



2025-26 Charter Renewal Performance Report

Open Response Questions

BACKGROUND

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program... Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources. The primary goals of this report are:

1. Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
2. Provide guidance for OCS for further inquiry during the renewal site visit
3. Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

INSTRUCTIONS

The Performance Report includes two components: the open-response questions and the data request. *This document includes the open-response questions only.* For the open-response questions, please provide comprehensive, yet concise, responses to the questions on the following pages. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

Both components of the Performance Report: the open-response questions and the data request, must be submitted to OCS staff via Epicenter **either at the time of renewal submission or two weeks prior to the renewal site visit, whichever is earlier.** The open-response component should be submitted as a pdf file while the data request component should be submitted as an Excel file.

Note on Verified Data: For the 2025-26 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the open questions component of the Performance Report (See Question 12 below). The specific data reports should be submitted separately via Epicenter. **Please note: The Verified Data provisions of Education Code 47607.2 sunsets on June 30, 2025 for low tier schools and January 1, 2026 for all charters.**



2025-26 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

Lodestar has adopted a holistic, community-driven instructional model that addresses both academic growth and social-emotional development—key priorities in supporting students through and beyond the challenges brought on by the COVID-19 pandemic. These efforts have been anchored in intentional scheduling, rigorous curriculum implementation, student-centered assessment practices, and strong relational and cultural foundations.

Central to the school's culture is Crew, a daily community-building and SEL structure rooted in the EL Education model. Crew is at the start of every day for all of our students and strategically scheduled additional Crew time is based on developmental and grade level needs to ensure we are providing consistent touchpoints for students to engage in Tier 1 social-emotional instruction, reflect on shared schoolwide values, and connect with peers and adults. This shared structure ensures coherence in messaging, expectations, and support across the entire school community. Crew also serves as a platform to generate excitement and engagement around schoolwide initiatives, such as EXPO, student-led conferences, and academic challenges. Crew Leaders, or the teachers of that period, develop a close interpersonal bond with their "crewbies" and often remain the go-to adult for that student on campus.

Lodestar's curriculum choices further support rigorous and equitable learning experiences. The EL Education English Language Arts program challenges students with complex texts, research projects, and writing tasks aligned to SBAC performance standards. Amplify Science, known for its hands-on and inquiry-based design, enhances student engagement while reinforcing reading and writing skills—providing a natural extension of literacy instruction, especially when offered every semester.

In math, the Eureka and Illustrative Math curriculum supports deep understanding by guiding teachers through standards unpacking and providing accessible, sequenced materials. The curriculum's alignment with Khan Academy further allows students to receive additional practice and for educators to gather formative data, enabling responsive instruction.

In the early grades, Lodestar implements a structured literacy approach grounded in the science of reading. Through explicit phonics instruction, differentiated small-group teaching, and frequent progress monitoring, the school ensures foundational reading skills are developed effectively. This effort is complemented by Lit for Literacy, a family engagement initiative that helps caregivers understand literacy data and support their children's reading development at home.

Community and belonging are essential to the school's vision of student success. A broad array of student-led clubs and affinity groups—including American Sign Language Club, LGBTQIA+, Black Student



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Union, Latinos Unidos, Newcomer Support, and Lodestar About Business (LAB)—create inclusive spaces where students explore identity, leadership, and shared interests. These opportunities, alongside academic rigor, contribute to a learning environment where students feel seen, valued, and connected.

At the heart of Lodestar’s academic approach is a carefully structured master schedule that includes dedicated study hall periods for all students. These sessions leverage Study Island, an adaptive intervention platform that supports skill development and personalized practice. A block schedule further allows for extended instructional time, giving teachers and students more flexibility to engage deeply with content.

Wednesdays are designated for a Student Engaged Assessment Protocol, where students review feedback and revise their work. This practice reinforces metacognition and empowers students to take ownership of their learning by focusing on growth and continuous improvement. Complementing in-class instruction, the school offers weekly after-school tutoring and structured teacher office hours, ensuring access to targeted support beyond the regular school day.

The impact of these practices is evident in the academic growth observed particularly in grades 3 and 4, where students have demonstrated significant progress in post-pandemic recovery. Events like EXPO showcase student learning in powerful ways, allowing families and peers to engage with the depth, process, and pride students take in producing high-quality work.

Together, these interconnected strategies form a responsive, student-centered model that fosters academic achievement, personal growth, and community engagement—key drivers of Lodestar’s continued success.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Lodestar has cultivated a vibrant and inclusive school culture that supports student growth well beyond traditional academic benchmarks. These efforts are reflected in multiple areas of success that speak to students’ holistic development, family engagement, and a strong, supportive community.

A key strength of the school lies in its robust extracurricular and cultural programming. Lodestar offers a wide range of middle and high school sports that promote physical wellness, teamwork, and school pride. Community events such as Student-Led Conferences (SLCs), the Latinx Heritage Festival, and the Black Excellence Soirée consistently draw high levels of family participation, reinforcing strong school-home partnerships and celebrating the diverse identities of the school community.

Student voice and experience are also central to Lodestar’s success. Results from the Crew survey show a high sense of belonging among students, a reflection of intentional social-emotional programming and inclusive community structures. This emphasis on school culture has led to sustained improvement in key climate indicators over the past three years, including reduced suspensions and office referrals, higher attendance rates, and decreased chronic absenteeism.



Operationally, Lodestar has strengthened its Multi-Tiered System of Supports (MTSS) through the addition of a dedicated MTSS coordinator. This role has centralized coordination of key supports such as COST, SST, and attendance interventions, allowing instructional leaders to stay focused on Tier 1 instruction. As a result, Tier 2 supports—such as after-school tutoring in reading and math—are more efficiently targeted and managed, helping students receive the academic and behavioral interventions they need to thrive.

In early grades (K-2), Lodestar has implemented Kid Talk Professional Learning Communities, a collaborative process where teachers meet to develop action plans for students requiring additional support. These sessions create space for educators to share strategies and receive targeted, research-based recommendations from school leaders, ultimately supporting student success through professional collaboration and shared accountability.

For upper elementary grades (3-5), intentional shifts toward deeper lesson internalization and long-term unit planning have empowered teachers to better align instruction to student needs. This emphasis on backward planning has strengthened content knowledge and instructional coherence, laying a foundation for stronger academic and engagement outcomes.

Together, these practices reflect Lodestar's commitment to nurturing the whole child, building a positive and inclusive school culture, and supporting every student's success—both in and beyond the classroom.

3: DIVERSITY OF STUDENT ENROLLMENT

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (*e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status*)?

At Lodestar, we are deeply committed to enrolling and serving a diverse student population that reflects the broader community, with intentional efforts to increase representation across racial, cultural, linguistic, and ability-based groups. Our approach integrates inclusive recruitment strategies, community-building practices, and targeted programmatic investments that make our school both welcoming and responsive to all families—especially those who have historically been underrepresented in public education.

A cornerstone of our recruitment and enrollment strategy is cultivating a school culture where families feel valued, seen, and supported. This sense of belonging has become one of our most powerful recruitment tools—many new families, particularly Black families and those of students with disabilities, have come to Lodestar through word-of-mouth referrals. We work to maintain and deepen this trust by ensuring that school events are inclusive, culturally representative, and accessible to all members of our community.

We have also prioritized family and student affinity groups as vital spaces for connection, identity affirmation, and cultural celebration. While our student affinity groups have thrived over the past three years—hosting events and clubs that reflect the rich diversity of our school—building consistent and robust parent affinity groups has required additional focus. In response, we've worked closely with parent leaders



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to increase the frequency and impact of these gatherings, ensuring they are meaningful and responsive to community needs.

Our commitment to diversity extends beyond events and outreach. We've implemented comprehensive staff training on anti-racist practices and inclusive education to ensure our educators are equipped to support all students, including English Learners, newcomers, students with disabilities, and those experiencing homelessness or in foster care. Crew, a daily relational structure, is a core part of our student experience and plays a key role in fostering belonging across all backgrounds. It serves as a consistent space where diversity is acknowledged and celebrated, and where students' cultural assets are integrated into our shared values.

Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school? *(While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of student groups (i.e. family affinity groups, staffing, etc.)*

Since our last charter renewal, we have made measurable progress in enrolling and serving students from historically underserved groups. We have increased our enrollment of newcomers, students with disabilities, and students experiencing homelessness or foster care (McKinney-Vento eligible). Notably, the addition of a new enrollment priority for McKinney-Vento students has led to a significant increase in the number of students experiencing homelessness that we now serve. We have also expanded our services for newcomers and students with disabilities through the implementation of an Enhanced Inclusion program and a Behavior Intervention program. These supports have not only strengthened outcomes for current students but have also made Lodestar a trusted option for families seeking high-quality services for their children.

As part of our long-standing commitment to diversity, we continue to focus on enrolling a greater proportion of African-American students to better balance our demographics in relation to our Latinx student population. Moving forward, we plan to build on these efforts by refining outreach strategies, further strengthening parent leadership and engagement structures, and continuing to enhance our programming for special populations. Through these strategies, we aim to deepen our impact and ensure that every family—regardless of background or circumstance—feels that Lodestar is a place where they belong and their children can thrive.

4: STUDENT ENGAGEMENT

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

At Lodestar, student voice is not only welcomed—it is foundational to how we shape our school community. We believe that students are key stakeholders in their own education and should have meaningful opportunities to influence decisions that impact their daily experiences and future outcomes.

Our structures for student governance include both middle and high school student councils, as well as a Senior Student Advisory Board that meets regularly with the principal. These groups play an active role in



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shaping school policies, schedules, events, and overall culture. Students are involved in selecting field trip options, planning major school events, and choosing Crew celebrations. When policy changes are under consideration, student feedback is consistently gathered through surveys, focus groups, and advisory meetings. Even when a proposed change cannot be implemented, we ensure transparency by holding community meetings to explain the rationale. For example, when students advocated for a longer lunch period, we facilitated a dialogue to explain how state-required instructional minutes influenced that decision.

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

Several tangible changes have resulted from student input. Our cell phone policy for high school students was revised based on survey feedback, empowering students to voice their opinions on when they should not use their phones and how they should be stored during class periods. Additionally, we changed our lunch provider in direct response to student concerns. These changes reflect our belief that students not only deserve a seat at the table but can help co-create a more responsive and equitable school environment.

In addition to governance structures, we foster student agency and leadership in academic spaces. Opportunities like EXPO, Student-Led Conferences, and daily participation practices encourage students to take ownership of their learning and showcase their growth. Teachers embody the belief that all students can learn and deserve access to rigorous, meaningful learning experiences, further reinforcing a culture where student voice is respected and elevated.

Through these ongoing practices, Lodestar continues to cultivate a school community where students are not passive participants but active contributors in shaping the present and future of their education.

5: FAMILY ENGAGEMENT

How do families voice concerns?

At Lodestar, we are committed to creating a school culture where families feel welcomed, heard, and empowered to partner in their child's education. We offer multiple avenues for families to voice concerns, share feedback, and actively participate in shaping school decisions and practices.

Families can communicate directly with school leadership through a variety of channels, including email, cell phone, or by scheduling meetings in person through the front office. We maintain an open-door policy and encourage families to reach out whenever they have questions or concerns. Additionally, our expanded leadership structure ensures that every family has a reliable point of contact, increasing responsiveness and trust.

What opportunities exist for all families to be involved in decision-making and the governance of the school?



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We also offer structured opportunities for family feedback and input through town halls, monthly "Coffee Tuesday" events, Student-Led Conferences (SLCs), and EXPO nights. These events are not only moments for celebration and connection but also provide platforms for dialogue about student progress and school-wide initiatives. Families are regularly invited to participate in surveys, one-on-one check-ins with faculty or school leaders, and our Parent Advisory Committee (PAC), where ongoing feedback helps inform school planning and priorities. In cases where concerns are more urgent or complex, we have a clear and accessible complaint resolution process to ensure issues are addressed promptly and effectively.

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

An example of a change made based on family input involved parent engagement offerings is that one parent reached out directly to the principal, expressing concern that there were not enough evening or virtual options for working families to participate in school events. In response, we shifted our family meetings to include both in-person and Zoom formats, increasing accessibility and family participation across our community.

These efforts reflect our core belief that families are vital partners in our work. By creating intentional structures for communication, feedback, and shared leadership, Lodestar ensures that every family—regardless of background or circumstance—has the opportunity to help shape the direction and success of our school.

6: TEACHER ENGAGEMENT

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

At Lodestar, teacher voice is central to our vision of shared leadership, school improvement, and student success. We are deeply committed to creating meaningful structures where educators can influence decisions at every level—from instructional strategy to school culture and operational planning.

Teachers engage in decision-making through two formal leadership bodies: the Instructional Leadership Team (ILT) and the Cultural Leadership Team (CLT). These teacher-led committees play a direct role in shaping the school's academic direction, cultural norms, and operational practices. Broader input is also collected regularly through formal network-wide surveys, internal circle feedback loops, and structured team check-ins. In these spaces, teachers reflect, share feedback, and collaborate with school leaders to co-create action plans and solutions.

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

This culture of inclusion has led to several tangible, teacher-driven changes. For example, after teachers raised concerns that make-up testing was interrupting too much class time, leadership collaborated with



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staff to redesign the schedule. As a result, make-up testing is now conducted during study hall periods, reducing classroom pullouts to fewer than 10 students and preserving valuable instructional time.

In the TK–5 program, teachers have played a particularly active role in shaping curriculum and instructional decisions. A strong example of this is the curriculum adoption process for structured phonics instruction. Teachers piloted different programs, provided feedback on feasibility and student impact, and informed final selection decisions. Based on this input, the school adjusted instructional pacing and provided targeted professional development to support successful implementation.

Another standout example of teacher-driven innovation was the launch of the Transitional Kindergarten (TK) program in the 2024–2025 school year. A teacher leader played a key role in designing the curricular, instructional, and cultural vision for TK. Their work ensured the program aligned with research-based best practices while also reflecting the real-world needs of classrooms. The program has already shown promising outcomes—76% of TK students are performing at or above the 26th percentile in initial sounds, a key national literacy benchmark.

These shared leadership practices contribute to a strong sense of ownership, engagement, and retention among staff. In the 2024–2025 school year, 89% of teachers and leaders were retained, including 86% of teachers of color. Leadership retention was 100%. Our most recent staff engagement survey showed an average satisfaction and engagement score of 4.0 out of 5, and this continues to trend upward as leadership has stabilized and collaboration has deepened since our last charter renewal.

In all, Lodestar’s commitment to teacher voice ensures that those closest to the work of teaching and learning are actively shaping the future of the school. This collaborative approach strengthens school culture, improves student outcomes, and supports sustainable, educator-driven change.

7: PERFORMANCE OF KEY STUDENT GROUPS

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

Lodestar’s educational program is designed with equity, rigor, and responsiveness at its core. We believe every student—regardless of background, language, ability, or achievement level—deserves to access high-quality, grade-level instruction alongside targeted supports that meet their individual needs. Across our school, we have developed systems and practices to support English Learners, students with disabilities, students needing remediation, advanced learners, and other high-priority student populations. While much is working well, we continue to reflect and refine our approaches to ensure continuous improvement.

Over the past few years, Lodestar has tracked the academic progress of its diverse student body. The data below reflects both areas of celebration and those requiring deeper support, with the goal of ensuring all students achieve at high levels.



As LCPS students take NWEA MAP, the reading and assessment is one school-wide data point that helps us better understand the performance of key student groups.

Strengths

- **Consistent Gains Among Hispanic/Latino Students:** Notable upward trends in students scoring in the "High" and "HiAvg" performance bands from 2022–2025, suggesting effective targeted supports.
- **Improvement Among Black/African American Students:** The percentage of students in the "Low" and "LoAvg" ranges has decreased over time, with more students moving into the "Avg" or above ranges by Spring 2025.
- **Strong Performance Among Asian Students:** Asian student groups show a high concentration in the "High" and "HiAvg" bands across all years, indicating sustained academic achievement.

Growth Areas

- **Performance Gaps Across Subgroups:** Despite progress, achievement gaps persist between student subgroups

English Learners (Including Long-Term English Learners and Newcomers)

For our English Learners, we implement both designated and integrated English Language Development (ELD) throughout the school day. Students receive daily designated ELD instruction, in addition to scaffolded support embedded within their core content instruction. Teachers are supported through monthly professional development on language acquisition strategies and regularly collaborate with the ELD coordinator to review data, monitor progress, and adjust instruction accordingly. For our newcomer students, we've expanded support structures to include a unique peer mentorship model where high school seniors intern in middle school classrooms to provide targeted academic and language support. These efforts have strengthened our newcomer program and reinforced our commitment to fostering belonging and achievement among multilingual students.

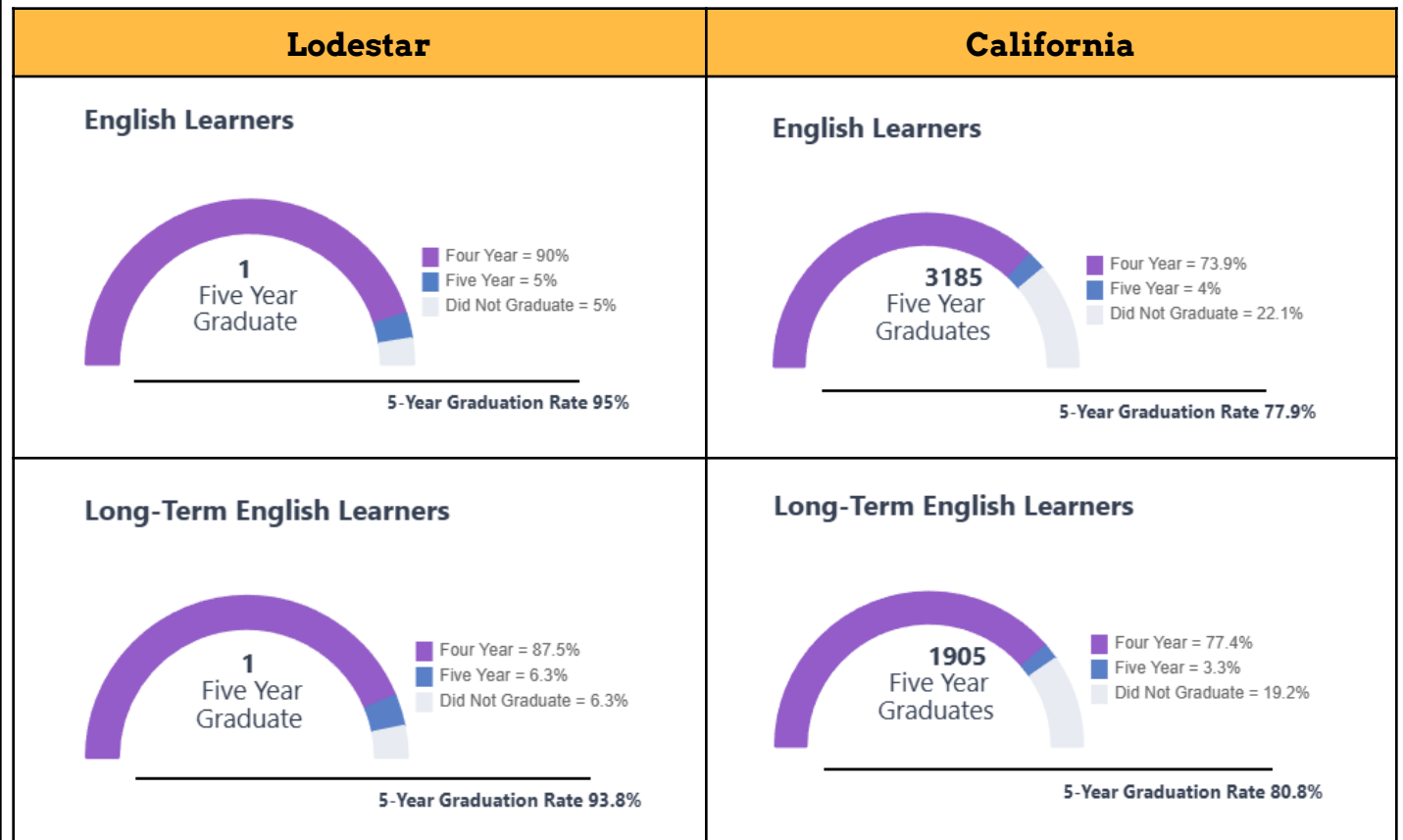
Lodestar remains steadfast in its mission to prepare its diverse student population for success in the college and career pathway of their choice. This commitment is reflected in the strong graduation rates of English Learners and Long-Term English Learners (LTELs), which exceed statewide averages¹. The accomplishments of Lodestar's inaugural graduating class serve as a powerful testament not only to the promise of

¹ <https://www.caschooldashboard.org/reports/01612590134015/2024/academic-engagement#graduation-rate>



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first-generation college-going students, but also to the sustained dedication of teachers, families, and support staff over the years.





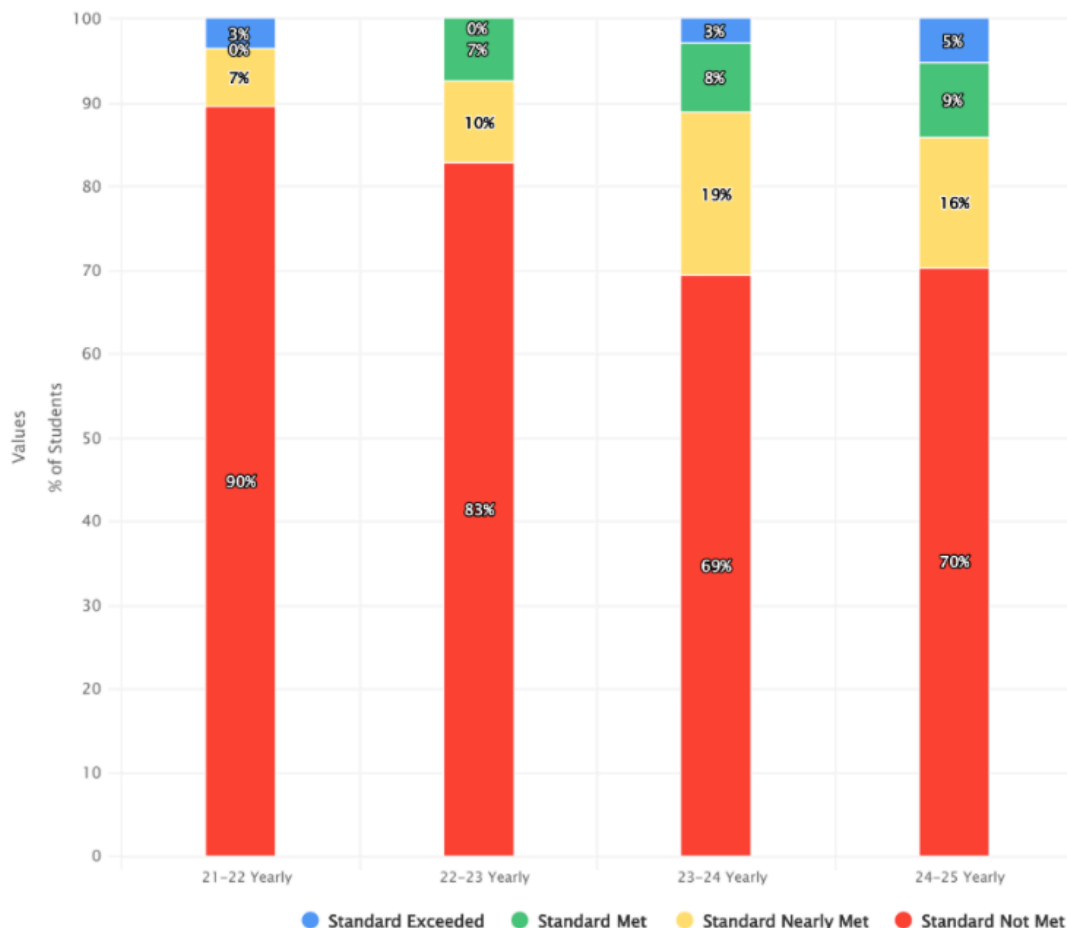
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Students with disabilities (Including students with moderate-severe disabilities)

Students with disabilities are served through a fully inclusive model that emphasizes collaboration between general education teachers, education specialists, and paraprofessionals. Weekly planning meetings and bi-weekly special education-focused grade-level meetings provide dedicated time for teams to align on IEP goals, monitor student progress, and share effective instructional strategies. All teachers receive professional development at least once per cycle from the special education team to ensure accommodations and modifications are implemented consistently across classrooms. Our inclusion model supports both academic access and social-emotional well-being, and we are proud of the strong sense of belonging our students with IEPs report experiencing at Lodestar.

Since the 21-22 school year, Lodestar has seen progress in ensuring that students with disabilities continue to receive access to and succeed towards grade-level standards. An example of this can be seen in the graph below, where active Lodestar students with all disabilities have continued to show higher rates of proficiency.

Lodestar Students with Disabilities Improvement - CAASPP Math





Strengths:

- **Consistent Decrease in "Standard Not Met":**
 - From 90% in 2021–22 to 69% in 2023–24, showing a 21 percentage point improvement.
 - Indicates that more students with disabilities are moving out of the lowest performance band.
- **Increase in "Standard Nearly Met":**
 - Grew from 8% in 2021–22 to 19% in 2023–24, showing steady progress in moving students toward proficiency.
- **Slight Emergence in "Met" and "Exceeded" Levels:**
 - "Standard Met" increased to 3%, and "Standard Exceeded" appeared for the first time at 3% in 2023–24, suggesting a small but meaningful shift into higher performance bands.

Growth Areas:

- **High Proportion Still Not Meeting Standards:**
 - Despite improvement, 69% of students still fall in the "Standard Not Met" category as of 2023–24, signaling continued need for targeted interventions.
- **Minimal Representation in Proficient Bands:**
 - Only 6% combined in "Met" and "Exceeded" suggests that very few students with disabilities are reaching proficiency, and acceleration strategies are needed.
- **Plateau Risk:**
 - The progress made from 2021–22 to 2023–24 is notable, but Lodestar leaders will need to continue with strong coaching to ensure rates of improvement reflect the hard work put in.

Students in need of remediation

Students who require additional academic remediation benefit from a multi-tiered system of supports coordinated by our MTSS team. For students with IEPs, education specialists create tailored plans aligned to their goals. General education students identified through our SST process receive in-class supports, targeted small-group instruction, and opportunities for after-school tutoring in both reading and math. Our intervention model is designed to ensure students do not lose access to grade-level content while still receiving the specific supports they need to grow. We are continuing to build capacity in this area by expanding intervention staff and improving Tier 2 supports embedded within the school day.

Advanced students performing above grade level

Advanced learners at Lodestar are supported through a range of structures that promote deeper engagement and acceleration. Teachers use formative assessment platforms like Lexia and Khan Academy to identify students performing above grade level and to personalize practice opportunities. Our core curricula—EL Education and Eureka Math—include embedded challenge tasks that allow teachers to extend learning without needing separate materials. At the middle school level, we offer an accelerated math



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pathway, and at the high school level, students can enroll in college-level coursework and participate in internship programs. These experiences challenge students academically while helping them build real-world skills and explore future pathways. While these opportunities are expanding, we continue to explore ways to strengthen enrichment and advanced learning options, particularly in the upper elementary grades.

Any other student groups you are paying particular attention to

Beyond these groups, we are also paying particular attention to students experiencing homelessness, foster youth, and newcomers. Since our last charter renewal, we have intentionally expanded services for these students, including adding a new enrollment priority for McKinney-Vento eligible youth. This change has resulted in a significant increase in the number of students experiencing homelessness now served at Lodestar. Our MTSS coordinator plays a key role in ensuring wraparound supports are in place for these students, including access to academic interventions, attendance support, and social-emotional resources. We are currently working to strengthen our ability to disaggregate and track outcomes for these groups to ensure we are closing equity gaps across all indicators.

Lodestar's ongoing commitment is to ensure that every student—whether they need foundational skill-building, language support, advanced challenges, or a greater sense of connection—has access to the people, programs, and learning environments they need to thrive. While we are proud of our progress, we remain focused on continuous improvement and deeper integration of our academic, social-emotional, and cultural supports across the school.

8: GOVERNANCE

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

The LCPS Board of Directors actively engages with the school community through multiple channels beyond formal board meetings:

- School Events Participation: Board members regularly attend and participate in significant school events, including:
 - Declaration Days and graduation ceremonies
 - Academic town halls and parent information sessions
 - Community service initiatives like the annual MLK Clean-up and Backpack giveaway
- Academic Engagement: Board members participate in classroom walkthroughs and observe the educational program in action, gaining firsthand knowledge of teaching and learning at LCPS
- Stakeholder Feedback Channels: The board has established formal structures to receive and address parent concerns, including:
 - Designated board members who serve as intake contacts for various complaint processes



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- Review of stakeholder feedback collected through surveys and evaluations
- Participation and listening at staff/student/family feedback sessions
- Community Partnership Initiatives: Board members represent LCPS in community partnerships and advocacy efforts, building bridges between the school and the broader Oakland community
- Our goal is for the LCPS board members to understand our schools' strengths, cultures, challenges, and successes while remaining accountable to the LCPS community.

Does the governing board evaluate the school leader? If so, how?

Yes, the LCPS Board of Directors conducts a thorough, structured evaluation of the CEO twice annually through a mid-year and end-of-year assessment process. The evaluation framework was developed in partnership with Edgility Consulting to ensure professional standards and continuous improvement.

The evaluation process includes:

- Comprehensive assessment across seven key competency areas: Mission and Vision Alignment, Equity Leadership, People Leadership, Organizational Leadership, Academic/Instructional Leadership, Financial and Operational Leadership, and Partnership Building and Relationship Management
- Multiple data sources, including:
 - Board member evaluations
 - CEO self-assessment
 - Direct reports' feedback
 - Staff and external stakeholder feedback
- Objective performance metrics (student achievement, attendance, financial health, organizational measures)
- Formal rating system with defined expectations (Exceeds expectations, Meets expectations, Approaches Expectations, Does not meet expectations)
- Structured calendar with clear timelines for both mid-year (October-December) and end-of-year (March-June) evaluations
- A Dedicated Board working group that oversees the evaluation process
- Professional development planning based on evaluation results

This rigorous approach holds our CEO accountable to school performance and the achievement of our mission, while providing opportunities for growth and leadership development.

Provide an example of a recent issue or policy that the board is working on.

The LCPS Board of Directors has been focused on implementing and monitoring a comprehensive strategic plan for the 2024-25 school year that addresses both academic performance and essential enabling conditions.

This work has several key components:



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- Academic Performance Focus: The board is working closely with the CEO to establish rigorous academic goals and accountability measures to drive transformational outcomes for LCPS students
- Enabling Conditions: The strategic plan includes developing organizational infrastructure that supports academic success, including:
 - Long-term facilities planning to ensure safe and effective learning environments
 - Financial sustainability strategies that maintain a healthy reserve while strategically managing resources
 - Operational systems that promote efficiency and compliance
- The board has established a structured calendar and process for 2024-25 that includes regular check-ins, data reviews, and evaluation points to monitor progress towards strategic goals at each regular board meeting.
- Stakeholder Engagement: The strategic planning process included the entire LCPS community by design, and was shaped by all of our stakeholders, including staff at all levels, families, students, and community partners; our intention was to ensure that the creation of our strategic plan was a whole-community effort.

9: INNOVATION

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Lodestar operates an inclusive special education model in which we strive to provide the majority of specialized support within the general education classroom.

Approximately 6.7% of our students who qualify for special education services at Lodestar qualify with more extensive support needs under such categories as intellectual disability and/or autism. To serve the growing number of students who attend Lodestar with more extensive support needs and who benefit from a wide range of services, we've expanded our Education Specialist team from 5 to 6 Ed Specialists serving the TK-12 continuum and have 7 paraprofessionals. Additionally, we recognize the importance of investing in specialized services and have either directly hired or set up contracts to provide the following services and supports: speech and language therapy, counseling, occupational therapy, physical therapy, deaf and hard of hearing services, augmentative alternative communication consultation and direct services, and board certified behavior analyst support.

As we expand our capacity to serve students with extensive support needs systematically, we are taking the following steps to strengthen our program:

Staff Training: We're launching a professional development series next school year in collaboration with our general education and special education team, which will focus on how to provide high-quality instruction for all students, in particular students with autism and who benefit from heavily modified work. Additionally, all staff supporting students with augmentative alternative communication (AAC) devices will receive ongoing AAC training.



Cross-Collaborative Professional Learning Communities: We host 6 cross-collaborative PLCs where our Education Specialists and paraprofessionals from both sites come together to deepen their practices around serving students with extensive support needs. Some topics we explored this past school year included positive behavior supports and structures, modified curriculum, collaboration best practices, and transition planning.

Collaboration Structure: We have strong collaborative practices in place that are driven by our site-based leadership in grades 6th - 12th. We'll be expanding these collaborative structures to K-5 during the 2025-2026 school year.

Investment in Curriculum: We've invested in Unique Learning Systems and will begin rolling it out more widely at Lodestar next school year. Implementation will focus on our students participating in an alternative curriculum.

Family Engagement: All new IEP case managers receive an IEP facilitation training emphasizing family experience and participation in their child's IEP meetings as part of their onboarding training. In addition, case managers partner closely with our Special Education Program Assistants in establishing timely coordination and scheduling of meetings to ensure that all IEP team members are able to attend and contribute in students' IEPs. Beyond these compliance-based meeting structures, Lodestar offers other family and student events both before the school year begins, in preparation for students' arrival, and throughout the school year. This has included TK and Kindergarten orientation, customized site tours, and attending transition IEP meetings so that both general education and special education staff can meet and assess incoming student needs, while providing families the opportunity to meet school staff and learn about Lodestar's special education program.

Extensive 30-day/Interim IEP Process: During the 30-day/interim process, our team undergoes an extensive review of IEPs, particularly for students who are entering from special day classes or more restrictive placements. If needed, we conduct a Specialized Circumstances Instructional Assistance (SCIA) Assessment to determine the level of support a student requires to be meaningfully integrated into the general education program. Additionally, we have opened up assessments for any students who may require designated instructional services, such as occupational therapy, that were not previously identified on their IEP, given the nature of their former placement and the embedded supports and services that were a part of the program.

Financial Stability: We're committed to the long-term financial sustainability of our special education program and are working collaboratively with our finance team to design a budgeting process in which special education needs are accounted for first and foremost.

10: FACILITIES



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Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

Yes. We have an annual lease for Lodestar that is documented through 2072.

Do you anticipate applying for District facilities through Prop 39 during the upcoming charter term?

We do not anticipate applying for District facilities through Prop 39 during the upcoming charter term.

11: PROPOSED MATERIAL REVISIONS / SUBSTANTIAL CHANGES

Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program
- Changes in grade levels to be served
- Changes to lottery preferences or admission procedures
- Changes to the governance structure
- Adding or changing school location (with the exception of moving into a District-owned facility)
- Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

Not applicable.

12: VERIFIED DATA

For data that the school considers to be meeting the Ed Code definition of "verified data", please include a summary of the results from your school's verified data.

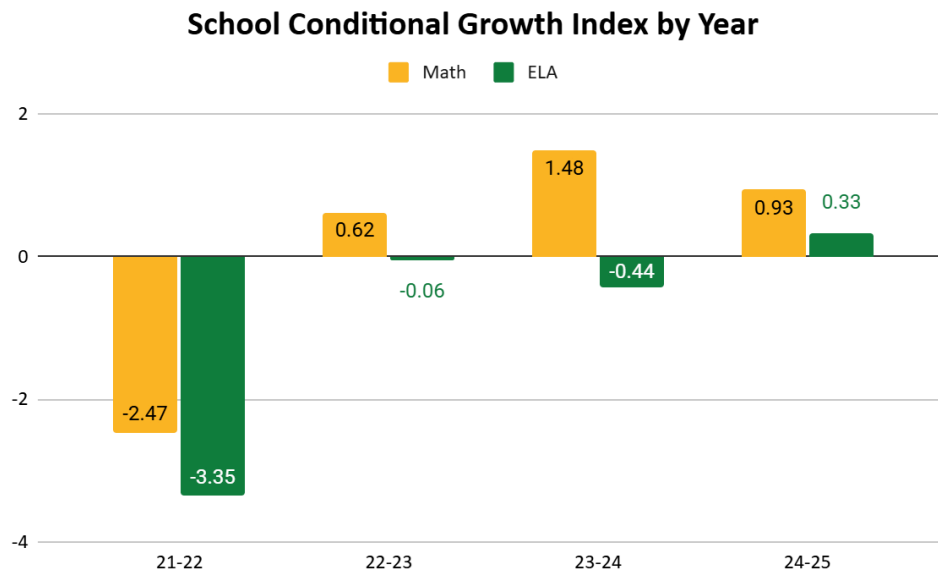
Lodestar continues to demonstrate steady academic progress in both English Language Arts (ELA) and Math, as reflected in verified NWEA MAP data. A key indicator of this growth is the Conditional Growth Index (CGI), which measures student growth in standard deviation units relative to national growth norms from 2020. A CGI of zero signifies growth consistent with national averages, while positive CGI values indicate above-average progress. When averaging both the ELA and Math CGI scores of each year, Lodestar has grown each consecutive year.

Since the last charter renewal cycle, Lodestar has shown marked improvement. The average CGI in ELA increased from -3.35 to +0.93, and in Math from -2.47 to +0.33. This represents a 3.4-point gain in ELA and a



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3.68-point gain in Math since the 2021–2022 school year. In the 2024–2025 school year, 6 out of 11 grade levels at Lodestar demonstrated above-average growth in ELA, and 8 out of 11 grade levels showed above-average growth in Math.



Notably, several grades have emerged as exemplars of high growth:

- **Grade 11 Math:** CGI of +4.18, 99th Conditional Growth Percentile (CGP)
- **Grade 10 Math:** CGI of +3.89, 99th CGP
- **Grade 2 Math:** CGI of +1.70, 96th CGP
- **Grade 10 ELA:** CGI of +2.21, 99th CGP
- **Grade 6 ELA:** CGI of +2.85, 99th CGP

These outcomes highlight significant academic momentum, particularly in Grades 6–11, and underscore Lodestar’s ability to achieve top-tier national growth percentiles across both subjects. The school remains committed to identifying and scaling the effective instructional practices that have driven these gains, ensuring continued academic excellence for all students.

**Enrollment (for Fall 2025 of current charter term)
(if submitting prior to Fall, please include either
enrollment as of first day of school or the latest
certified enrollment data)**

Student Group	Number	Percent of Total
Total Enrollment	722	-
Asian	3	0.42%
Black or African American	79	10.94%
Filipino	2	0.28%
Hispanic or Latino	608	84.21%
Native American or Alaskan Native	0	0.00%
Native Hawaiian or Pacific Islander	6	0.83%
White	2	0.28%
Two or More Races	10	1.39%
Race Not Reported	12	1.66%
Male	339	46.95%
Female	382	52.91%
Non Binary	1	0.14%
Homeless Students	27	3.74%
Foster Youth	1	0.14%
FRPM- Eligible/Economically Disadvantaged	699	96.81%
English Learners	320	44.32%
Special Education/Students with IEPs	100	13.85%

Graduation Information (High Schools only) - For Spring 2025 of current charter term

If official data is not yet available for Spring 2025, please provide preliminary/unofficial numbers.

5 Year Cohort	Expected rate of 90% or higher.
Cohort Dropout	Roughly 10%

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

Student Group	Graduating Class						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
% attending 4-year college	N/A	N/A	N/A	N/A	N/A	45.00%	41.00%
% attending 2-year college	N/A	N/A	N/A	N/A	N/A	35.00%	35.00%
% attending vocational/	N/A	N/A	N/A	N/A	N/A	14.00%	18.00%
% joined military	N/A	N/A	N/A	N/A	N/A	0.00%	4.00%
% working exclusively	N/A	N/A	N/A	N/A	N/A	6.00%	2.00%

Teacher Recruitment/Retention (for each year of current charter term)					
	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of classroom teachers on Census Day (If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)	41	41	50	50	48
# of vacant classroom teaching positions on Census Day (If submitting prior to Census Day, please include total as of first day of school or the latest certified	0	2	0	0	0
# of new classroom teacher hires after Census Day	3	4	1	1	n/a
# of classroom teachers retained from prior year	21**	21	28	46	40
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	4	3	2	3	n/a

**Only had 30 teachers in 20-21SY

Teacher Ethnicity (for Fall 2025 of current charter term)

Group	Number of Teachers
Asian	8
Black or African American	10
Hispanic or Latino	13
White	13
Other Ethnicity or Missing	4
Total Classroom Teachers	48

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
21-22	3/10/2021				
		K	172	52	39
		6	148	33	86
		9	79	23	50
22-23	3/9/2022				
		K	138	52	14
		6	136	38	73
		9	101	21	45
23-24	3/8/2023				
		K	119	40	33
		6	147	43	0
		9	74	8	2
24-25	3/6/2024	TK	62	22	0
		K	76	32	0
		6	96	34	16
		9	68	14	2
25-26	2/26/2025	TK	33	20	6
		K	32	8	2
		6	54	32	4
		9	24	13	0

As of 7/30/25

As of 7/30/25

As of 7/30/25

As of 7/30/25

Special Education		
Instructions: Please fill in the following table based on service minutes as of the last day of school.		
	23-24	24-25
# of students with IEPs receiving < 450 service	120	120
# of students with IEPs receiving > 450 service	13	15
# of students with IEPs in NPS placement	2	2
Total SWD enrolled	133	135

Special Education Enrollment Count by Primary Disability							
Instructions: For the table below, please align data with the EOY SELPA 16.12 Report - Students with Disabilities - Education Plan by Primary Disability (EOY 4). If you are submitting prior to the EOY CALPADS Certification deadline for this year, you can include data from the 16.12 Revised Uncertified report as of the last day of school. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Unduplicated Count		58	73	91	100	93	100
Intellectual Disability (ID) 210		4	3	4	5	4	3
Hard of Hearing (HH) 220		0	1	0	0	1	1
Deafness (DEAF)/Hearing impairment (HI) 230		0	0	0	0	0	0
Speech or language impairment (SLI) 240		20	19	21	21	20	21
Visual impairment (VI) 250		0	0	0	0	0	0
Emotional Disturbance (ED) 260		1	1	1	2	3	3
Orthopedic impairment (OI) 270		0	0	0	1	1	1
Other health impairment (OHI) 280		5	11	18	19	16	19
Established medical disability (EMD) 281		0	0	0	0	0	0
Specific learning disability (SLD) 290		21	28	39	45	38	38
Deaf-Blindness (DB) 300		0	0	0	0	0	0
Multiple disabilities (MD) 310		0	0	0	0	0	0
Autism (AUT) 320		7	10	8	7	10	13
Traumatic brain injury (TBI) 330		0	0	0	0	0	1