 2a. Schoolwide status for all academic indicators is: <ul style="list-style-type: none"> Same or higher than state average (High), Same or lower than state average (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	Low	Low	Low	
Criteria 2b. For each academic indicator, of student groups that underperformed statewide relative to the state average: <ul style="list-style-type: none"> Majority (50% or more) of groups at school received colors that are higher than the student group’s state average status (High), Majority (50% or more) of groups at school received colors that are lower than the student group’s state average status (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two of the identified underperforming student groups for at least two academic indicators.)</i>	Low	Low		

Figure 1. Source: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

⁴ EC §47605(c)(1)

⁵ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

⁶ EC §47607(c)(2) and EC §47607.2

⁷ For the English Learner (EL) Progress Indicator, status level was used as a proxy for color on the 2019 Dashboard for schools that had at least 30 EL students with results. Specifically, Very High/High and Very Low/Low status levels on the EL progress indicator were used as proxies for Blue/Green and Red/Orange colors, respectively.

As indicated in the table above, the charter school met the State’s criteria for the Low renewal tier. The table below outlines renewal conditions and additional academic evaluation criteria applicable to this renewal tier and corresponding evidence considered related to the soundness of the charter school’s educational program, as outlined in the subsequent sections.

Low Renewal Tier – Renewal Conditions and Additional Academic Evaluation Criteria	Evidence Considered to Assess Soundness of the School’s Educational Program
<p>Shall generally not renew; however, the chartering authority shall consider the following factors and may renew only for 2 years upon making both of the following written factual findings:</p> <ol style="list-style-type: none"> 1. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school, AND 2. There is clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, OR b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. 	<ul style="list-style-type: none"> • Performance Improvement Plan • School Performance Analysis and Local Indicators • Comparison of Academic Performance for Key Student Groups • Additional Verified Data Provided by School • School Quality Review Rubric Ratings

Figure 2. Source: Education Code §47607.2(a)

B. School Performance Analysis and Local Indicators

As mentioned previously, for schools meeting the Middle renewal tier criteria, the District is required to consider the school’s performance on State Dashboard indicators, providing greater weight to performance on academic indicators. Although Education Code doesn’t specifically reference similar criteria for schools meeting the Low renewal tier criteria (outside of the Renewal Tier Analysis), the following is being included for context.

School Performance Analysis

The District’s School Performance Analysis (SPA) was developed to serve as a tool for determining whether district and charter schools meet a minimum performance threshold on a variety of indicators based on State Dashboard and CORE Academic Growth⁸. For each indicator, a determination is made as to whether the school met the threshold both (a) schoolwide, and (b) for an “equity” category consisting of a combination of historically underserved student groups. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, the SPA does not apply to schools that did not receive a dashboard color on at least half of the applicable indicators, including at least one academic indicator (typically due to having too few students).

Based on data available at the time of this report, Lodestar met the minimum performance threshold for each of the past two years, as summarized in the following table. Since the school opened in 2016-17, no State dashboard data was available for the school in 2017.

⁸ The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. It is designed to measure the impact of educators on student growth. Additional information regarding the model can be found at <https://coredistricts.org/faqs/>.

Indicator	2017		2018		2019	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	-	-	Met	Met	Met	Met
Mathematics	-	-	Met	Met	Met	Met
Suspension	-	-	Not Met	Not Met	Met	Met
Chronic Absenteeism	-	-	Met	Met	Not Met	Not Met
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	N/A (no dashboard colors due to first year of operation)		Met (Met 75%; 6 of 8)		Met (Met 75%; 6 of 8)	

Figure 3. Source: California School Dashboard; CORE Index Dashboard

Detailed data that was used to determine whether the charter school met the threshold for 2019 (the most recent year for which data was available) is included in the following two tables.

SCHOOLWIDE			
ACADEMIC INDICATORS			
<i>To meet, school must have either California School Dashboard Color Orange or higher or CORE Growth Level Medium or higher (i.e. > 30th percentile).</i>			
English Language Arts State Test	Dashboard Color	Orange <i>DFS⁹ = -47.1; declined 11.1 points</i>	Met
	CORE Growth Level	Medium <i>65th percentile</i>	
Mathematics State Test	Dashboard Color	Orange <i>DFS = -72.6; increased 1.7 points</i>	Met
	CORE Growth Level	Medium <i>61st percentile</i>	
CULTURE/CLIMATE INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	Yellow <i>4.6% suspended once; declined 7.6%</i>	Met
Chronic Absenteeism	Dashboard Color	Red <i>17.0% chronically absent; increased 8.5%</i>	Not Met

⁹ Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student's score with the "Standard Met" threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, "Using scale scores, rather than reporting on the percent of students who performed at or above the "Standard Met", provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments." (<https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>)

Figure 4. Source: California School Dashboard; CORE Index Dashboard

EQUITY											
To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on <u>either</u> Dashboard Color <u>or</u> CORE Growth Level metric.											
Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts 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 58%	Medium 68%	-	Medium 65%	-	Medium 53%			Met (4 of 4)	
Mathematics 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
	CORE Growth Level (percentile)	Medium 40%	Medium 61%	-	Medium 59%	-	Medium 37%			Met (4 of 4)	
Suspension	Dashboard Color (% suspended once; change)	Orange 10.5%; ↓3.5%	Green 2.4%; ↓9.1%	-	Yellow 5.5%; ↓7.2%	Yellow 3.1%; ↓9.1%	Orange 7.6%; ↓15.3%	-	-	Met (5 of 5)	
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	Red 24.2%; ↑9.0%	Red 15.1%; ↑8.8%	-	Red 19.9%; ↑9.5%	Red 11.9%; ↑5.6%	Red 21.2%; ↑4.1%	-	-	Not Met (0 of 5)	

Figure 5. Source: California School Dashboard; CORE Index Dashboard

State Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the Dashboard. The school uses self-reflection tools included within the Dashboard to report its progress on the local indicators. If a charter school does not submit results to the Dashboard by the given deadline, including completing the self-reflection tool, the school's State Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.¹⁰

Local Indicator	2017	2018	2019
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met
Parent and Family Engagement	Met	Met	Met
Local Climate Survey	Met	Met	Met
Access to a Broad Course of Study ¹¹	-	Met	Met

Figure 6. Source: California School Dashboard

C. Comparison of Academic Performance for Key Student Groups

The following comparison of academic performance is included to further assess the charter school's academic progress and whether continued operation is in the best interests of its students. The figures below compare the school's performance (average of ELA and Math) to the District average¹² for the following student groups: Economically Disadvantaged students, Economically Disadvantaged Black/African American students, Economically Disadvantaged Hispanic/Latinx students, Special Education students, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for Special Education students, progress levels for English Learners). As shown in the figures below:

- For all three years of the term, Lodestar has performed below the district average for economically disadvantaged students.
- Economically disadvantaged African American students at Lodestar outperformed the district average in 2017-18 by 5 percentage points, but underperformed by 4 percentage points in 2018-19.
- In the most recent two years, economically disadvantaged Latinx students at Lodestar slightly outperformed the district average.
- Students with disabilities at Lodestar performed similar to the district average in each of the most recent two years, though slightly lower in 2018-19.
- For the two most recent years where Lodestar had enough English Learners to have reportable data, Lodestar slightly outperformed the district average by a range of 1 to 3 percentage points.

Economically Disadvantaged Students

In the most recent year for which results were available, Lodestar had 247 Economically Disadvantaged students with state test results (ELA/Math average).

¹⁰ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

¹¹ This local indicator was not included on the 2017 dashboard.

¹² Including both OUSD district-run schools and OUSD-authorized charter schools. Alternative schools that qualify for the Dashboard Alternative School Status (DASS) program are excluded from the comparison charts in this section.

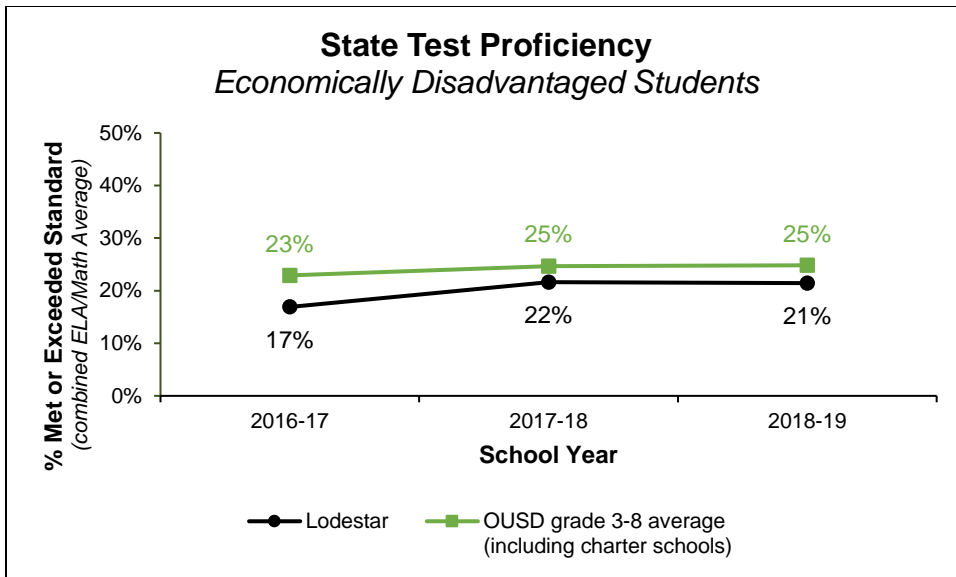


Figure 7. Source: CAASPP Research Files

Black/African American Students (Economically Disadvantaged only)

In the most recent year for which results were available, Lodestar had 38 Economically Disadvantaged Black/African American students with state test results (ELA/Math average).

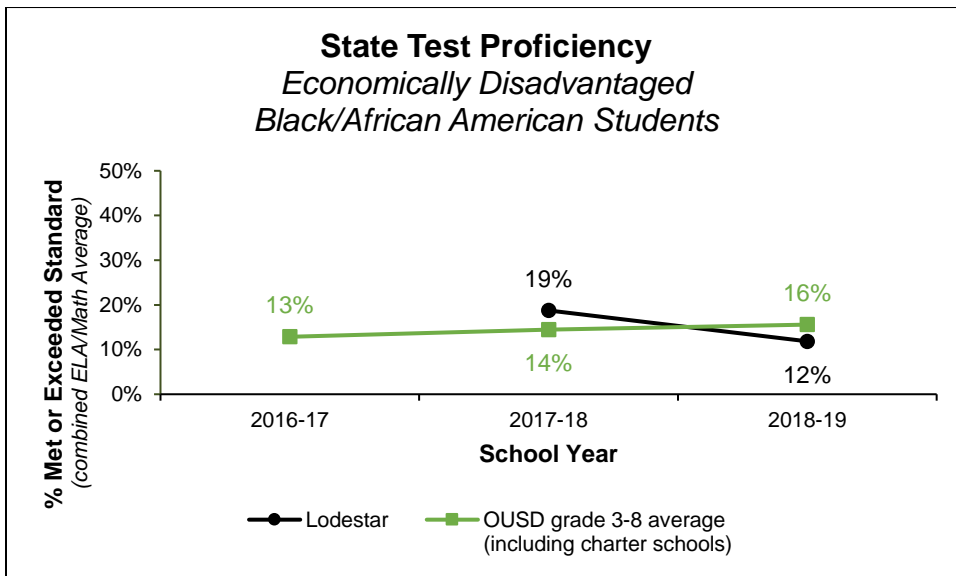


Figure 8. Source: CAASPP Research Files

Hispanic/Latinx Students (Economically Disadvantaged only)

In the most recent year for which results were available, Lodestar had 190 Economically Disadvantaged Hispanic/Latinx students with state test results (ELA/Math average).

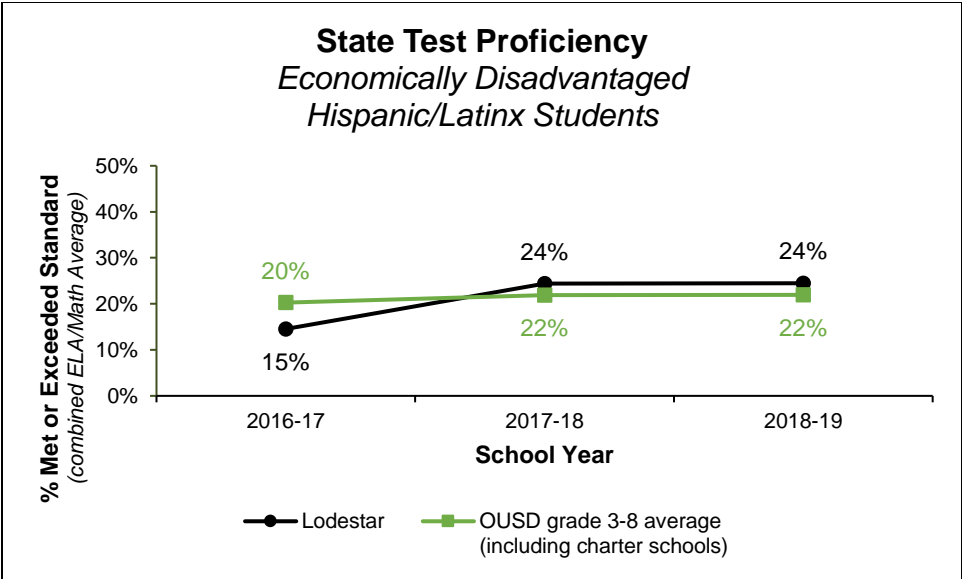


Figure 9. Source: CAASPP Research Files

Special Education

In the most recent year for which results were available, Lodestar had 46 Special Education students with state test results (ELA/Math average).

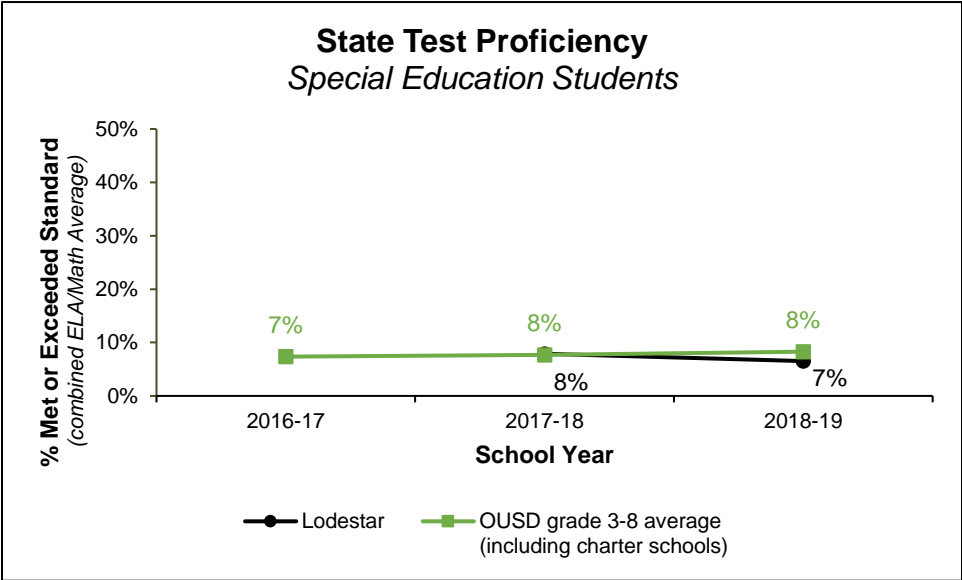


Figure 10. Source: CAASPP Research Files

English Learner

In the most recent year for which results were available, Lodestar had 88 English Learner students with state test results (ELA/Math average).

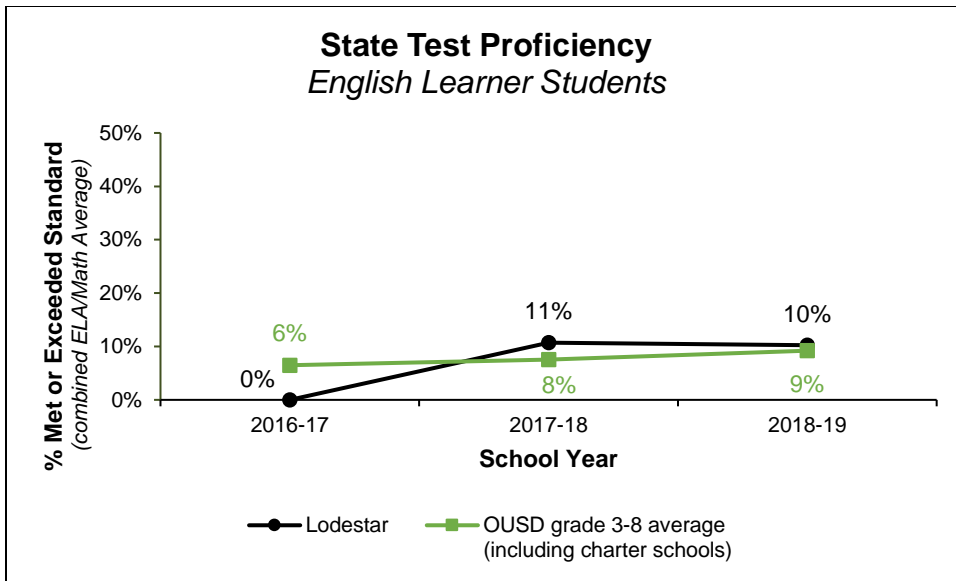


Figure 11. Source: CAASPP Research Files

D. Additional Verified Data

For schools meeting the Middle or Low renewal tier criteria, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data¹³, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

CORE Growth

The charter school referenced and District staff considered CORE Academic Growth data as verified data for the current renewal cycle. As explained previously, this measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth) CORE categorizes growth percentile rankings as follows:

- Low growth: 30% or below
- Medium growth: above 30% and less than or equal to 70%
- High growth: above 70%

Due to the Lodestar’s gradual expansion, it only had CORE growth data for 2018-19 for its elementary school as shown in the chart 5 in Math and medium, but below average growth in ELA. For middle school grades, Lodestar had high growth in ELA in all three years of the charter term. Math results for middle school grades varied widely from year-to-year with low growth in 2016-17, high growth in 2017-18, and slightly above average growth in 2018-19.

¹³ Ed Code §47607.2(c) defines verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Prior to January 1, 2021, the State Board of Education will establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. Once defined, only data sources adopted by the State Board may be used as verified data. However, prior to this happening, a charter school may present data consistent with the above description of verified data.

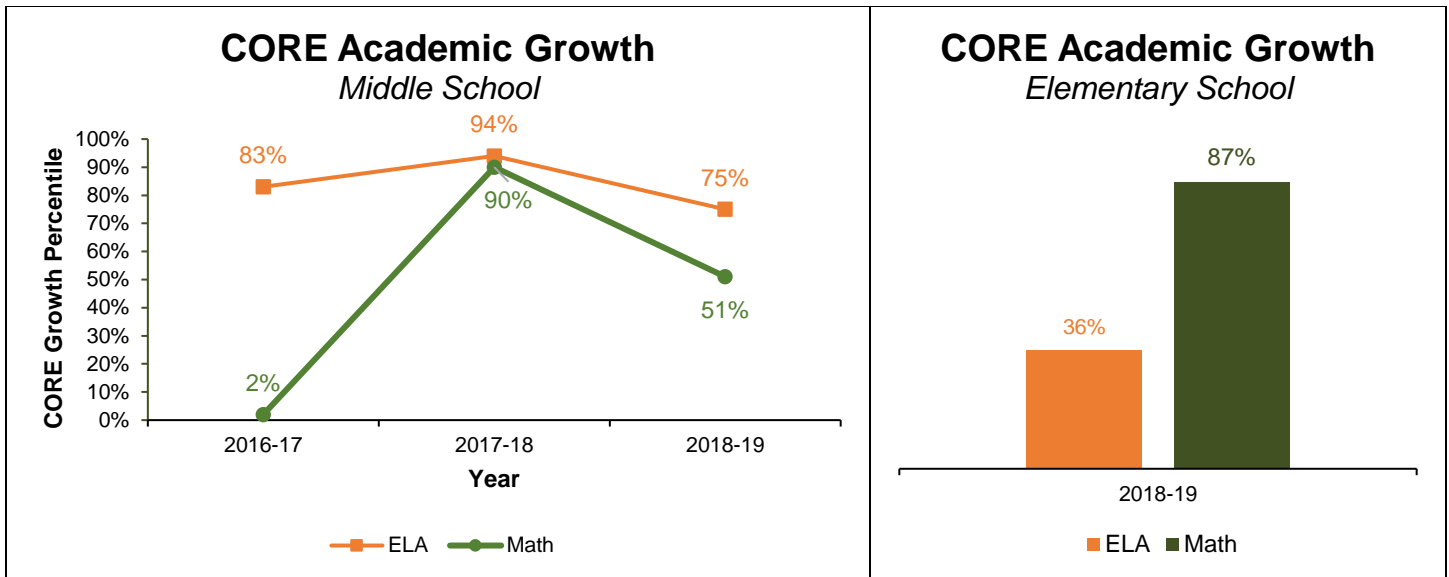


Figure 12. Source: CORE Index Dashboard

The following table shows CORE growth percentiles for key student groups. Similar to above, elementary results were not available until 2018-19. Therefore, these results have been kept separate below. For middle school students, Hispanic/Latinx, socioeconomically disadvantaged, and English Learner students had high growth in Math, but results varied in ELA from year to year. Students with disabilities and African American middle school students, who only have data available for 2018-19, had medium growth in both ELA and Math. In 2018-19, elementary students for all groups with data available had medium, but below average, growth in ELA and high growth in Math.

Subject	Student Group	CORE Growth Percentile			
		Middle School			Elementary School
		2016-17	2017-18	2018-19	2018-19
ELA	Black/African American	*	*	57%	*
	Hispanic/Latinx	84%	95%	79%	42%
	Socioeconomically Disadvantaged	83%	96%	75%	38%
	English Learner	*	95%	73%	39%
	Students with Disabilities	*	*	51%	*
Math	Black/African American	*	*	41%	*
	Hispanic/Latinx	2%	91%	50%	91%
	Socioeconomically Disadvantaged	2%	91%	49%	89%
	English Learner	*	89%	48%	94%
	Students with Disabilities	*	*	40%	*

Figure 13. Source: CORE Index Dashboard

* Not enough students with scores for data to be made publicly available

Based on the CORE growth data presented above, showing generally above average growth (and in some cases high growth, particularly in ELA at the middle school level and in Math in 2018-19 in the elementary school level), the charter school appears to be achieving measurable increases in academic achievement.

E. School Quality Review Rubric Ratings

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR

for each charter school was completed by a review team in Fall 2020 and includes virtual classroom observations and focus group interviews with school leadership, students, families, staff, and Board members. The team also reviewed information from the charter school’s performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric¹⁴. Ratings range from 1 (low) to 4 (high):

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	3.3
	1B: Leadership & Governance	3.0
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.3
	2B: Multi-Tiered Systems of Support	2.3
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	3.7
	3B: Evidence-Based Professional Collaboration	3.0
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.3
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	1.5

1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Figure 14. Source: Assessment by the SQR review team after site visit conducted on September 22, 2020

F. Performance Improvement Plan

Charter schools meeting the Low renewal tier criteria may only be renewed if the District determines that the charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by charter school’s governing board.¹⁵ A comprehensive Performance Improvement Plan (PIP) should address the following:¹⁶

- Performance: All Red and Orange State Dashboard indicators (including all school-wide and individual student group indicators) from either of the most recent two years of State Dashboard data.
- Operations: The charter school’s finances, enrollment and/or ADA, demographics of student population, and/or board health and effectiveness, as necessary.

A performance improvement plan was adopted by the charter school’s governing board on October 14, 2020, and the goals are summarized in the following table.

Growth Area	Baseline	Summary of goals
Performance: ELA	Percent Proficient: 28% Distance from Standard: 47.1	Year 1 (meet 2 of 3): <ul style="list-style-type: none"> • Proficiency: 5% improvement from baseline • Distance from Standard (DFS): 5 point improvement from baseline • Above 50th percentile in CORE growth Year 4 (meet 2 of 3): <ul style="list-style-type: none"> • Proficiency: 10% improvement from baseline • DFS: 10 point improvement from baseline • Above 50th percentile in CORE growth

¹⁴ The full SQR Rubric used for this evaluation can be found at <https://www.ousdcharters.net/renewing-charter-schools.html>.

¹⁵ EC §47607.2(a)

¹⁶ The OUSD Charter Renewal Performance Improvement Plan Template can be found at: <https://www.ousdcharters.net/renewing-charter-schools.html>.

Performance: Math	Percent Proficient: 19% Distance from Standard: 72.6	Year 1 (meet 2 of 3): <ul style="list-style-type: none"> • Proficiency: 5% improvement from baseline • DFS: 5 point improvement from baseline • Above 50th percentile in CORE growth Year 4 (meet 2 of 3): <ul style="list-style-type: none"> • Proficiency: 10% improvement from baseline • DFS: 10 point improvement from baseline • Above 50th percentile in CORE growth
Performance: Chronic Absenteeism	17% chronically absent	Year 1: 2% improvement from baseline Year 4: 4% improvement from baseline
Performance: Suspension Rates	4.6% suspended at least once	Year 1: 2.6% improvement from baseline Year 4: 2.6% improvement from baseline

Figure 15. Source: *Lodestar Performance Improvement Plan from Charter Renewal Petition*

The charter school’s PIP addresses most necessary performance and/or operations indicators and the goals appear to be sufficiently ambitious. However, the school only set goals for all students and not for any key student groups with red or orange indicators. For example, while the school has set a goal around reducing overall chronic absenteeism, there is no goal specifically for reducing African American chronic absenteeism, which has been disproportionately high. Additionally, the charter school indicated that for ELA/Math its students would be “Above 50th percentile on CORE comparison of non-charter schools in student’s attendance area in the Live/Go dashboard.” However, CORE growth percentiles are only provided at the school/grade span/student group levels. These percentiles are calculated relative to similar students across all schools that participate in the CORE Data Collaborative and cannot be recalculated based solely on students at a subset of schools. Even if possible, doing so would substantively reduce the sample size while concurrently increasing the margin of error in the results. Therefore, since this data point won’t be available, District staff will instead use the slightly modified goal as shown above (i.e. Above 50th percentile in CORE growth). Despite these issues, the improvement plans for each growth area are fairly robust and indicate two to three strategies for each growth area, including information about the context and frequency of the intervention, project owner, key participants, reporting expectations, and connection to the OUSD School Quality Review rubric. Therefore, based on the PIP, the charter school appears to be taking meaningful steps to address the underlying cause(s) of low performance.

As stated above, if the charter school is renewed, the school will be expected to meet all Year 1 goals from their PIP prior to submitting a renewal petition for a renewal term beginning in July 2023. Failure to meet all PIP Year 1 goals may result in a nonrenewal recommendation. If all Year 1 goals from the PIP are not met, staff expects the charter school to submit a renewal petition that includes a major intervention to address the causes of low performance. This might require submitting a material revision at the same time as the renewal petition to revise the charter school’s educational program, including but not limited to, grade truncation.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹⁷ Evidence considered for this criteria include:

- Financial condition
- Enrollment and Average Daily Attendance
- Enrollment demographics
- Compliance with regulatory elements (including notices of concern, website posting, and teacher credentialing)
- Board health and effectiveness

A. Financial Condition

The charter school is in good financial standing with a healthy ending fund balance. The school had deficit spending greater than 20% of its fund balance in 2017-18, but has not had any deficit spending in other years. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of \$6,857,772 for the charter management organization, Lighthouse Community Public Schools, and its charter schools.

Financial Indicator	2016-17	2017-18	2018-19	2019-20
Ending Fund Balance	\$921,476	\$712,107	\$903,159	\$1,542,499
Deficit Spending	\$0	(\$209,369)	\$0	\$0
Deficit-to-Ending Fund Balance Ratio	0.00%	-29.40%	0.00%	0.00%
Debt Ratio	0.42	0.48	0.48	N/A
3% Reserve	Yes (21.2%)	Yes (17.2%)	Yes (13.5%)	Yes (19.1%)
Audit Opinion	Unmodified	Unmodified	Unmodified	N/A
Major Audit Finding	No	No	No	N/A

Figure 16. Source: 2016-17 thru 2018-19 Annual Audit Reports, 2019-20 State Unaudited Actuals Report

¹⁷ EC §47605(c)(2)

B. Enrollment and Average Daily Attendance (ADA)

Total Enrollment and ADA by Year

Lodestar opened in 2016-17 serving grades K-2 and 6, growing one elementary and middle school grade level each year until serving the full K-8 grade span in 2019-20. Although the charter school originally intended to begin serving 9th grade in 2019-20, this expansion was delayed by one year to allow for the construction of its high school facility to be completed. As shown below, the charter school's enrollment and ADA have increased each year due to its expansion of grade levels served. As of August 2020, the charter school reported an enrollment of 643 and an ADA of 609 for the current school year and currently serves grades K-9.

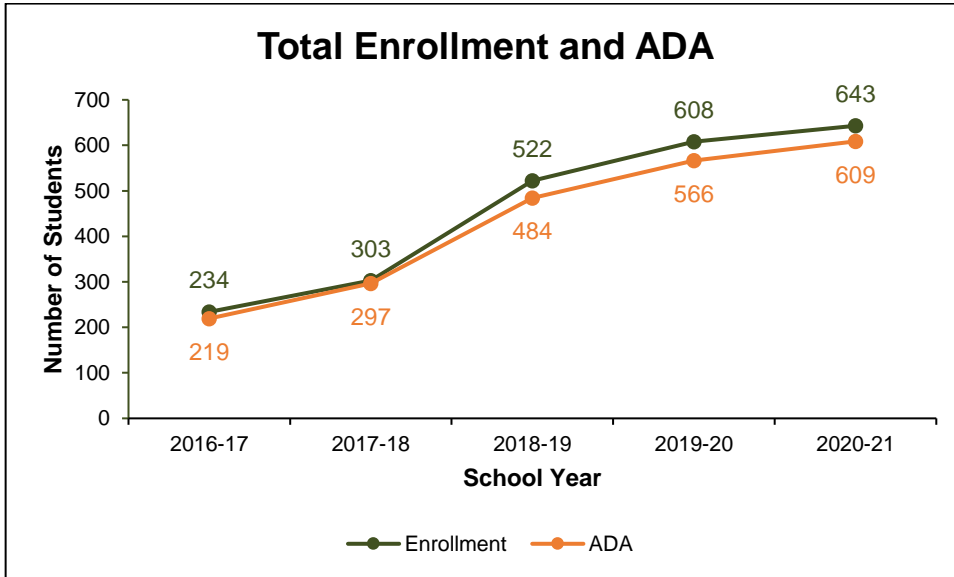


Figure 17. Source: 2016-17 thru 2019-20 Enrollment – CDE Downloadable School Enrollment Data Files; 2016-17 thru 2019-20 ADA – P-Annual State Report; 2020-21 Enrollment and ADA – first month statistical report submitted to OUSD (as of August 21, 2020)

Enrollment by Grade Level

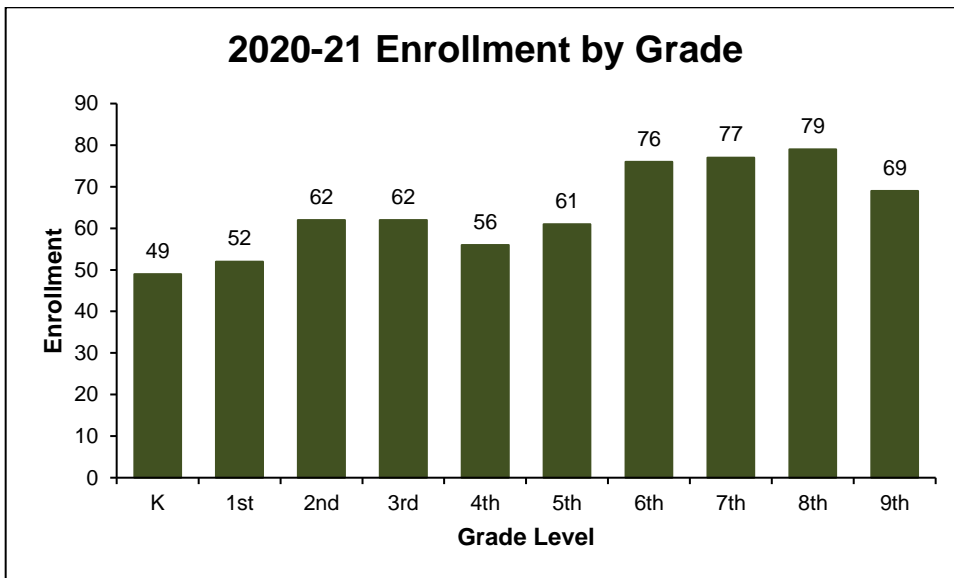


Figure 18. Source: First month statistical report submitted to OUSD (as of August 21, 2020)

Student Retention

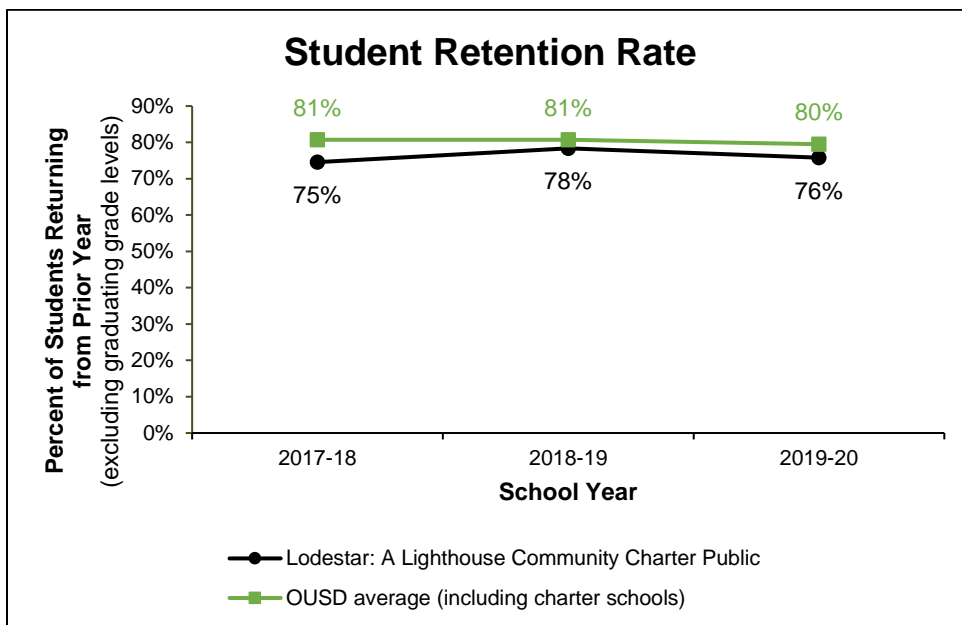


Figure 19. Source: Charter Schools - Annual Fall Census Day student-level enrollment reports submitted to OUSD; District-Run Schools: Annual Fall Census Day enrollment data

C. Enrollment Demographics of Key Student Groups

Proposed Target Student Population

The charter school's previous petition indicates that "East Oakland remains Lodestar's region of focus" and states that it "actively recruits students from the East Region who are educationally underserved. This includes but is not limited to students of color, English Learners, and students of low socioeconomic status from Oakland's flatland neighborhoods." (pg. A.5-A.6) The proposed renewal petition includes similar language and further defines its target student population by stating that it will also "have a particular focus on recruiting and retaining students in the 94603 & 94621 zip codes in East Oakland, African American students, and unsheltered students." (pg. 97)

Admission Preferences

The charter school's admissions preferences included in its petition, which were most recently updated via a material revision approved by the OUSD Board in February 2020 are listed below.

1. Siblings of enrolled and admitted students: to keep families together
2. Children of Lodestar staff and LCPS board members (not to exceed 5% of the total enrollment): to honor those committed to public education
3. 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
4. Students living in the 94621 or 94603 zip code
5. Students zoned to attend underperforming schools within OUSD 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
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
7. All other applicants

The charter school has submitted a material revision request to add an admissions preference to allow for priority to be given to students whose families are unsheltered and/or homeless, according to the McKinney Vento definition. This material revision is scheduled to be considered by the District Board subsequent to the decision on the charter schools' renewal.

Enrollment Demographics Comparison

As indicated above, Lodestar’s primary target student population include students from zip codes 94621 and 94603. Therefore, the combined enrollment demographics of District schools located in these zip codes is included in the table below in addition to demographics of the charter school and OUSD as a whole.

2019-20 Charter School and Districtwide Enrollment Demographics				
Student Group Type	Student Group	Charter School	OUSD schools in 94621 and 94603 ¹⁸	OUSD ¹⁹
Race/Ethnicity	Hispanic/Latinx	69%	74%	47%
	Black/African American	20%	17%	22%
	Asian	0%	3%	12%
	White	1%	1%	10%
	Two or More Races	4%	1%	4%
	Other Race/Ethnicity	3%	2%	2%
	Not Reported	2%	2%	2%
Other Student Groups	Socioeconomically Disadvantaged	81%	91%	73%
	English Learners	38%	52%	31% (K-8 only: 34%)
	Special Education	9%	13%	13% (excluding charter schools: 14%)

Figure 20. Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education – OUSD Department of Research, Assessment, and Data

English Learner Enrollment by English Language Proficiency Assessment for California (ELPAC) Level

The following table shows a comparison of the distribution of English Learners by ELPAC Level for both the charter school and all OUSD students in comparable grade levels. This provides additional context about the level of need for English Learners at the charter school, but does not provide any indication as to how well the charter school is serving these students. The English Learner Progress indicator on the State Dashboard is a more appropriate metric for evaluating how well English Learners are being served by the school.

ELPAC Level	% of English Learners by ELPAC Level in 2019	
	Charter School	OUSD Grades K-8 (including charter schools)
Level 4 – Well Developed	12%	12%
Level 3 – Moderately Developed	47%	35%
Level 2 – Somewhat Developed	35%	33%
Level 1 – Beginning Stage	6%	21%

Figure 21. Source: 2018-19 Summative ELPAC Results

¹⁸ Includes 16 OUSD-operated schools serving students in grades K-8 located in these zip codes. Specifically, ACORN Woodland, Brookfield, Coliseum College Prep, Community United, East Oakland Pride, Elmhurst United, Encompass, Esperanza, Futures, Greenleaf, Korematsu, Madison Park Lower, Madison Park Upper, New Highland, Reach, and RISE.

¹⁹ Includes all OUSD-operated schools and OUSD-authorized charter schools (unless otherwise noted)

Special Education Enrollment by Disability Type Comparison

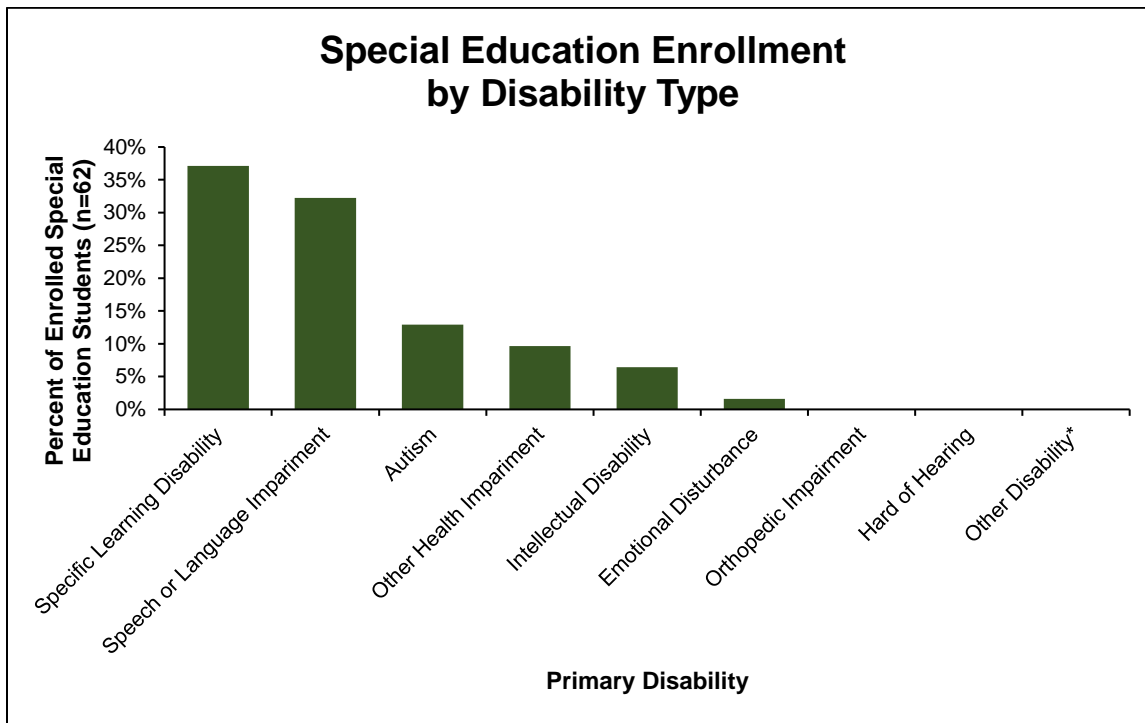


Figure 22. Source: CALPADS 2019-20 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)
 * Includes Deafness/Hearing Impairment, Visual Impairment, Established Medical Disability, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injury

Plans for Achieving Balance of Key Student Groups

As required, the charter petition includes a plan for achieving a balance of racial/ethnic, special education, and English learner students. However, the plan remained largely unchanged from the plan included in its current petition, which was focused exclusively on achieving a racial/ethnic balance. The charter school recently modified its admission preferences (and has submitted another material revision proposing further changes) in an effort to recruit a more diverse student body. Given that the charter school serves a lower percentage of African American students and special education students than the District average, District staff would have liked to have seen a more targeted recruitment plan specific to these groups in the petition.

D. Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.²⁰ Lodestar has received 1 Notice of Concern over the course of the current charter term. In addition, 1 Notice of Concern has been issued to the Lighthouse CMO during the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2016-17	0	--
2017-18	1	Late reporting of financial reports (issued to CMO)
2018-19	1	Failure to submit material revision request for change in school location

²⁰ If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school’s record.

2019-20	0	--
2020-21	0	--

Figure 23. Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board’s decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students.

The Office of Charter Schools evaluates the governing board’s overall health and effectiveness during the renewal process. This evaluation uses the charter school’s performance report, the interviews conducted at the renewal site visit, and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard is met for each of the core competencies found in the table below.

Board Effectiveness Ratings

Board Effectiveness Core Competency	Standard Met?
The governing board is an effective decision making body which is active and meets its governance obligations.	Yes
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Yes
The governing board works to foster a school environment which is viable and effective.	Yes
The governing board abides by appropriate policies, systems, and processes in its oversight.	Yes

Figure 24. Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school board meeting(s).

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criteria includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a “reasonably comprehensive” description of 15 required elements related to the school’s operation.²¹ The following table summarizes staff findings related to whether this standard was met for each element.

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 25. Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

²¹ EC §47605(c)(5)

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires charter petitions to include the following information.

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(d).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: <ul style="list-style-type: none"> • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer. 	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions.	Yes

Figure 26. Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Figure 27. Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend? (limited to State definition)

In order for a charter school’s renewal petition to be approved, the school must be serving all students who wish to attend.²² By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school’s procedures. Denial under this criteria may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criteria includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State did not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²³:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. For both sets of data, 2018-19 was the only year in which the number of students in question with State test results was numerically significant and for both datasets, students who left Lodestar actually had performed higher on State tests during the prior year than the charter school’s schoolwide average for both data sets. Departing students outperformed the schoolwide average by 4 points in the first dataset and by 19 points in the second dataset. Based on this data, District staff determined that there was no evidence that suggests the school is failing to serve all students who wish to attend.

Indicator	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	N/A*	5% (17 of 369)	20% (114 of 560)
Number of these students with State test results from the prior year (combined ELA/Math average)	N/A*	1	26
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	N/A*	**	-51
Charter school’s schoolwide average DFS on the State test from the prior year (combined ELA/Math average)	N/A*	-82	-55

Figure 28. Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard

²² EC §47607(e)

²³ At the time of this report, the State provided data for 2016-17 through 2018-19. Data from 2019-20 had not yet been certified and was, therefore, unavailable.

* Lodestar opened in 2016-17 and the CDE did not provide data for the charter school for this year

** Data excluded due to an insufficient number of students with results for this group

Indicator	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	N/A*	21% (57 of 272)	18% (65 of 369)
Number of these students with State test results from the prior year (combined ELA/Math average)	N/A*	10	23
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	N/A*	**	-36
Charter school's schoolwide average DFS on the State test from the prior year (combined ELA/Math average)	N/A*	-82	-55

Figure 29. Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard

* Lodestar opened in 2016-17 and the CDE did not provide data for the charter school for this year

** Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance With Suspension/Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for Lodestar.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the charter school adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths

- Strong CORE growth in all three years in ELA and in most recent two years in Math, both schoolwide and for several key student groups.
- Economically disadvantaged Hispanic/Latinx students and English Learners slightly outperformed the District average in most recent two years.
- The PIP suggests that charter school is taking meaningful steps to address the underlying cause(s) of low performance.
- The charter school has strong systems for continuous professional growth.

Challenges

- Placement in the Low Renewal Tier by the State, based on Dashboard data.
- Economically disadvantaged students have performed below the District average for all years of the charter term.
- High/increasing chronic absenteeism for all student groups, especially for African American students and students with disabilities.

Determination

Based on this analysis, Lodestar has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths

- Serves a diverse student population with a substantial percentage of Latinx, African American, socioeconomically disadvantaged, and English Learner students; the school has also submitted a material revision to add an admissions preference for unsheltered youth.
- Board appears to be effective and operates with transparency.
- The school has maintained a sustainable size as each grade has phased in throughout the charter term.
- School has consistently had a healthy reserve balance.

Challenges

- The school serves a lower percentage of students with disabilities than the OUSD average.
- The school's student retention rate has been slightly below the OUSD average for all years of charter term.

Determination

Based on this analysis, Lodestar is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths

- Charter petition contains reasonably comprehensive descriptions of the required 15 elements.
- OUSD-specified requirements are included in petition.

Challenges

- N/A

Determination

Based on this analysis, the petition for Lodestar is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths

- No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend.
- There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.

Challenges

- N/A

Determination

Based on this analysis, Lodestar appears to be serving all students who wish to attend.

E. Analysis of Public School Options for Students if Renewal is Denied

When determining whether to recommend denial, District staff consider other public school options available to the charter school's current students. The following provides an overview of the attendance areas where Lodestar students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving elementary and middle school students perform relative to Lodestar.

Lodestar Students Attendance Areas

Students attending Lodestar in 2019-20 lived in 42 different OUSD attendance areas. Additionally, 51 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 20 Lodestar students lived.

Attendance Area Grade Level	Attendance Area	Number of 2019-20 Lodestar Students Living in Attendance Area
Elementary	Brookfield	60
	Reach	35
	Esperanza/Korematsu	35
	East Oakland Pride	31
	Madison Lower	26
	ACORN/Encompass/New Highland/RISE	26

Middle	Madison Upper	75
	Elmhurst	66
	Frick	27

Figure 30. Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Schools Where Transferring Students Enrolled

There were 111 students who were enrolled in Lodestar in 2018-19 but were not enrolled the following year, including 58 that enrolled in another Oakland public school in 2019-20. Of these students, 14 (24%) enrolled in Lighthouse, 23 (40%) enrolled in one of 14 other charter schools, and 21 (36%) enrolled in one of 14 OUSD-operated schools. With the exception of Lighthouse, no more than 4 students enrolled in any other single school. Based on this information, with the exception of students who enrolled in Lighthouse, which consistently has an extensive waiting list, it is difficult to predict where Lodestar’s current students would be most likely to enroll if the charter school were to close at the end of the current charter term. However, it seems likely they would spread out across many schools, both district and charter and inside and outside of Oakland.

Performance Comparison with Nearby Schools/Target Student Population Area

The charter school has indicated that its targeted student population is students living in zip codes 94621 and 94603. There are currently 16 other public schools (13 District-run and 3 charter) that serve students in elementary school grades in this area. Additionally, there are 8 other public schools (4 District-run and 4 charter) that serve students in middle school grades in this area. The table below summarizes 2018-19 State test outcomes (in terms of both Distance from Standard (DFS) and CORE Growth) for these schools, comparing outcomes Lodestar. The table also includes some demographic information from that same year for additional context.

Both elementary and middle school students at Lodestar had higher DFS and CORE growth percentiles than the averages for both grade level comparison groups. Furthermore, Lodestar’s elementary students had a higher DFS and higher CORE growth percentiles than 12 of 16 elementary schools in the comparison group and its middle school students had a higher DFS and higher CORE growth percentiles than 5 of 8 and 5 of 7²⁴ middle schools in the comparison group, respectively. Although demographics can substantially impact schools’ DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student’s performance relative to a set of similar students.

Grade Span	Group/Metric	% SED	% EL	% SWD	Distance From Standard (combined ELA/Math average)	CORE Growth Percentile (combined ELA/Math average)
Elementary	Comparison Group Average	93%	58%	12%	-69	45%
	Lodestar	72%	35%	11%	-46	62%
Middle	Comparison Group Average	92%	36%	13%	-79	37%
	Lodestar	72%	35%	11%	-71	63%

Figure 31. Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

NOTE: Demographic numbers for Lodestar are for all grades; SED = Socioeconomically Disadvantaged, EL = English Learner, SWD = Students with Disabilities. See Appendix for school-level data used to calculate the above comparison group averages.

F. Recommendation

Based on its analysis of the charter school’s performance and petition, staff recommends to **approve** the charter renewal petition for **Lodestar**. The charter school has sufficiently met OUSD’s Charter Renewal Criteria, as well as the

²⁴ One of the comparison Middle schools did not have CORE growth data for 2018-19.

requirements and criteria established in the California Charter Schools Act²⁵, which governs charter school renewals. Staff also expects the charter school, if renewed, to meet all Year 1 goals from their Performance Improvement Plan (PIP) prior to submitting a renewal petition for a renewal term beginning in July 2023. Failure to meet all PIP Year 1 goals at the end of the first year of the renewal term may result in a nonrenewal recommendation. If all Year 1 goals from the PIP are not met prior to the end of the first year of the renewal term, staff expects the charter school to submit a renewal petition that includes a major intervention to address the causes of low performance. This might require submitting a material revision at the same time as the renewal petition to revise the charter school's educational program, including but not limited to, grade truncation.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of two years, as required by law²⁶. The charter renewal term would begin on July 1, 2021 and expire on June 30, 2023. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer²⁷. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605²⁸.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter²⁹. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

²⁵ Education Code §47605

²⁶ Education Code §47605 d(1)

²⁷ Education Code §47607(a)(1)

²⁸ Education Code §47607(a)(2)

²⁹ Education Code §47607(c)(1)

VI. Appendix

A. Comparison of All Students Academic Performance by Grade Span

All Students – Schoolwide (grades 3-8)

In the most recent year for which results were available, the charter school had 307 total students with state test results (ELA/Math average).

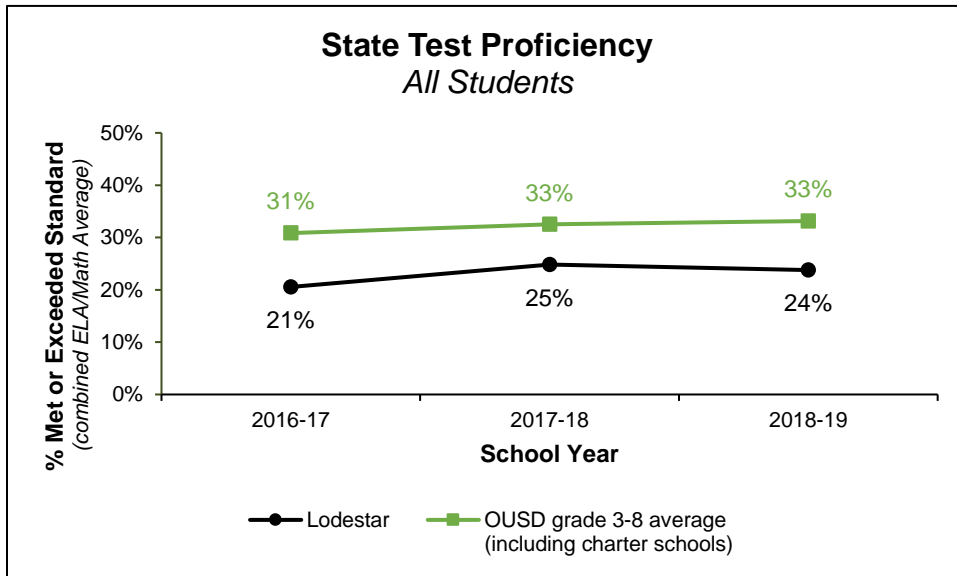


Figure 32. Source: CAASPP Research Files

All Students – Grades 3-5 only

In the most recent year for which results were available, the charter school had 128 total students in grades 3-5 with state test results (ELA/Math average).

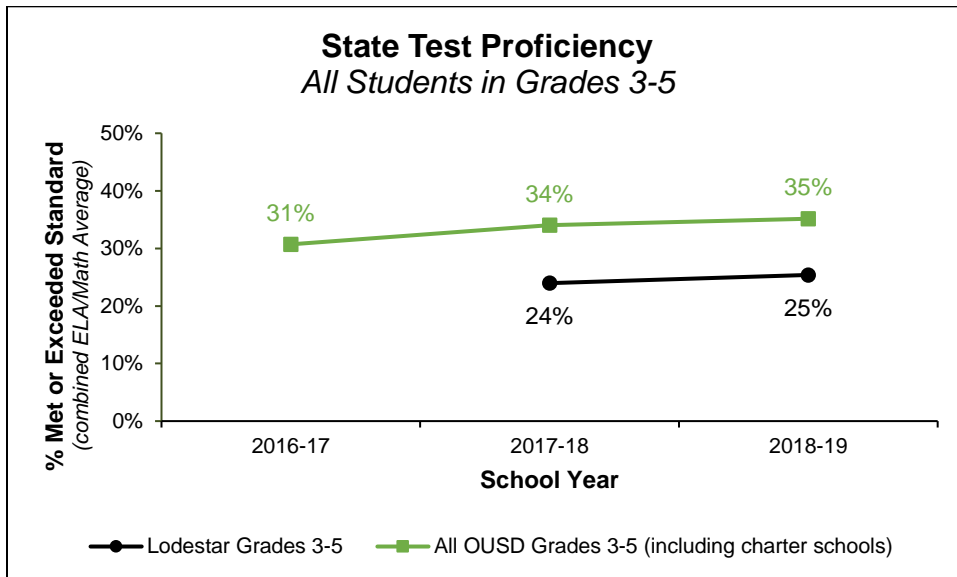


Figure 33. Source: CAASPP Research Files

All Students – Grades 6-8 only

In the most recent year for which results were available, the charter school had 179 total students in grades 6-8 with state test results (ELA/Math average).

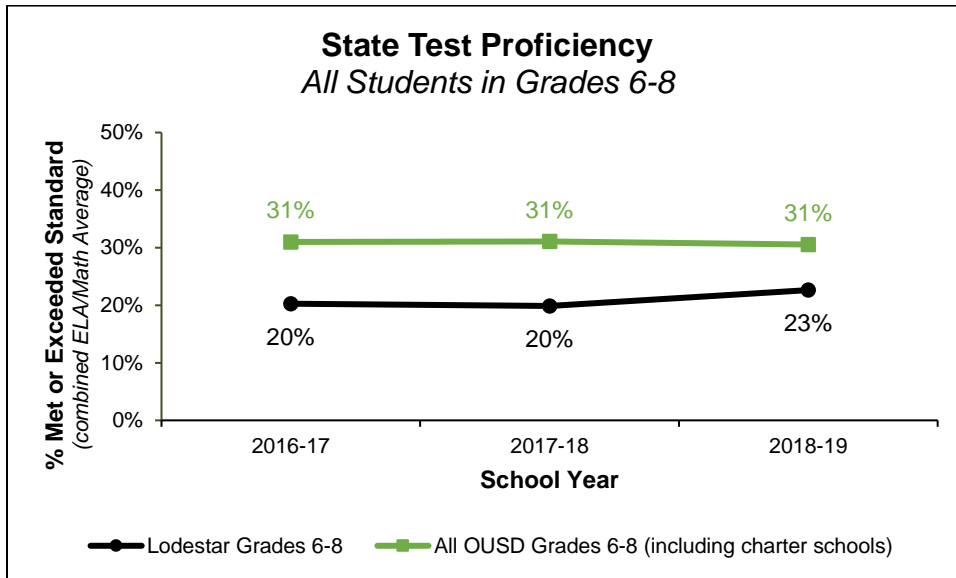


Figure 34. Source: CAASPP Research Files

B. Charter School Enrollment Demographics by Year

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	16-17	17-18	18-19	19-20	20-21
Ethnicity	Hispanic/Latinx	65%	65%	69%	69%	71%
	Black/African American	20%	25%	21%	20%	17%
	Asian	1%	2%	1%	0%	1%
	White	7%	5%	2%	1%	1%
	Two or More Races	6%	2%	3%	4%	6%
	Other Race/Ethnicity	1%	1%	3%	3%	3%
	Not Reported	0%	0%	1%	2%	2%
Other Student Groups	Socioeconomically Disadvantaged	71%	70%	72%*	81%	**
	English Learners	28%	33%	35%	38%	37%
	Special Education	7%	10%	11%	9%	9%
Total Enrollment		234	303	522	608	652

Figure 35. Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2020-21 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report

* This number shows up as 47% in publicly available data from the CDE, due to a data reporting error. The charter school provided OUSD staff with corrected information and supporting documentation from CALPADS, which indicated that 72% of enrolled students were eligible for free or reduced-price meals as of 10/10/19.

** Data not yet available

C. Teacher Retention

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total classroom teachers	15	16	26	27	31
Number of classroom teachers retained from prior year	N/A – first year of operation	11	13	22	17
Percent of classroom teachers retained from prior year	N/A	73%	81%	85%	63%

Figure 36. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report

D. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,³⁰ the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current five-year charter term, the Office of Charter Schools received 5 complaints regarding Lodestar.

School Year	Complaints	Areas of Concern
2016-17	0	--
2017-18	0	--
2018-19	2	<ul style="list-style-type: none"> - Concerns about supervision of students - Use of movement breaks during class time - Non-responsiveness of school staff to families' concerns
2019-20	3	<ul style="list-style-type: none"> - Failure to respond to family's request for special education assessment - Allegations of poor supervision of students resulting in time out of class and a student's injury - Allegations of staff grabbing a student to restrain - Concern about poor classroom management causing unsafe learning environment
2020-21	0	--

Figure 37. Source: OUSD Office of Charter Schools Complaint Records

³⁰ Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

E. Website Required Documentation Audit

According to the audit below, the charter school is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (EC 35258)	Yes	-
Board Agenda & Meeting Date (Government Code 54950)	Yes	-
Gender Equity / Title IX (EC 221.61)	Yes	-
LCAP Report (EC 47606.5 (h)); replaced by Learning Continuity & Attendance Plan for 2020-21 (EC 43509)	Yes	-
Learning Continuity & Attendance Plan (
Employee Code of Conduct (EC 44050)	Yes	-
Mathematics Placement Policy (EC 51224.7)	Yes	-
Education Protection Account (CA Constitution, Article 13, Section 36 (e)(6))	Yes	-

Figure 38. Source: OUSD Office of Charter Schools charter school website audit conducted on 9/10/20.

F. Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the charter school and for all District school teachers for 2019-20.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD
Clear	8 (42%)	1,475 (64%)
Preliminary	7 (37%)	398 (17%)
Intern	3 (16%)	127 (6%)
Emergency	1 (5%)	120 (5%)
Missing Data	0	175 (8%)
Total	19 (100%)	2,293 (100%)

Figure 39. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of the end of the 2019-20 school year; OUSD – 2019-20 Teacher Credentials Report available at www.ousddata.org

G. Comparison of Elementary and Middle Schools Located in Lodestar’s Target Student Population Area (Zip Codes 94621 and 94603)

School Name	Comparison Grade Span	% of Total Enrollment			Distance From Standard			CORE Growth Percentile		
		SED	EL	SWD	ELA	Math	ELA/ Math Avg	ELA	Math	ELA/ Math Avg
Esperanza	Elementary	94%	81%	11%	-44	-32	-38	69%	100%	85%
Community United	Elementary	97%	69%	8%	-98	-92	-95	73%	94%	84%
Aspire Monarch	Elementary	91%	40%	9%	-14	-5	-10	88%	74%	81%
Madison Park Lower	Elementary	92%	58%	14%	-59	-71	-65	93%	64%	79%
Brookfield	Elementary	91%	55%	20%	-78	-75	-77	55%	59%	57%
ACORN Woodland	Elementary	92%	71%	20%	-16	-23	-20	77%	34%	56%
Korematsu	Elementary	97%	57%	13%	-76	-71	-74	33%	74%	54%
Futures	Elementary	97%	43%	9%	-102	-100	-101	44%	57%	51%
New Highland	Elementary	98%	74%	10%	-93	-92	-93	15%	53%	34%
Greenleaf	Elementary	94%	61%	8%	-47	-57	-52	27%	39%	33%
RISE	Elementary	97%	53%	10%	-102	-103	-103	12%	48%	30%
Lighthouse	Elementary	84%	58%	11%	-48	-37	-43	12%	47%	30%
Encompass	Elementary	91%	60%	14%	-77	-80	-79	32%	22%	27%
East Oakland Pride	Elementary	96%	59%	17%	-74	-95	-85	27%	6%	17%
Cox Academy	Elementary	92%	46%	7%	-76	-78	-77	3%	11%	7%
Reach	Elementary	91%	44%	6%	-94	-101	-98	4%	1%	3%
Aurum Prep	Middle	91%	22%	16%	-111	-123	-117	-	-	-
Lighthouse	Middle	84%	58%	11%	-28	-45	-37	72%	92%	82%
Elmhurst United/Alliance	Middle	95%	42%	14%	-92	-132.5	-112	67%	85%	76%
CCPA	Middle	95%	32%	21%	-42	-81	-62	26%	40%	33%
Greenleaf	Middle	94%	61%	8%	-37	-86	-62	33%	16%	25%
Madison Park Upper	Middle	96%	33%	12%	-68	-124	-96	36%	11%	24%
Aspire Golden State	Middle	92%	22%	10%	-45	-95	-70	19%	12%	16%
Aspire Lionel Wilson	Middle	87%	20%	13%	-49	-98	-74	14%	1%	8%

Figure 40. Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data