2026-27 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 2026-27 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 sunset on June 30, 2025 for low tier schools and January 1, 2026 for all charters.***

2026-27 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

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

Lighthouse has adopted a holistic, community-driven instructional model that addresses both academic growth and social-emotional development. These efforts have been anchored in intentional scheduling, rigorous curriculum implementation, student-centered assessment practices, and strong relational and cultural foundations. In recent years, Lighthouse has deepened its focus on the adoption and utilization of strong, standards-aligned curriculum while also investing heavily in consistent teacher coaching and professional development to strengthen instructional practice across grade levels. Staff survey data has reflected positive feedback around the increased support, collaboration, and coaching opportunities available to teachers.

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.

Lighthouse'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. To strengthen early literacy outcomes, Lighthouse adopted UFLI, a Science of Reading-aligned phonics and phonemic awareness curriculum, alongside the DIBELS Dyslexia Screener. Together, these tools have enabled earlier identification of student needs, more targeted instruction, and a stronger focus on foundational literacy. 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 (Elementary) and Illustrative Math (middle and high school) curriculum supports deep understanding by guiding teachers through standards unpacking and providing accessible, sequenced materials. Teachers are supported through ongoing professional development and collaborative planning structures to ensure high-quality implementation of curriculum across classrooms.

Lighthouse's instructional leadership team plays an active role in supporting teacher growth and instructional consistency. School leaders regularly meet with teachers to co-plan lessons, model instructional strategies, role-play classroom scenarios, and review student data to inform next steps for instruction.

During classroom observations, leaders utilize practices such as whisper coaching, co-teaching, and live modeling to provide real-time support to teachers. The school has also participated in lesson study in collaboration with EL Education to strengthen instructional practice, particularly for newer teachers and teachers needing additional support.

In the early grades, Lighthouse has renewed its focus on early literacy through 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 that foundational reading skills are developed effectively. A newly designed elementary master schedule now includes a dedicated WIN ("What I Need") block, which provides targeted support through explicit literacy instruction in small groups, designated ELD curriculum, and other intervention services based on student need. This effort is complemented by Lit for Literacy, a family engagement initiative in partnership with FIA (Families in Action for Quality Education) that helps caregivers understand literacy data and support their children's reading development at home.

At the heart of Lighthouse's academic approach is a carefully structured master schedule. In elementary school, students have daily math and reading as well as the intervention discussed above, with a rotation of specials classes including: science, physical education, and art. In middle school, our students have daily math, humanities, an elective (PE, Making Art & Design, or STEM), and ELD or Study Hall.

Our interconnected strategies form a responsive, student-centered model that fosters academic achievement, personal growth, and community engagement—key drivers of Lighthouse's continued success.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Lighthouse 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. Lighthouse offers a wide range of middle 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 History Celebration consistently draw high levels of family participation, reinforcing strong school-home partnerships and celebrating the diverse identities of our school community.

Student voice and experience are also central to Lighthouse'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, and higher attendance rates. Lighthouse has successfully lowered suspensions year over year through proactive restorative practices, strong student-adult relationships, and consistent social-emotional supports.

Lighthouse has also demonstrated strong student retention and long-term family investment in the school community. The school maintains consistent enrollment through a high rate of lifelong families who continue their educational journey at Lighthouse across multiple grade spans. Student retention has remained especially strong at the TK-8 level, and this trend continued with the successful launch and enrollment of the brand-new Transitional Kindergarten class beginning in 2025-26 and the expansion to offersing two TKs in 2026-27 school year. We are grateful for the OUSD Board approval in the spring of 2024 of Lighthouse's material revision to increase enrollment, and the school is excited to provide access to high-quality TK programming to the East Oakland community. Lighthouse's actions during the charter term reflect family trust, satisfaction, and confidence in the school's programming and culture. Most families continue to choose the Lighthouse High School, which is located on the same campus as the TK-8 LEA.

Operationally, Lighthouse has strengthened its Multi-Tiered System of Supports (MTSS) through the addition of dedicated MTSS coordinators. These roles have 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. Lighthouse also provides exemplary special education wrap-around services designed to support students academically, socially, and emotionally. Through collaboration between general education teachers, special education staff, interventionists, counselors, and families, students receive individualized support that allows them to access rigorous instruction while fostering inclusion and belonging within the school community.

These practices reflect Lighthouse'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 Lighthouse, 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 Lighthouse 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 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. Over the charter term, we have increased our enrollment of students with disabilities and students experiencing homelessness or foster care. Notably, the addition of a new enrollment priority from the material revision in 2020 for McKinney-Vento families has led to a significant increase in the number of students experiencing homelessness over the charter term; last year, specifically, we served 15 qualifying students. We have also expanded our services for students with disabilities through the implementation of an Enhanced Inclusion program and a Behavior Intervention program. These support systems in our Special Education program have not only strengthened outcomes for all students but have also made Lighthouse 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 Latino 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 Lighthouse is a place where they belong and their children can thrive.

In addition, we are strengthening our Black Parent Advisory Committee (BPAC) to increase consistent engagement, shared leadership, and meaningful collaboration between families and school staff. BPAC is becoming a more formalized structure for feedback, celebration, and partnership, helping ensure that Black families are represented in decision-making and schoolwide planning.

We are also expanding our athletic program with additional sports offerings in partnership and alignment with the Oakland Athletic League (OAL) to increase student participation, school pride, and access to

structured extracurricular opportunities. These expanded offerings are designed to reflect student interest better and provide more equitable access to athletics across grade levels.

Lighthouse is also increasing the visibility and integration of our special education programming. We are intentionally highlighting student learning, inclusion practices, and the strengths of our students receiving special education services through schoolwide events, communications, and classroom practices that emphasize belonging and access.

Our students have also increasingly advocated for clubs and events that reflect their interests and identities, and we are responding by supporting more student-driven programming. As part of this effort, at the middle school level, student leaders meet weekly to discuss campus concerns, plan desired events, and build engagement for our community activities.

Lighthouse is committed to building a school community where every student is seen, supported, and celebrated.

4: STUDENT ENGAGEMENT

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

At Lighthouse, 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.

Lighthouse intentionally creates multiple opportunities for students to participate in decision-making, leadership, and the overall governance and culture of the school. Grounded in the EL Education Crew model, the school prioritizes student voice as an essential component of building a strong, inclusive, and responsive school community.

Crew serves as a foundational structure through which students regularly share feedback, reflect on their experiences, and contribute ideas related to school culture and programming. Through Crew, students complete surveys, participate in discussions, and engage in community circles that provide insight into student needs, interests, and concerns. Students also develop strong relationships with their Crew leaders, who serve as advocates and trusted adults on campus. Crew leaders regularly elevate student feedback and perspectives to school leadership to help inform decision-making and schoolwide planning.

During Crew, students are also provided opportunities to vote on activities, provide input on school initiatives, and share their thoughts about events and experiences happening across the school site. This ongoing feedback structure helps ensure that student perspectives are consistently incorporated into the daily life and direction of the school.

In addition to Crew, Lighthouse provides formal leadership opportunities through student leadership groups. At the middle school level, student leaders meet weekly with the Youth Leadership Development Coordinator to plan events, share concerns, raise awareness about important campus initiatives, and discuss

ways to strengthen school culture and student engagement. These student leaders also play an active role in supporting the facilitation and preparation of schoolwide events, assemblies, and field trips, helping shape meaningful experiences for the broader student body.

Beyond formal leadership structures, students are encouraged to advocate for clubs, affinity groups, celebrations, and extracurricular opportunities that reflect their identities and interests. Over the past few years, we have added the Sports Club, Rainbow Club and the Green Team in addition to sports teams such as girls' basketball and girls' flag football. The school values student agency and actively responds to student ideas and feedback through collaborative planning and implementation.

These structures ensure that all students have meaningful opportunities to contribute to the decision-making processes, culture, and continuous improvement of the school community.

What is an example of a change you have made to the school based on student feedback?
In addition to family governance structures and annual surveys, 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, Lighthouse continues to cultivate a school community where students are not passive participants but active contributors in shaping the present and future of their education. An example of a change made in response to student feedback is the expansion and creation of student-initiated clubs and extracurricular opportunities that better reflect student interests and identity. Through Crew discussions, student surveys, and direct conversations with student leaders, students consistently expressed a desire for more opportunities connected to environmental action, the arts, identity-based affinity spaces, and recreational activities. In response, the school supported the development of new and expanded student clubs, including a Green Team focused on environmental stewardship, a Musical Club to support performance and creative expression, a Rainbow Club to provide a supportive space for LGBTQIA+ students and allies, and a Sports Club to increase access to inclusive, non-competitive athletic engagement. These additions were not top-down decisions but were directly shaped by student voice and sustained advocacy. Student feedback was also gathered through informal channels, including insights shared by substitute teachers who often receive candid student perspectives during the school day. This feedback helped identify additional areas where students wanted more structured engagement, clearer routines, and more consistent enrichment opportunities when regular programming was adjusted. In response, staff refined club offerings and strengthened structures to ensure students continued to have meaningful, predictable spaces for connection and belonging regardless of staffing changes.

Together, these shifts demonstrate how student voice is actively used to shape programming at Lighthouse, resulting in more relevant, inclusive, and engaging opportunities across the school community.

5: FAMILY ENGAGEMENT

How do families voice concerns?

At Lighthouse, 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, 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.

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.

We are grateful for the OUSD Office of Charter Schools for encouraging parent and family stakeholder participation in LCPS board meetings on Zoom; Since January, 2026, LCPS has averaged ~15 families per meeting that attend our board meetings either in person or on Zoom.

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

Beyond direct communication, Lighthouse has established multiple structured opportunities for family engagement and feedback. These include regular family feedback sessions designed to gather input on school priorities, programming, and student needs. We also host Coffee Tuesdays, where families are invited onto campus to meet informally with Family Engagement Coordinators, ask questions, and engage in ongoing dialogue about school experiences and supports.

Families are also able to participate in Parent Advisory Committees, which serve as important spaces for shared decision-making, school improvement conversations, and community partnership. In addition, families meet directly with administrators through scheduled meetings and schoolwide engagement opportunities to ensure open communication between home and school leadership.

During the fall semester, we also facilitate monthly parent meetings focused on reviewing student data and discussing strategies to support student success both in school and at home. These sessions provide families with a clearer understanding of academic progress and actionable ways to partner with the school in supporting learning and development.

Lighthouse works to ensure that the family voice is consistently integrated into school decision-making and that families remain active partners in shaping a supportive, transparent, and collaborative school community.

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 feedback is the revision of the school's discrimination and identity-harming response policies in partnership with families, including close collaboration with the Black Parent Advisory Committee (BPAC). Families shared concerns and lived experiences related to how identity-based incidents were addressed, and requested clearer, more consistent, and more restorative responses that better protected students' dignity and sense of belonging.

In response, Lighthouse worked alongside BPAC and other family voices to review and revise the school's procedures for addressing discrimination and identity-harming language and behaviors. This collaborative process included feedback sessions, structured input opportunities, and ongoing dialogue with families to ensure that the revised policy reflected community expectations and student needs.

The updated approach strengthened how the school responds to incidents by clarifying reporting processes, improving consistency in staff responses, and emphasizing restorative practices that center student voice, accountability, and healing. It also reinforced staff expectations around culturally responsive practice and increased transparency with families about how concerns are addressed.

This change reflects Lighthouse's commitment to partnering with families not only in identifying areas for improvement but also in co-constructing systems that promote safety, equity, and belonging for all students.

6: TEACHER ENGAGEMENT

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

At Lighthouse, 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?

An example of a change made based on teacher feedback is the way Lighthouse has strengthened its systems for curriculum adoption, behavior response, and professional development structures through ongoing collaboration with staff committees and instructional teams.

Teachers provided feedback through committees and instructional leadership structures that curriculum implementation needed clearer coherence, more shared ownership in decision-making, and stronger alignment across grade levels. In response, the school refined its curriculum adoption processes to ensure more structured review, teacher input, and collaborative decision-making. This has helped increase consistency in implementation and stronger alignment to instructional goals. From this adoption process, our elementary grades selected new curricula for both phonics and ELD with a strong role out and implementation. Similarly, our middle school teams met weekly in Professional Learning Committees to look at student work and student learning, analyzing the use of common instructional routines and practices such as show-calls and turn-and-talks while leveraging CER language (Claim, Evidence, Reasoning).

In addition, teacher feedback highlighted the need for more consistent and supportive systems for responding to student behavior. Educators requested clearer expectations, more restorative approaches, and additional tools to support students in real time. In response, the school strengthened behavior response systems by clarifying protocols, expanding restorative practices, and improving alignment between classroom-level and schoolwide supports.

Teachers also shared feedback about professional development, specifically the need for more job-embedded, practical, and collaborative learning opportunities. In response, Lighthouse expanded coaching cycles, increased opportunities for co-planning and modeling, and strengthened professional development structures that prioritize classroom-based application and ongoing support rather than one-time trainings. Staff had opportunities to role-play during professional development and coaching in order to practice the strategies learned and to refine their teaching and during classroom observations, coaches began whisper-coaching to provide in the moment support. Staff survey data showed an improvement on teacher satisfaction of professional development, as evidenced by growth from a 3.9 average to a 4.5 average on a 5-point scale, with a focus on practical instructional strategies, including modeling, practice, and planning time.

Together, these changes demonstrate how teacher voice directly informs school improvement efforts at Lighthouse and continues to shape more coherent curriculum systems, stronger behavior supports, and more effective professional learning experiences.

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

Lighthouse's education program is designed to intentionally support the diverse needs of English Learners, including newcomers and long-term English Learners, through targeted instruction, structured intervention time, and ongoing curriculum refinement. Across TK–8, we are focused on strengthening both language acquisition and access to grade-level content while ensuring students receive support that is responsive to their proficiency levels and individual needs.

- Specifically in early literacy DIBELs assessment (grades K-2), Lighthouse increased the number of students who performed "at and above grade level" by 7%, from 29% in the beginning of the 2026-27 school year to 36% at the end of the year; additionally, Lighthouse was able to decrease the number of students who were "well below grade level" by 18%, from 54% at the beginning of the school year to 36%. Given this was the first year of this assessment, we are excited to continue building from this growth in our next charter term.
- In review of our preliminary and unofficial ELPAC data from the 2025-26 school year, we were excited to see strong ELPI growth given the shifts in practices described below: In our Elementary program, 61% of students met their ELPI growth goal (vs. 39% the previous school year), and in our Middle School program, 54% met their ELPI growth goal (vs. 47%).

One of the most impactful recent improvements at the elementary level is the creation of the WIN (What I Need) block. This dedicated instructional period allows for daily small-group intervention and targeted support for English Learners. Students are grouped based on ELD level, which enables teachers to provide immediate feedback, reteaching, and scaffolding aligned to grade-level standards. The WIN block also allows teachers to address both discrete language skills, such as grammar and vocabulary development, as well as the application of English language within content-area learning, supporting more meaningful language acquisition.

Administrators also create intentional opportunities for initial check-in meetings with families to support newcomers and ensure early identification of needs, appropriate placement, and coordinated supports. This early and consistent attention helps establish strong foundational systems of care and academic monitoring for English Learners as they enter the school.

At the middle school level, Lighthouse has implemented a new ELD-focused curriculum (Get Ready! through Vista Higher Learning) that has shown significant growth in English Language Development outcomes. Teachers and our central LCPS academic team collaborated and participated in a curriculum adoption. This past school year, our teachers reported stronger student engagement with language objectives and improved performance in both receptive and expressive language skills, particularly in structured academic tasks, and our outcomes reflected this collective investment.

A key area for continued improvement is strengthening academic discourse for English Learners. While students are building foundational skills, there is a continued need to more consistently push students in

both oral and written responses, ensuring they are using academic language to explain thinking, engage in discussions, and produce more complex written work. Expanding structures that support rigorous speaking and writing expectations will further accelerate language development and student achievement.

Overall, Lighthouse has made meaningful progress in building systems that support English Learners through targeted instruction and new structures like WIN, while continuing to refine professional learning and academic discourse practices to better serve all learners.

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

Lighthouse's education program supports students with disabilities through an inclusive service model designed to maximize access to grade-level instruction while ensuring individualized supports are consistently provided. Our approach uses a combination of push-in and pull-out services, allowing students to remain meaningfully engaged in general education classrooms while also receiving targeted instruction aligned to their Individualized Education Programs (IEPs).

A key strength of our model is that students with IEPs have ongoing access to the general education curriculum, which is regularly reviewed and can be adapted or revised by education specialists and Student Support Assistants (SSAs) as needed. This ensures that instruction remains both rigorous and appropriately scaffolded to meet individual learning goals. Wraparound services are also provided based on student need, supporting academic, behavioral, and social-emotional development in a coordinated and holistic way.

Collaboration is a central component of our special education program. Grade-level teams regularly meet with special education staff to review student progress, co-plan instruction, and align supports across settings. These structured collaboration opportunities strengthen shared ownership of student outcomes and ensure that accommodations and interventions are consistently implemented.

While these systems are strong and continue to support student growth, there are still areas for improvement. One ongoing need is further strengthening consistency in co-teaching practices and deepening collaboration between general education and special education staff, particularly during curriculum implementation. In addition, continued professional development focused on differentiation strategies and inclusive instructional practices would further enhance teachers' ability to meet a wide range of learner needs within the general education setting.

Overall, Lighthouse's inclusion model provides strong foundational supports for students with disabilities through access to grade-level curriculum, collaborative planning structures, and individualized wraparound services, while continuing to refine consistency and instructional capacity to better serve all learners. We believe that the growth in the number of students with disabilities (9.7% in 2020, the end of our last charter term, to 19.9% in the 2025-26 school year) is rooted in our inclusive culture, focused academic program, and the power of our community's word-of-mouth.

Students in need of remediation

Lighthouse addresses the needs of students requiring remediation through a layered system of academic supports that combines targeted intervention, data-informed instruction, and structured opportunities for reteaching across both elementary and middle school levels.

At the TK–5 level, students receive support through Open Literacy tutoring and Oakland Reach tutoring programs, which provide targeted instruction in foundational reading skills. In addition, Tier 2 phonics interventions are implemented in response to weekly assessment data provided by a reading interventionist. This ongoing cycle of assessment and intervention allows staff to quickly identify skill gaps and provide timely, explicit instruction to support student growth in early literacy. The shift to flexible tier 2 groups drastically cut the number of students in “far below grade level” as measured by our DIBELs early literacy assessment in just one year.

At the middle school level, students in need of remediation are supported through multiple structures designed to increase access to grade-level content and reinforce essential skills. These include structured study hall periods, teacher office hours, and Re-teach Wednesdays, which provide consistent opportunities for students to revisit and master key concepts. Additionally, a new pilot implementation of the IXL program is being used to offer adaptive, skill-based practice that allows students to work at their individual level and receive immediate feedback.

What is working well is the school’s ability to use frequent data cycles to identify student needs and provide multiple entry points for support across both grade bands. The combination of small-group intervention, targeted skill practice, and structured reteaching time has strengthened students’ access to core content and provided more consistent academic support systems.

An area for continued improvement is ensuring even greater alignment and coordination across intervention systems, particularly in ensuring that Tier 2 supports are consistently connected to classroom instruction and grade-level expectations. Additionally, continued professional development for teachers on using intervention data to inform daily instruction would further strengthen the effectiveness of remediation efforts.

Lighthouse’s multi-tiered approach provides a strong foundation for supporting students in need of remediation through structured literacy interventions, targeted academic supports, and intentional instructional time designed to close learning gaps and promote student success.

Advanced students performing above grade level

Lighthouse supports students performing above grade level through intentional curriculum extensions and enrichment tasks embedded within core instructional programs. Across grade levels, teachers use extension activities provided in EL Education ELA, Illustrative Mathematics, and Amplify science to deepen student thinking through more complex texts, problem-solving, research, and independent exploration aligned to grade-level standards and beyond.

What is working well is the more consistent use of curriculum-provided extension resources to ensure advanced learners are appropriately challenged with rigorous, standards-aligned work rather than simply additional assignments. This has improved engagement and supported more intentional differentiation in classrooms.

An area for continued growth is developing more systematic enrichment pathways across TK–8, including greater consistency in curriculum compacting, acceleration opportunities, and project-based enrichment. Continued professional development on designing higher-level tasks would also strengthen support for advanced learners.

Lighthouse is building a stronger and more consistent approach to meeting the needs of advanced students through curriculum-based extensions and responsive instruction, while continuing to refine enrichment systems across grade levels.

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 Lighthouse, from 0 (zero) students in the 2019-20 school year to 15 students in the 2025-26 school year.

Our MTSS coordinators 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.

Lighthouse'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:
    - 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
    - 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 2025-26 school year that addresses both academic performance and essential enabling conditions.

This work has several key components:

- 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 2025-26 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?

Lighthouse is innovating its approach to teacher coaching and professional development by building strong pipeline programs and investing in the long-term growth of educators within the organization. This includes the development of Alder residency pathways, which provide aspiring teachers with structured, hands-on classroom experience alongside experienced mentor teachers. These residencies help strengthen instructional practice while also building a sustainable pipeline of well-prepared educators who are deeply connected to Lighthouse's mission and instructional model.

In addition, Lighthouse actively supports staff in pursuing credentialing and ongoing professional growth through structured guidance and financial support from LCPS. This includes assistance with certification programs, credential completion pathways, and other professional learning opportunities that help staff advance in their careers while strengthening instructional quality across classrooms.

We have also thoughtfully invested in our Special Education program and staffing, particularly to meet the needs of our Enhanced Inclusion program at our Lighthouse campus. Given the challenges of serving special education children at both district and charter schools, Lighthouse has been able to sustain and grow its program through three core practices: First, special education teachers have been grown internally through

the aforementioned residency and credentialing programs; Second, our special education leaders - LCPS's Senior Director of Special Education and Specialized Programming and our three Program Coordinators - participated in a yearlong fellowship with the Special Education Leadership Fellows program, which helped solidify our program design; Last, we have been able to thoughtfully braid funding through increased enrollment and restricted grants to invest in more staff members to meet increasing caseloads as well as our contracted costs for specialized services.

These investments reflect a broader commitment to building internal capacity by growing educators from within, strengthening instructional consistency, and ensuring that teachers are well-supported at every stage of their development

10: FACILITIES

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.

No. The Lighthouse Support Foundation owns the school facilities as of the fall of 2025, when the ownership was transferred from the Rogers Family Foundation. There is a multi-year lease in place aligned to a 40-year bond agreement from 2022 between LCPS, the Lighthouse Facilities LLC, and now the Lighthouse Support Foundation that allows for a sustainable and affordable facilities solution for many years to come.

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

No.

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.

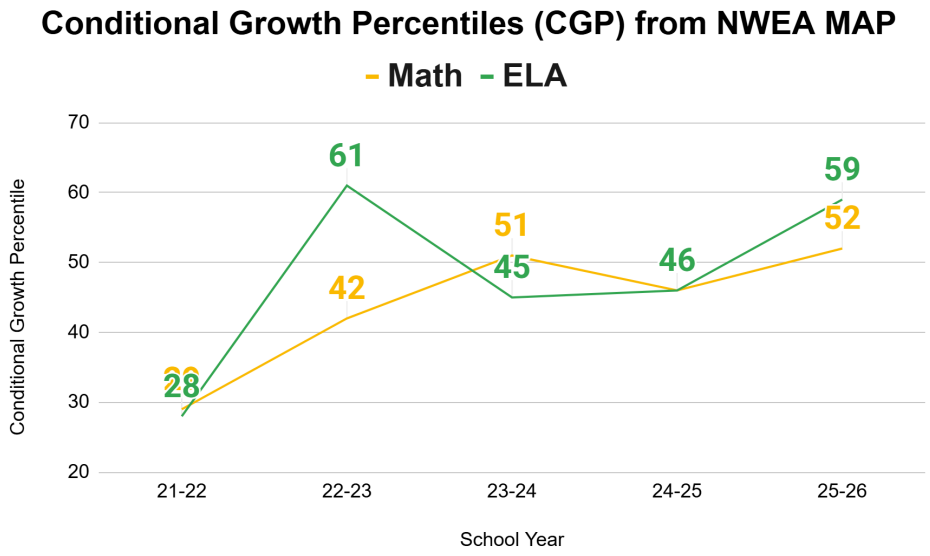
Lighthouse meets the Ed Code definition of "verified data" using the Conditional Growth Index (CGI) metrics provided by NWEA MAP. The equivalent of "one year of growth" has been collected by spring-to-spring assessments for each year of the charter term.

Lighthouse 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 Percentile (CGP) and Conditional Growth Index (CGI), which measure student growth in standard deviation units relative to national growth norms from 2025.

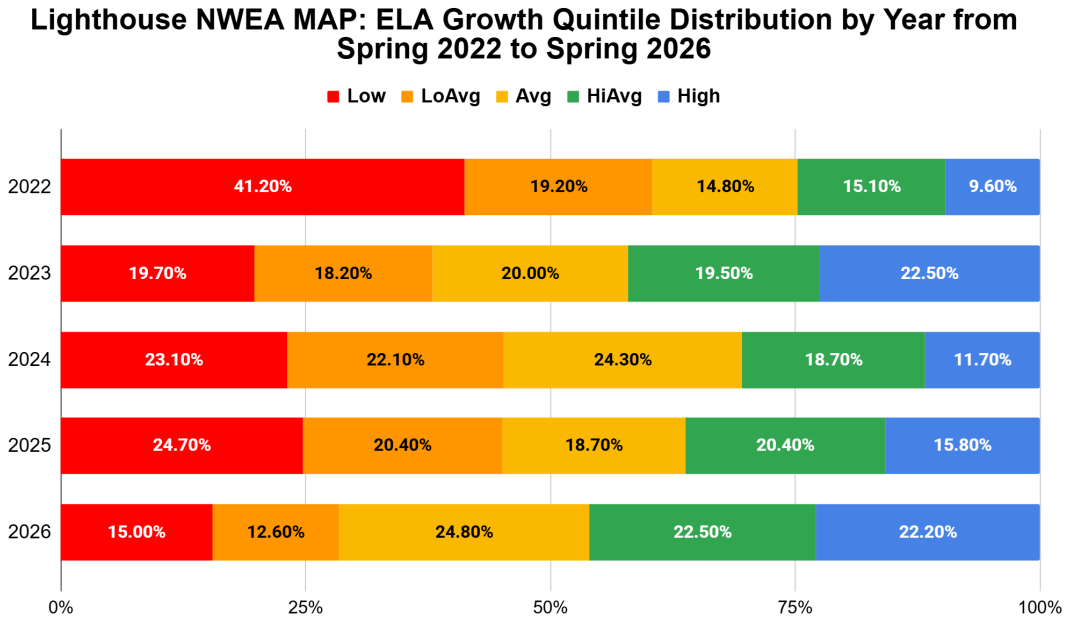
In the current charter term, spring 2026 is the strongest year for Lighthouse TK-8 in both subjects. Since 2021-2022, both ELA and math have seen median percentiles increase, with ELA rising by +13 points and mathematics rising by +9 points.

Since 21-22, the conditional growth percentile (CGP) has nearly doubled in ELA, rising from the 28th percentile to the 59th percentile, indicating that LHK-8 students have reached above-average growth on a national level. Additionally, from spring 2025 to spring 2026, the conditional growth index (CGI) indicates a +0.22 growth, above the national average.

Results for math growth are similar. Lighthouse students continue to grow more each year, with a 23 percentile point difference since 21-22 compared to 25-26 (29th to 52nd median percentile increase).

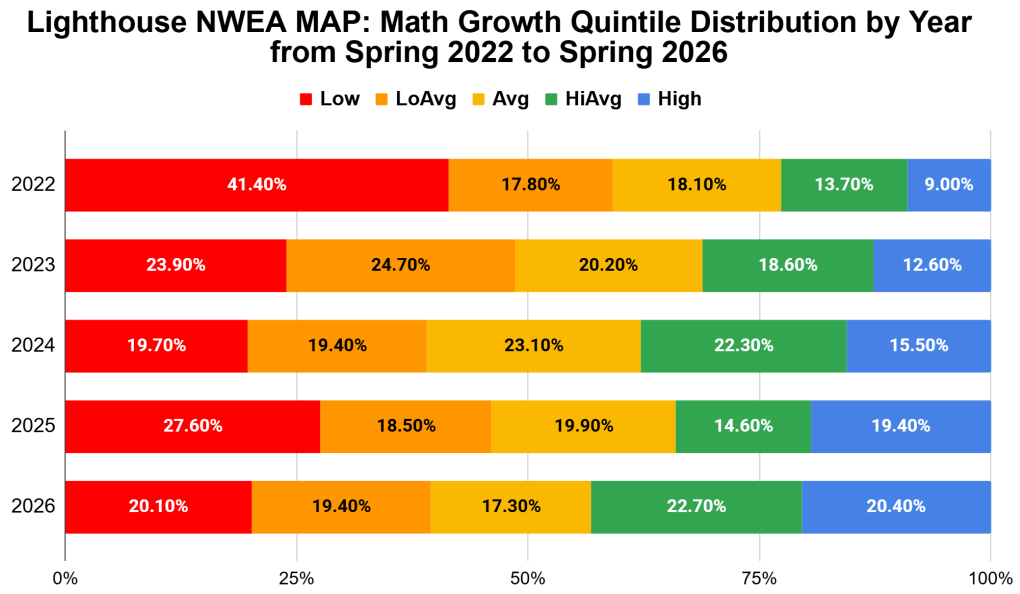


Lighthouse continues to raise student growth and achievement each year. From spring 2025 to spring 2026, 78% of students met their projected growth target in at least one subject, and 41% met their projected growth target in both subjects.



ELA Key Takeaways

- ELA shows its best year yet in 2026. The 2026 growth distribution shifted decisively toward the upper quintiles, with nearly half of students growing at above-average or high rates.
- Nearly half of ELA students (47.7%) landed in the top two growth quintiles, which is up 5.7 percentage points from the next-best year (2023 at 42.0%).
- Only 27.6% fell in the bottom two growth quintiles. No other spring came close to this floor.
- Both campuses contributed: Lower (top-two 45.3%) and Middle (top-two 50.8%) both had net-positive growth balances in ELA.



Math Key Takeaways

- Math growth also reached its five-year high in Spring 2026, with the top-two share crossing the 40% national benchmark for the first time. The improvement is more modest than in ELA and less uniform across campuses.
- 43.1% of math students landed in the top two growth quintiles
- Lighthouse lower (K-5) was the lead for math gains in 2026, setting strong foundations

Lighthouse would also like to share data aligned to the State's recent requirement for K-2 reading screener per SB 114. Lighthouse selected the mClass DIBELs assessment in 2025 aligned to the state requirement, and we are proud of the first year of growth on this new assessment as well as new learnings to improve our early literacy data in future years.

mClass DIBELs Data from grades K-2 - Composite and Oral-Reading Fluency

Levels: Discontinued Well below Below At Above

Measure		Levels				Students
Composite Score	BOY	54%	17%	22%	7%	147
	MOY	56%	15%	22%	7%	149
	EOY	36%	28%	23%	13%	141

Measure		Levels				Students
Reading Fluency (ORF)	BOY	17%	32%	16%	28%	7%	100
	MOY	51%	19%	23%	7%	101
	EOY	35%	24%	29%	12%	95

mClass DIBELs Data from grades K-2 - by grade level (K, 1, and 2)

							Students
Grade K	Composite Score	BOY	65%	15%	9%	11%	47
		MOY	73%	13%	8%	6%	48
		EOY	39%	26%	22%	13%	46
Grade 1	Composite Score	BOY	70%	10%	14%	6%	50
		MOY	63%	14%	15%	8%	49
		EOY	34%	21%	26%	19%	47
Grade 2	Composite Score	BOY	28%	22%	44%	6%	50
		MOY	35%	17%	42%	6%	52
		EOY	35%	35%	24%	6%	48

Key Takeaways:

- Lighthouse moved from 29% proficient (at or above grade level) to 36% at the end of the year, up +7%.
- Lighthouse's focus on Oral Reading Fluency is also evident. This was an agreed-upon metric with our early literacy partners, and we saw growth from 35% to 41% - a +6% gain.
- We experienced a decline in our end-of-year data in our 2nd-grade cohort. This is an area we need

to thoroughly evaluate as we hoped to promote more proficient readers to third grade.

Enrollment (for Fall 2026) ***(if submitting prior to Fall, please include either enrollment as of first day of school or the latest certified enrollment data)***		
Student Group	**Number Enrolled**	**Percent of Total**
Total Enrollment	588	-
Asian	7	1.19%
Black or African American	32	5.44%
Filipino	5	0.85%
Hispanic or Latino	505	85.88%
Native American or Alaskan	0	0.00%
Native Hawaiian or Pacific	0	0.00%
White	6	1.02%
Two or More Races	12	2.04%
Race Not Reported	21	3.57%
Male	285	48.47%
Female	303	51.53%
Homeless Students	15	2.55%
Foster Youth	2	0.34%
FRPM-Eligible/Economically	541	92.01%
English Learners	243	41.33%
Special Education/Students with	117	19.90%

Post-Graduation Plans (High Schools only, if available) - NOT APPLICABLE						
Data should be from 3-6 months after graduation for each year.						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
% attending 4-year college	N/A - Lighthouse is a TK-8 LEA					
% attending 2-year college						
% attending vocational/ technical training						
% joined military						
% working exclusively						

Teacher Recruitment/Retention (for each year of current charter term)						
	2021-2022	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
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)*	31	34	34	32	34	Projected: 34
# 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 enrollment data)*	0	0	0	0	0	To be determined at beginning of school year.
# of new classroom teacher hires after Census Day	0	0	1	2	2	To be determined at beginning of school year.
# of classroom teachers retained from prior year	26	27	27	32	29	Projected: 28
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	1	2	2	N/A for 26-27

Teacher Ethnicity (for Fall 2026 of current charter term)	
Ethnicity	**Number of Teachers**
Asian	5
Black or African	4
Hispanic or Latino	11
White	6
Other Ethnicity or Missing	11
Total Classroom Teachers	37

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

Year of Current	Date of lottery	Grade Level	# of	# of	# of
2021-22		TK	Not Recorded		
		K			
		6			
2022-23		TK	0	0	0
		K	51	1	0
		6	29	1	0
2023-24		TK	0	0	0
		K	136	9	3
		6	153	12	0
2024-25		TK	0	0	0
		K	95	14	0
		6	144	8	0
2025-26		TK	51	0	27
		K	77	0	0
		6	80	0	0
2026-27		TK	60	0	2
		K	42	0	0
		6	71	0	28

Special Education

Instructions: Please fill in the following table based on service minutes as of the last day of school.

	2024-25	2025-26
# of students with IEPs receiving <	78	100
# of students with IEPs receiving >	15	25
# of students with IEPs in NPS	1	1
Total SWD enrolled	94	126

Special Education Enrollment Count by Primary Disability

Instructions: For the table below, please align data with the EOY SELPA 16.12 Report - Students with Disab
4). If you are submitting prior to the EOY CALPADS Certification deadline for this year, you can include data fr
last day of school. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may

	2021-22	2022-23	2023-24	2024-25
Total Unduplicated Count	79	80	85	94
Intellectual Disability (ID) 210	4	7	7	7
Hard of Hearing (HH) 220	0	0	0	0
Deafness (DEAF)/Hearing	0	0	0	0
Speech or language impairment	30	26	28	25
Visual impairment (VI) 250	0	0	0	0
Emotional Disturbance (ED) 260	1	1	2	1
Orthopedic impairment (OI) 270	1	1	1	1
Other health impairment (OHI)	9	9	8	9
Established medical disability	0	0	0	0
Specific learning disability (SLD)	24	28	27	31
Deaf-Blindness (DB) 300	0	0	0	0
Multiple disabilities (MD) 310	0	0	0	1
Autism (AUT) 320	6	7	12	19
Traumatic brain injury (TBI) 330	0	0	0	0

bilities - Education Plan by Primary Disability (EOY
om the 16.12 Revised Uncertified report as of the
request additional information regarding this data.

2025-26
137
8
1
0
36
0
0
0
14
0
56
0
1
28
1

Reclassification (for each year of current charter term)					
	2021-22	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Total # of English Language Learners actively enrolled from the first Wednesday of October (Census Day) and the last day of school	298	275	264	245	243
Total # of students that reclassified	33	17	15	21	22