SAN MATEO COUNTY OFFICE OF EDUCATION

Countywide Petitioner Certification Form

(TO BE USED FOR INITIAL COUNTYWIDE CHARTER PETITIONS)

RECEIVED
SEP 18 2025
San Mateo County
Superintendent of Schools

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code 47605.6(b).
(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner

1. Complete the SMCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to San Mateo County Office of Education.

(A) The petition is signed by a number of parents or legal guardians of pupils residing in the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.	☒ YES ☐ NO
(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.	☒ YES ☐ NO
(C) Each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to Education Code 47605.6, and proof of such notice is attached.	☒ YES ☐ NO
(D) The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget and LCFF calculator.	☒ YES ☐ NO
(E) The petition sets forth a reasonable justification for why the proposed charter school could not be established by petition to a school district pursuant to Education Code § 47605.	☒ YES ☐ NO

I hereby certify in accordance with Education Code Section 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School: Oceanlight School

LiLing Pang	9/15/25	
Name & Title of Lead Petitioner	Date	Signature of Lead Petitioner
Marco A. Chávez	9/18/2025	
Name & Title, County Personnel Receiving Petition Deputy Superintendent, ESD	Date	Signature of County Personnel Receiving Petition

SAN MATEO COUNTY OFFICE OF EDUCATION

Initial Charter Petition ☐
Charter Material Revision ☐
Charter Renewal ☐
On Appeal ☐

Education Code §§ 47605, 47607, 47607.2

CHARTER REVIEW MATRIX – COUNTYWIDE

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Oceanlight School	Name: LiLing Pang	**Petition Received:**	
Location(s) of Proposed School: North San Mateo County (Daly City, Pacifica, San Bruno, South San Francisco, Colma, Brisbane)	Title: Director, Oceanlight School Board of Directors	**Public Hearing:** (60 days from receipt)	
		Publication Date: (14 days prior to Board Decision)	
Grade Levels: TK to 8th grade	Phone/Cell: 650-248-7455	**Board Decision:** (90 days from receipt)	
District of Proposed Charter School: San Mateo County	Email: lpang@oceanlightschool.org	☐ **30 day extension granted** (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SMCOE)	

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SMCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Black font - Required to be included in charter petition and/or Memorandum of Understanding.

Red font - Applies to Petition Renewals

Green font - Applies to Material Revisions and Renewals Only

	REQUIRED ELEMENTS: Education Code § 47605.6 (b) (1)-(6)	Yes	No	N/A	Page
☐	The charter school presents a sound educational program?	☐	☐	☐	10-28 38–162
☐	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	N/A
☐	The petition contains the required signatures? (not required for renewals)	☐	☐	☐	275 Appx L
☐	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	6-9
☐	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	2

❒	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☐	☐	☐	7 268
❒	The petition explains how the charter could not have been established in a single district.	☐	☐	☐	29-37

	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605.6(a)(1)	Yes	No	N/A	Page
	• 50% of parents/guardians of number of students expected to attend	☐	☐	☐	Appx L
	OR				
	• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	Appx L

	NOTIFICATION UPON APPROVAL: Education Code § 47605.6 (j)	Yes	No	N/A	Page
❒	The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to the following: • The California Department of Education • State Board of Education	☐	☐	☐	9

	REQUIRED AFFIRMATIONS: Education Code § 47605.6(e)(1)	Yes	No	N/A	Page
❒	Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	☐	☐	☐	6

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4	Yes	No	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; Dashboard, CAASPP, LCAP and annual updates	☐	☐	
❒	Annual visits and annual reports, including correcting and deficiencies identified during annual reviews and visits.	☐	☐	
❒	Inspections or observations of any part of the charter school at any time	☐	☐	
❒	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☐	☐	
❒	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☐	☐	
❒	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☐	☐	
	Strengths:			

Areas of Concerns:			
Conclusions			

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605.6(A-P)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
				10-28 38-162
❒	**1. Targeted School Populations**		☐	
	Age, grade levels and number of students	☐		41-46
	• Number of students per class room	☐		41
	• Maximum enrollment predicted for school	☐		41
	Type of desired student populations	☐		41-46
❒	**2. Attendance**		☐	122 -137
	• Describes whether multiple sites will be included	☐		41
	• Indicates proposed opening date(s)	☐		41
❒	Attendance requirements		☐	122- 137
	• Includes length of school day and year	☐		122- 126
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	☐		126
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	☐		122- 123
❒	**3. What it Means to be an Educated Person in the 21st Century**		☐	38-40
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	46
	Clear list of general academic skills and qualities important for an educated person	☐		39-40
❒	**4. Description of How Learning Best Occurs**		☐	46-50
	Persuasive instructional design	☐		46-50
	• Broad outline (not entire scope and sequence) of the curriculum content	☐		46
	• Description of instructional approaches and strategies	☐		47-48
	• Description of learning environment (e.g. traditional, independent study)	☐		49-55
	Proposed program strongly aligned to school's mission	☐		38 56-87
	Affirmation or description of curriculum aligned to student performance standards	☐		88-119
	Outline of plan or strategy to support students not meeting pupil outcomes	☐		134-138

	Instructional design or strategies based upon successful practice or research	☐		38-161
	Instructional strategies for special education, English learners, etc.	☐		139-149
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		88-119
	Educational Program describes professional development for teachers	☐		156-160
	Minimal instructional time	☐		126
	Includes school calendar	☐		125
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	88-90
❒	**6. English Learner Services**		☐	44 139-142
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	139
❒	Staff members providing English Learner Services are appropriately credentialed.		☐	140
❒	A description of the manner in which students are identified as requiring English Learner Services		☐	139
❒	A description of the process for reclassification of English Learners		☐	141
❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☐	139
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	140
❒	Petition tells how English Learners will be reclassified and how English Learners will be monitored		☐	141
	Strengths:			
	Areas of Concerns			
	Conclusions			
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**		☐	167-186
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	167
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☐	167-186
	❒ A. Conditions of Learning	☐		167-175 180-183
	(Priority 1) Basic Needs	☐		167-168
	(Priority 2) Implementation of State Standards	☐		168-169
	(Priority 7) Course Access	☐		180-181
	❒ B. Pupil Outcomes	☐		170-175 182-183
	(Priority 4) Pupil Achievement (College and Career)	☐		173-175
	(Priority 8) Other Pupil Outcomes	☐		182-183
	❒ C. Engagement	☐		170-173

(Priority 3) Parental Involvement	☐		170-172
(Priority 5) Pupil Engagement	☐		175-178
(Priority 6) School Climate	☐		178-180
Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☐		167-186
❒ Racial/Ethnic groups	☐		167-186
❒ Low-income students, including homeless students	☐		167-186
❒ English learners	☐		167-186
❒ Students with disabilities	☐		167-186
❒ Foster youth	☐		167-186
❒ **8. Transferability of High School Courses EC 47605.6 (b) (5) (A) (iii)**		☐	N/A
If serving high school students, describes how district/charter school informs parents of:	☐		N/A
❒ Transferability of courses to other public high schools; and	☐		N/A
❒ Eligibility of courses to meet college entrance requirements	☐		N/A
❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		☐	143
❒	Consulted with the Santa Clara County SELPA Director		☐	143-144
	• Discussed special education responsibilities of charter	☐		143-144
	• Discussed application of SELPA policies	☐		143-144
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	143-144
	• Includes fiscal allocation plan	☐		143 Appx I
❒	If charter not an independent LEA (School of SMCOE for Special Ed):		☐	N/A
	• Clarifies in charter the responsibilities of each party for service delivery	☐		N/A

	❒ Referral	☐		N/A
	❒ Assessment	☐		N/A
	❒ Instruction	☐		N/A
	❒ Due Process	☐		N/A
	❒ Agreements describing allocation of actual and excess costs	☐		N/A
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		N/A
❒	If charter is own LEA		☐	143
	• Notified SELPA Director of intent prior to February 1st of the preceding school year	☐		143
	• Located within SELPA geographical boundaries	☐		143
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		Appx H
	• Provides assurances that all will be instructed in safe environment	☐		144
	• Provides copy of original charter petition and any amendments to SELPA	☐		143
	• Responsible for any legal fees relating to application and assurances process	☐		143
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		149
	• Meets the terms of all SELPA policies and procedures	☐		144
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		144
❒	Petition includes the following assurances:		☐	145-149
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☐		145
	• No student will be denied admission based on disability or lack of available services	☐		149
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☐		146
❒	Staff members providing special education services are appropriately credentialed		☐	146
❒	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☐	144
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☐	144
❒	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☐	144
❒	Specialized instruction and services available at the school		☐	144
❒	The provision of Designated Instruction and Services (DIS)		☐	144
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	144
❒	The procedures for ensuring that students are referred, assessed and served in a timely manner		☐	146
❒	A description of the school's "Search and Service" procedures		☐	146
❒	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☐	149

❒	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	148
❒	Overview of how special education funding and services will be provided by:		☐	149 Appx I
	• Charter School	☐		149 Appx
	• Charter Granting Agency	☐		N/A
	• SELPA			149 Appx I
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	148
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		144
❒	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☐		144
❒	All staff members providing services to the student are familiar with the identified needs of the student	☐		145
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		144
❒	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☐		145
❒	Includes plan and appropriate staffing for 504 compliance	☐		146
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**
❒	Affirms charter's obligations to comply with ADA		☐	144
❒	Any facility used by charter will be ADA compliant		☐	144
Strengths:				
Areas of Concern:				
Conclusions				
B	**Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"**	**Evidence**	**Addressed in Petition**	**Page**

☐	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	162-166 Appx C
	How pupil outcomes will address state content and performance standards in core academics.	☐		162-166 Appx C
	Exit outcomes include acquisition of academic and non-academic skills.	☐		162-166 Appx C
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		162-166 Appx C
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		163
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		163
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		N/A
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☐		164-165
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		166
	If high school, graduation requirements are defined.	☐		N/A
	If high school, WASC accreditation standards addressed.	☐		N/A
☐	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter**		☐	**167-186**
☐	Statement that pupil achievement measurements will include the elements listed below:		☐	N/A
☐	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	167
☐	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☐	165
☐	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		☐	N/A
☐	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		☐	N/A
☐	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.		☐	173
☐	(E) The English learner reclassification rate.		☐	174-175
☐	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		☐	N/A
☐	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.		☐	N/A
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor as the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:				
☐	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups		☐	

❒	Evidence that the charter school served all students who wished to attend the school should there be sufficient space	☐	
The High Achieving threshold for renewal per EC 47607(c)(2)(A):			
❒	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	☐	
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.	☐	
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:			
❒	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	☐	
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.	☐	
❒	A charter may be renewed only if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance and there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.	☐	
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):			
❒	Review of dashboard state and local indicators, greater weight will be given to academic indicators	☐	
❒	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes	☐	
Strengths:			
Areas of Concern:			
Conclusions:			

PETITIONER NOTE: Academic Performance Index is no longer utilized.

	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☐		187-189 Appx C
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		187-189 Appx C
	Chosen assessments are appropriate for standards and skills they seek to measures	☐		187-189 Appx C
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		187
	Describes minimal required performance level necessary to attain each standard	☐		Appx C
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		189-191
	Method of measuring outcomes aligns with SARC		☐	165
❐	**LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes**		☐	187-191
❐	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum, tools that employ objective means of assessment.		☐	187-191
❐	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☐	173-174 187-188
❐	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	187-191
❐	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	189-191
❐	(E) Committed plan to share performance information with students, families and public agencies		☐	187-191

trengths:

reas of Concern:

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	The location of each charter school facility that the petitioner proposes to operate.	Evidence	Addressed in Petition	Page
❐	Describes the actual physical location/site for the school		☐	192-194
❐	Provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		☐	Appx M
❐	If opening another location, provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		☐	N/A

trengths:

reas of Concern:

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	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☐	207-208
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	198-205
	• Size/composition of board	☐		200-201
	• Board committees or advisory councils	☐		201-203 Appx B
	• Board's scope of authority/responsibility/conflict of interest	☐		204-205, Appx F 205 Appx G
❒	Status as a non-profit or public school		☐	198
❒	Tax exempt status	☐		198
❒	If non-profit, provisions for liability for debts		☐	198
❒	Has set of bylaws, policies or similar documents	☐		Appx E
❒	Initial governing board members identified by name or the process used to select them and future board members	☐		200-203
❒	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☐		202
❒	Demonstrates compliance with Brown Act		☐	204 Appx E
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	208
❒	Detailed description of any relationship with for profits, including CMO/EMO		☐	207
❒	Compliance with transparency and public accountability		☐	204 Appx E
	• Public Records Act	☐		204 Appx E
	• Political Reform Act of 1974	☐		204 Appx E
	• Government Code 1090 et seq.	☐		204 Appx E
	• Brown Act	☐		204 Appx E

trengths:

reas of Concern:

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	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page

	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		209-223
	Process for staff selection	☐		210
	Procedure for adequate background checks	☐		210 224
	Salaries and benefits for all employees	☐		Appx H
	Measures of assessment of performance	☐		221
❐	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		209-223
❐	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☐	209-221
❐	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to countywide charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	☐		209-221
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		209-221
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☐		209
	Explains how teachers will learn the curricula	☐		222

trengths:

reas of Concern:

onclusions

	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❐	Affirms that each employee will furnish the school with a criminal record summary		☐	223-230
❐	Outlines specific health and safety practices addressing such key areas as:	☐		
	• Seismic safety (structural integrity and earthquake preparedness)	☐		223 228
	• Natural disasters and emergencies	☐		223 227
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		224
	• Tolerance for use of drugs and/or tobacco	☐		228
	• Staff training on emergency and first aid response	☐		227
	• Description of the charter school's safety plan and disaster preparedness plan	☐		227
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		Not Avail Yet

❒	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony	☐	223

Strengths:

Areas of Concern:

Conclusions

	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
❒	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	☐		231 Appx J
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	☐		231 Appx J
❒	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	☐		N/A

Strengths:

Areas of Concern:

Conclusions

	Financial Audit	Evidence	Addressed in Petition	Page
❒	Procedure to select and retain independent auditor	☐		233
❒	Qualifications of independent auditor	☐		233
❒	Audit will employ generally accepted accounting procedures	☐		233
❒	Describe specific scope of audit	☐		233
❒	Timing of audit and to whom it will be sent	☐		233
❒	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☐		233
❒	Describes manner in which the audit will be made public	☐		233
❒	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		☐	233

❒	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		☐	233
❒	Describes services the charter intends to contract out to the district/SMCOE or another provider (if not included in a memorandum of understanding)	☐		233

Strengths:

Areas of Concern:

Conclusions

	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
❒	Includes new legal language in header and throughout the section	☐		235-253
❒	Student code of conduct and process by which this information is given to students and parents/guardians	☐		236
❒	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		236
❒	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☐	246
❒	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		236
❒	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☐		237-244
❒	Identifies the detailed procedures by which pupils can be suspended or expelled.		☐	245-251
❒	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		☐	245
❒	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		☐	251-253
❒	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	☒		236
❒	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		246 249
❒	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		249
❒	Describes appeal procedures	☐		249 251
❒	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a		☐	8

	copy of student's cumulative record, including transcripts of grades and health records to the school district			
❐	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		236 250-253
❐	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		235-253
❐	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.		☐	245
❐	Explains how resident school district or COE will be involved in disciplinary matters	☐		250

trengths:

reas of Concern:

onclusions

	Staff Retirement System	Evidence	Addressed in Petition	Page
❐	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	254
❐	Specifies which retirement system for each position		☐	254
❐	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☐	254
	Relationship between teachers and district/county bargaining unit	☐		254
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		254
	Labor procedures which will be applied to employees	☐		254 Appx-N3
	Process for resolving complaints/grievances	☐		254 Appx-N
	Process for ensuring due process	☐		254 Appx-N
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		254 Appx-N
	Process for staff recruitment, selection, evaluation and termination	☐		254
	Procedure for processing and monitoring credentials if required	☐		209
❐	Establish compliance with Ed Code 47611		☐	254

trengths:

Areas of Concern:

Conclusions

	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☐		255
	Process indicates whether it is binding on school or granting agency/fair process	☐		255
	Step by step process for identifying/framing dispute points	☐		255
	• Whether internal charter disputes may be brought to granting agency	☐		255
	• Identifies specific parties to be involved at each step	☐		255
	• Basic rules at each step	☐		255
	• Which results are binding	☐		255
❒	Includes SMCOE's required dispute resolution process – should be updated for renewals to include SMCOE's process)	☐		255

Strengths:

Areas of Concern:

Conclusions

M	Admissions Policies and Procedures Consistent with 47605.6(e)	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	257-259
❒	Clearly describes admissions procedures, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation		☐	
	Includes a copy of an annual parent/student contract and/or handbook, if available	☐		Not Avail
❒	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		☐	257-259
	Provides application and admission timelines	☐		259
❒	Specifies all information to be requested on any application		☐	257
❒	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		☐	257

lote that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the asis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other haracteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association ith such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach ll segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English roficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting tudents of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as raille or large print, or in public meetings where interpreters are available).

etitioner's Note: The parent/student contract and/or handbook will be written after the petition is authorized and facilities are finalized.

trengths:

reas of Concern:

onclusions

	Attendance Alternatives	Evidence	Addressed in Petition	Page
❐	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☐	261
❐	Specifies that attendance at charter does not grant right of attendance in district or SMCOE schools or programs		☐	261

trengths:

reas of Concern:

onclusions

	Description of Employee Rights	Evidence	Addressed in Petition	Page
❐	Description of employee rights upon leaving school district		☐	262
	• Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☐		262
	• Whether and how charter school staff may resume employment within the district	☐		262
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		262
	• Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☐		262
	• How employees will be paid (e.g. salaried, hourly, etc.)	☐		262
	• Describes employee benefits	☐		262
	• Identifies intended employment status of charter school employees	☐		262

	• Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☐		262
	• Describes how rights will be communicated to prospective employees	☐		262

Strengths:

Areas of Concern:

Conclusions

	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	263-264
❒	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)		☐	263
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☐		263-26

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605.6(h)

	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☐	266
❒	Describes how the day-to-day administrative operations will be handled	☐		266

Strengths:

Areas of Concern:

Conclusions

	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SMCOE?		☐	267
❒	Appropriate insurance coverage in conformance with SMCOE risk management standards		☐	267
❒	Indemnification/defense/hold harmless of SMCOE		☐	267

Strengths:

Areas of Concern:

Conclusions

	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	268 Appx -H
❒	• Start-up costs		☐	268 Appx -H
❒	Cash flow for first three years		☐	268 Appx -H
❒	Financial projections for first three years		☐	268 Appx -H

trengths:

reas of Concern:

onclusions

	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☐	268 Appx -H
❒	Specifies whether it is the charter school or the corporation that will be the employer	☐		268 Appx -H
❒	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	☐		268 Appx -H

trengths:

reas of Concern:

onclusions

	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☐		120 268 Appx -
❒	• Number of staff	☐		268 Appx -
❒	• Teacher/student ratio	☐		268 Appx -
❒	• Facilities needs	☐		268 Appx -
❒	• Whether the charter school will participate in the National School Lunch Program	☐		268 Appx -

❒	• Costs of all major items are identified and within reasonable market ranges	☐		268 Appx -
❒	• Revenue assumptions in line with state and federal funding guidelines	☐		268 Appx -
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		268 Appx -
❒	• Timeline allows window for grant applications to be submitted and funded	☐		268 Appx -

trengths:

reas of Concern:

onclusions

i	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐		269 Appx -H
❒	• Staffing	☐		269 Appx -H
❒	• Facilities	☐		269 Appx -H
❒	• Equipment and Supplies	☐		269 Appx -H
❒	• Professional Services	☐		269 Appx -H
❒	• Assumptions in line with overall school design plan	☐		269 Appx -H
❒	• Identifies potential funding source that could or would fund these costs	☐		269 Appx -H
❒	• Timeline allows for grant and fundraising	☐		269 Appx -H

trengths:

reas of Concern:

onclusions

ii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		269 Appx -H
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		269 Appx -H
❒	• Expenditure assumptions reflect school design plan	☐		269 Appx -H
❒	• Expenditure assumptions reflect prevailing or market costs	☐		269 Appx -H
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		269 Appx -H
❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		269 Appx -H
❒	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐		269 Appx -H
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		269 Appx -H
❒	• Expenditure for sufficient insurance to name SMCOE as also insured/hold harmless agreement	☐		269 Appx -H
❒	• Expenditure sufficient for reasonably expected legal services	☐		269 Appx -H
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☐		269 Appx -H
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☐		269 Appx -H
❒	• First year budget premised on realistic year 1 ADA	☐		269 Appx -H

trengths:

reas of Concern:

onclusions

iii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		269 Appx -H
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		269 Appx -H

❒	• Show positive fund balance each month and/or identify sources of working capital	☐		269 Appx -H

trengths:

reas of Concern:

onclusions

	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		270 Appx -H
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		270 Appx -H
❒	• Revenue assumptions based on reasonable student growth projections	☐		270 Appx -H
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		270 Appx -H
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		270 Appx -H

trengths:

reas of Concern:

onclusions

	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		37 272-275
	• Provides estimated numbers of students anticipated to enroll	☐		272-275
	• Identify whether or not will request district-owned facilities	☐		275

trengths:

reas of Concern:

onclusions

	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	☐		270
	o If not, does the Petition demonstrate any basis for an exception	☐		270

	• Does the Petition identify where the school will operate	☐		270
	• Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☐		270

trengths:

reas of Concern:

onclusions

ii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?	☐		270 234

trengths:

reas of Concern:

onclusions

iii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		270 192
❒	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).	☐		270
❒	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		270
❒	• Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☐		270 149

trengths:

reas of Concern:

onclusions

iv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SMCOE risk management requirements	☐		271
❒	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary),	☐		271

	submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.			
❒	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☐		271
❒	Indemnification/Defense/Hold Harmless of SMCOE consistent with SMCOE risk management requirements.	☐		271

trengths:

reas of Concern:

onclusions



OCEANLIGHT SCHOOL

Countywide Benefit Charter Petition

To the San Mateo County Office of Education

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, LiLing Pang, hereby certify that the information submitted in this petition for a California public charter school to be named Oceanlight School (the "Charter School"), and to be located within the boundaries of San Mateo County (the "County") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- The Charter School declares that North Peninsula Charter School Inc. shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall comply with Education Code Section 51744, *et seq*., related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960
- Upon the petition being granted, the petitioner will provide a written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education.

EXECUTIVE SUMMARY

Northern San Mateo County needs a mission-driven public school that offers families a consistent, coherent educational approach from TK-8. While many district schools face constant policy shifts, program cuts, and fragmented K-8 pathways, Oceanlight School provides stability through a clear, research-backed vision.

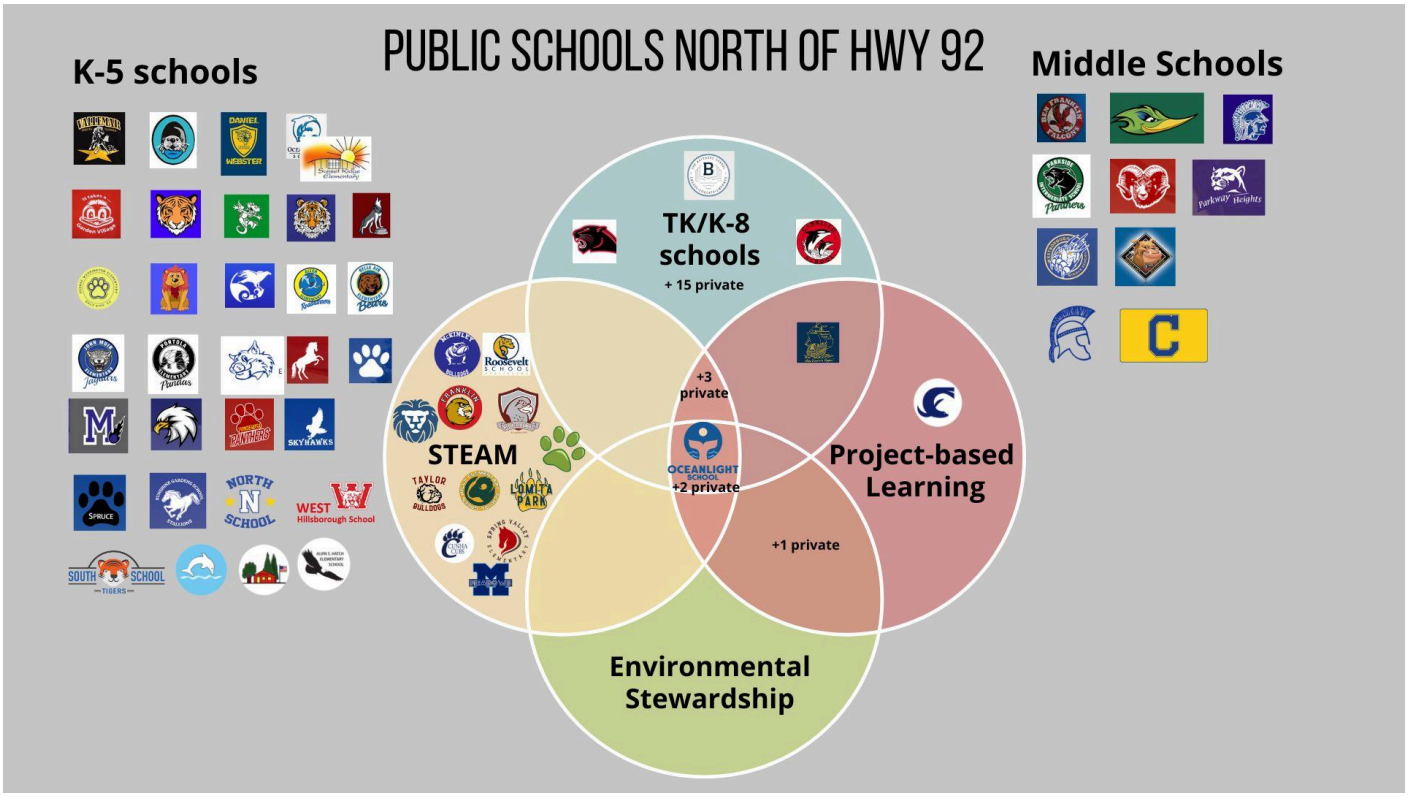
Oceanlight aims to be the **first** public school in Northern San Mateo County that combines:

- A **proven educational model** rooted in experiential, project-based learning and environmental stewardship.
- **Documented community demand** for a TK-8 program that is rigorous, inclusive, and hands-on.
- A focus on closing the **regional gap** in high-quality, future-ready public school options.

We are building a tuition-free, inclusive TK-8 school where students learn by doing, lead with purpose, and graduate prepared to tackle the challenges of a rapidly changing world—equipped with both the academic mastery and the real-world skills to succeed.

Figure EX-1 below gives a clear picture of how few TK/K-8 and project-based learning schools there are north of Highway 92. There isn't a single public school that seeks to combine environmental education, experiential project-based learning, and STEAM within the public school system in the northern half of San Mateo County.

Figure EX-1: Where Oceanlight School is Positioned Against San Mateo County Public Schools North of Hwy 92



HISTORY AND BACKGROUND

Oceanlight School was founded in response to the loss of a beloved K-8 public school in Pacifica, CA, with a 50-year history. Our founding team of educators and parents is committed to preserving what worked while reimagining what's needed for the future. We honor Ocean Shore School's core strengths and extend them with a forward-facing

educational model designed to meet the demands of a changing world. Through a rich blend of project-based learning, environmental action, and 21st-century skill development, Oceanlight prepares students to engage with the urgent challenges of climate change, artificial intelligence, and global complexity—while staying rooted in community, collaboration, and joy in learning.

Oceanlight School expands on the Ocean Shore School's innovative approach to education. It set itself apart through experiential learning, environmental education, and a culture of deep family partnership. The school earned recognition as the home to the acclaimed "Oceans 411" program: an interdisciplinary, marine science-based curriculum rooted in community service, cross-age collaboration, and environmental stewardship.

Ocean Shore School had consistently strong academic outcomes and demonstrated success in narrowing achievement gaps. Students from socioeconomically disadvantaged backgrounds performed above district averages in both English Language Arts and Math, according to CAASPP data from 2018 to 2024. The school also garnered high scores in local school climate surveys for student safety, connectedness, and teacher-student relationships.

Strong family involvement was central to Ocean Shore School's culture, with parents actively engaged in classroom activities, field learning, and school decision-making. The school's reputation and popularity led to years of oversubscription and long waitlists, signaling robust demand for its whole-child, experiential model.

Despite these strengths, the Ocean Shore program was effectively dismantled at the end of the 2024-25 school year. The middle school program that was integral to cross-grade mentorship opportunities and the Oceans 411 program was shut down completely. The K-5 students were moved and merged into classrooms with another district school with a fundamentally different educational philosophy. The experiential project-based learning and environmental education elements that made the Ocean Shore program distinct and successful for 50 years are lost. This leaves only three K-8 public school options in Northern San Mateo County, and no public options that offer experiential learning and environmental education.

However, **out of this loss emerges an opportunity**. The changes to Ocean Shore School, while deeply felt, opened the door for the creation of something new: a school that builds on a proven education model while **expanding its scope and reach**. The founding team of Oceanlight School saw a chance not only to preserve a successful model but to bring its benefits **beyond the confines of a single school district**. Oceanlight School represents both a continuation and an evolution, carrying forward the spirit of Ocean Shore School into a new era of public education for families across North San Mateo County.

VISION & MISSION

Vision: Oceanlight School is a school for the planet. Where purpose meets possibility.

We envision a world where young people rise to the challenges of their time with creativity, compassion, and courage. They are ready to lead, innovate, and care for the Earth and each other.

Mission: Our mission is to launch "solutionaries" with the heart, mind, and skills to care for our planet and each other. Through hands-on interdisciplinary learning, leadership development, and environmental stewardship, we prepare students to lead with purpose and act with impact in their communities and beyond.

PILLARS OF OUR EDUCATIONAL MODEL

Our instructional design draws from proven frameworks grounded in research that have demonstrated success across diverse school settings. These include the Next Generation Science Standards (NGSS) and the California Science Framework, which promote inquiry, systems thinking, and environmentally grounded science instruction. Our literacy and math programs are anchored in the Science of Reading and Cognitively Guided Instruction, ensuring all students develop strong foundational skills through evidence-based teaching. Additionally, we incorporate the California Environmental Literacy Initiative (CAELI) and the San Mateo County Office of Education's Solutionary Process to foster civic awareness, sustainability leadership, and real-world problem-solving from an early age.

Oceanlight's model is grounded in the belief that academic rigor must be fully integrated with environmental responsibility, social-emotional development, and interdisciplinary project-based learning. We are not reinventing education from scratch—we are building on a track record of success. Over 50 years, Ocean Shore School demonstrated the powerful impact of experiential learning and strong family partnerships. Due to the district-level reconfiguration efforts, many families face the loss of a public model that supported deep, inclusive learning.

San Carlos Charter Learning Center, California's first charter school, was itself inspired by Ocean Shore School and has continued that tradition with a focus on constructivist and collaborative learning. Similarly, Quail Lake Environmental Charter School in Clovis is a compelling example of how sustainability, civic engagement, and rigorous academics can be meaningfully combined. Finally, Nueva School—though private—has advanced transformative work in inquiry-based learning, design thinking, and social-emotional growth. Oceanlight seeks to make this level of educational richness and innovation accessible to all public school students, not just a select few.

Oceanlight School's TK-8 program is founded on these interconnected pillars (Figure Ex-2):

1. Environmental Stewardship
2. Experiential Project-Based Learning
3. STEAM-Powered Problem Solving
4. Family Partnership
5. Social-Emotional Learning and Leadership Development

This model creates a dynamic, inclusive learning environment where students explore real-world challenges, build meaningful relationships, and grow as confident, capable leaders.



Figure EX-2: Graphic of Oceanlight's 5 Academic Pillars

WHO OCEANLIGHT SCHOOL WILL SERVE

We are designing Oceanlight to serve students across North San Mateo County, including Daly City, Colma, Pacifica, South San Francisco, San Bruno, and Brisbane—communities that currently face limited access to progressive TK-8 public school models. These same communities also experience some of the county's deepest opportunity gaps, where educational

outcomes continue to be shaped by zip code, income level, and racial background. Oceanlight aims to interrupt that pattern by offering a school where students engage in hands-on, interdisciplinary learning; where families are welcomed as co-educators; and where teachers are supported to build meaningful, culturally responsive relationships with every child.

We are deeply aligned with the strategic priorities of the San Mateo County Office of Education (SMCOE). Oceanlight directly supports the county's goals around environmental and climate literacy, equity in student outcomes, social-emotional wellness, and innovation in teaching and learning. These priorities are not peripheral to our design—they are embedded into the fabric of our curriculum, culture, and mission from day one. We view this alignment not only as a strength of our proposal but as the foundation for a lasting partnership with SMCOE and local districts as we serve students across the region.

Oceanlight is not an experiment—it is a research-backed, community-rooted response to both the persistent inequities and the emerging demands of the 21st century. We welcome the opportunity to work closely with authorizers and community stakeholders to bring this school to life and provide a transformative educational option for families in North San Mateo County.

GRADES SERVED & ENROLLMENT

Oceanlight plans to open in 2026–27, pending authorization, as a TK–8 school. Our Family Interest Survey, conducted from July to mid-August 2025, indicated strong interest across all grade levels. We will ultimately expand to two classes per grade with a full TK-8 configuration serving up to 488 students. This phased approach ensures a sustainable launch while meeting strong parent demand for a continuous TK-8 educational pathway.

TEACHERS AND SITE STAFF

Oceanlight will hire seasoned administrators and educators with deep experience in project-based learning and environmental education, alongside teachers and staff who are newer to these concepts and excited to learn. Our petition has the support of teachers who have deep experience in experiential project-based learning and know how to work collaboratively with one another and families. The staff will collaborate to build lesson plans, curriculum, and programs that support learning and success. The Board and Head of School will work together to ensure that the school is operationally and financially sound, enabling sustainable growth and excellence.

THE SKILLS OF THE FUTURE

In preparing students for the future, Oceanlight is intentional about developing the competencies most needed for success in a rapidly changing world. These include **creativity, critical thinking, adaptability, systems thinking, and collaboration**—skills identified by the World Economic Forum, OECD, and leading education researchers as essential for lifelong learning and meaningful participation in society. (McKinsey & Company, 2021; OECD, 2018; World Economic Forum, 2020).

Oceanlight's model integrates these future-ready skills across disciplines through real-world projects, environmental challenges, and student-led inquiry. Design thinking, engineering practices, and civic action projects push students to innovate, iterate, and solve complex problems. Students are guided not only to consume information but to **analyze, evaluate, and apply it with agency and purpose**.

A PROVEN ACADEMIC MODEL

Oceanlight School stands on the shoulders of some of the most effective public schools in California—San Carlos Charter, Bullis Charter, Ocean Shore School, and Quail Lake Environmental Charter School (See Figure EX-3 for a comparison of these programs). These schools demonstrate that a well-designed academic model—centered on project-based learning, thematic interdisciplinary instruction, and whole-child development—can achieve excellence and equity across student populations. Oceanlight brings this proven model to Northern San Mateo County, where such opportunities are urgently needed.

Each of these schools has shown that rigorous academics can coexist with creativity, civic engagement, and inclusive practices. From Bullis's top-tier performance with English Learners and students with disabilities, to Quail Lake's success in embedding environmental education while closing achievement gaps for low-income students, to San Carlos's powerful integration of personalized, cross-age learning environments—the evidence is clear: these models work.

Figure EX-3 below shows how Oceanlight School compares to three schools in San Mateo County. It also shows how the loss of Ocean Shore's academic model leaves a significant hole in public education in Northern San Mateo County. However, this also presents an exciting opportunity to expand and strengthen the model. Oceanlight School is designed to fill that gap not just in Pacifica, but for all of Northern San Mateo County. Our model is not just inspired by these successful schools—it is rooted in their methods, data, and demonstrated success. In doing so, we aim to bring to the students of Northern San Mateo County what their peers in other parts of the region and state already have: access to a public school model that prepares them for the challenges of the future, while delivering strong academic outcomes too.

Figure EX-3: Comparison Table of Schools in San Mateo County to Oceanlight School

Program Description	Oceanlight School	Ocean Shore School prior to May 2025	Panorama School	FDR School	San Carlos Charter	Bullis Charter	Quail Lake Env. Charter
Location	TBD (N. San Mateo)	Pacifica (N. San Mateo)	Brisbane (N. San Mateo)	Daly City (N. San Mateo)	San Carlos (S. San Mateo)	Los Altos (Santa Clara)	Clovis (Fresno)
Type of Program	Public Charter	Public K-8	Public TK–5	Public K-8	Public Charter TK-8	Public Charter TK-8	Public Charter K-8
Environmental Education	✅	✅	❌	❌	⚪	⚪	✅
Thematic Interdisciplinary Learning	✅	✅	⚪	⚪	✅	⚪	✅
Hands-on Project-based Learning	✅	✅	✅	✅	✅	✅	✅
Green Campus Culture	✅	⚪	❌	❌	⚪	⚪	✅
School Garden	✅	✅	✅	❌	✅	✅	✅
Indoor and Outdoor Learning Spaces	✅	✅	⚪	⚪	✅	⚪	✅
Overnight Field Trips	✅	✅	❌	❌	✅	✅	✅
Service Projects	✅	✅	⚪	⚪	✅	✅	✅
Solutionary Projects for the Environment	✅	⚪	❌	❌	⚪	❌	⚪
Marine Science and Stewardship	✅	✅	❌	❌	❌	❌	⚪
STEAM Problem-Solving	✅	✅	✅	✅	✅	✅	✅
Digital Literacy	✅	✅	⚪	⚪	✅	✅	✅
Media Literacy	✅	✅	⚪	⚪	✅	✅	⚪
AI Literacy	✅	❌	❌	❌	❌	⚪	❌
Embedded Transformative SEL	✅	✅	⚪	⚪	✅	✅	✅
Cross-grade & Blended Classrooms	✅	✅	✅	❌	✅	❌	⚪
Peer Mentorship & Leadership Development	✅	✅	⚪	⚪	✅	✅	✅
Families Collaborating on Curriculum	✅	✅	⚪	❌	✅	⚪	✅
Family Training on SEL	✅	✅	✅	❌	⚪	⚪	✅

Legend: ✅ = Fully integrated ⚪ = Partially present / emerging ❌ = Not currently part of program

Figure EX-4: Comparison of How Schools Similar to Oceanlight School Performed against N. San Mateo County Districts in 2024 - All Students on Key Indicators

Source: 2024 California Dashboard

2024 Overall Performance Data Source: California Dashboard										
Indicator	**Ocean Shore School**	**San Carlos Charter School**	**Bullis Charter School**	**Quail Lake Env. Charter School**	**Jefferson Elementary**	**Pacifica**	**San Bruno Park**	**S San Francisco**	**Brisbane**	**BayShore**
English Learner Progress	Blue	N/A	N/A	N/A	Orange	Orange	Orange	Yellow	Orange	Blue
Chronic Absenteeism	Yellow	Green	Green	Green	Orange	Yellow	Yellow	Yellow	Yellow	Yellow
Suspension Rate	Green	Yellow	Blue	Green	Yellow	Green	Green	Green	Green	Green
English Language Arts	Orange	Blue	Blue	Blue	Orange	Red	Red	Orange	Red	Orange
Mathematics	Yellow	Blue	Blue	Blue	Orange	Red	Red	Orange	Red	Yellow

California Dashboard Color Key



Figure EX-5: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - All Students

Source: 2024 California Dashboard

2024 All Students - MATH PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH			***Bullis Charter (Los Altos)**	***San Carlos Charter** ***Quail Lake Environmental Charter Schools (Clovis)**	
HIGH		Brisbane SD	***Panorama School (Brisbane)**		
MEDIUM			Pacifica SD		***Ocean Shore School (Pacifica)**
LOW			Jefferson El SD San Bruno Park SD S. San Francisco USD	Bayshore SD	
VERY LOW (LOWEST STATUS)					

2024 All Students - LANGUAGE ARTS PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH			***Bullis Charter (Los Altos)**	***San Carlos Charter** ***Quail Lake Environmental Charter Schools (Clovis)**	
HIGH			Brisbane SD ***Panorama School (Brisbane)**		
MEDIUM			Pacifica SD		***Ocean Shore School (Pacifica)**
LOW.		S. San Francisco USD	Bayshore SD Jefferson El SD San Bruno Park SD		
VERY LOW (LOWEST STATUS)					

Figure EX-6: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - Economically Disadvantaged Students

Source: 2024 California Dashboard

2024 ECONOMICALLY DISADVANTAGED - MATH PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH					***Quail Lake Environmental Charter Schools (Clovis)**
MEDIUM					
LOW		Brisbane SD	Jefferson El SD Pacifica SD San Bruno Park SD	Bayshore SD	***Ocean Shore School (Pacifica)** S. San Francisco Unified
VERY LOW (LOWEST STATUS)					

2024 ECONOMICALLY DISADVANTAGED - LANGUAGE ARTS PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH				***Quail Lake Environmental Charter Schools (Clovis)**	
HIGH					
MEDIUM					
LOW		Jefferson El SD	Pacifica SD Brisbane SD Bayshore	San Bruno Park SD S. San Francisco Unified	***Ocean Shore School (Pacifica)**
VERY LOW (LOWEST STATUS)					

Figure EX-7: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - Students with Disabilities

Source: 2024 California Dashboard

2024 Students with Disabilities - MATH PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH				***Bullis Charter (Los Altos)**	
MEDIUM					
LOW					Jefferson El SD
VERY LOW (LOWEST STATUS)		Pacifica SD San Bruno Park SD S. San Francisco USD			

2024 Students with Disabilities - LANGUAGE ARTS PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH				***Bullis Charter (Los Altos)**	
MEDIUM					
LOW					
VERY LOW (LOWEST STATUS)		Pacifica SD S. San Francisco USD		Jefferson Elementary SD	**San Bruno Park SD**

San Carlos Charter: Proven Excellence Through PBL and Personalized Learning

San Carlos Charter, a TK-8 public charter school in San Mateo County, has consistently posted **"Very High - Blue"** (refer to Figure EX-5) status on both English Language Arts and Math Placement for *all students* on the 2024 California Dashboard. San Carlos blends project-based learning, cross-grade experiences, and inquiry-driven instruction to personalize learning across disciplines. Its structure and outcomes show that a public school can successfully implement innovative, student-centered learning models while maintaining high academic achievement.

San Carlos has narrowed academic achievement gaps by implementing personalized supports that allow English Learners, students with disabilities, and students from low-income households to access rigorous content in developmentally appropriate ways. Its success demonstrates how PBL and inclusive instructional practices can benefit all learners.

Oceanlight builds on San Carlos Charter's commitment to:

- Project-based learning and inquiry-driven instruction
- Multi-age learning environments
- Performance-based assessments

By adapting these core elements for Northern San Mateo County, Oceanlight provides a similarly rigorous and engaging program for diverse student populations who may not currently have access to such opportunities.

Bullis Charter School: High Achievement for All Subgroups

Bullis Charter School in Los Altos is nationally recognized for academic excellence, particularly in math and ELA. According to 2024 dashboard data, Bullis earned **"Very High - Blue"** (refer to Figure EX-5) placement scores in both English Language Arts and Mathematics for all students, English Learners (refer to Figure EX-4), and Students with Disabilities (SWD) (refer to Figure EX-7)—a very promising outcome for these student groups. Bullis's success is rooted in its blend of STEAM integration, design thinking, and deep, cross-curricular problem-solving.

These outcomes illustrate Bullis's effectiveness in closing achievement gaps through targeted interventions, scaffolded instruction, and access to advanced content. They have been able to ensure that all students, not just those already excelling, thrive in a rigorous academic environment.

Oceanlight integrates these same components:

- Rigorous STEAM problem-solving connected to real-world problems
- Environmental education as a lens for cross-disciplinary projects
- High expectations and scaffolding for diverse learners, including ELs and SWDs

By adopting a similar approach to academic depth, cross-disciplinary projects, and STEAM problem solving, Oceanlight can be a model of excellence for traditionally underserved communities in Northern San Mateo County.

Ocean Shore School: Community-Based, Experiential Learning in Action

Ocean Shore School in Pacifica has long been a model of progressive public education, with strong traditions in hands-on learning, multi-age classrooms, and family partnership. In 2024, Ocean Shore demonstrated "**High - Green**" placement

levels in math and ELA for all students with significant improvements, outperforming neighboring districts such as Jefferson Elementary, San Bruno Park, and South San Francisco Unified (refer to Figure EX-5).

The school also outperformed the surrounding districts in key areas, with **"Very High Blue"** status in English Learner Progress (refer to Figure EX-4) and strong outcomes for socioeconomically disadvantaged students (refer to Figure EX-6). Notably, it appears to be one of the few public schools in the region that is meaningfully narrowing the academic achievement gap for low-income students (refer to Figure EX-6), a testament to the strength of its community-based, experiential model. Ocean Shore has shown particular strength in improving English Learner outcomes through its experiential learning model, cross-curricular integration, and strong family-school partnerships, demonstrating how community-based education models support subgroup success.

Oceanlight builds upon Ocean Shore's legacy through:

- Thematic interdisciplinary learning
- Collaborative classrooms and family partnership
- Whole-child development and peer-to-peer mentorship
- Outdoor and experiential learning tied to civic and environmental responsibility

Oceanlight extends this approach by integrating modern tools like digital literacy and AI, preparing students not only for academic success but also for the future economy.

Quail Lake Environmental Charter School: High Academic Performance Through Environmental Integration

Quail Lake Environmental Charter School in Clovis demonstrates how environmental education can be deeply integrated with academic excellence. In 2024, Quail Lake posted **"Very High - Blue"** status in both English Language Arts and Mathematics placement for *all students* (refer to Figure EX-5) and *economically disadvantaged students* (refer to Figure EX-6), highlighting its success in closing achievement gaps.

Quail Lake shows that a focus on outdoor learning, sustainability, and place-based instruction not only strengthens engagement but also boosts academic performance across subgroups. The school's emphasis on environmental themes across subjects supports relevance and rigor, leading to equitable outcomes.

Oceanlight is inspired by Quail Lake's approach and implements similar strategies:

- Interdisciplinary units grounded in environmental science
- Hands-on instructional practices connected to real-world experiences and culturally responsive teaching tailored to diverse learners
- A school-wide culture of sustainability and civic responsibility

Quail Lake proves that environmental education is not ancillary but instead central to student success. Oceanlight embraces this philosophy in serving students from Northern San Mateo County.

Oceanlight School's academic model synthesizes the most effective practices from high-performing schools that share our core values: real-world connection, innovation, interdisciplinary learning, environmental stewardship, collaborative classrooms and partnership with families. The 2024 California Dashboard data clearly demonstrate that these schools succeed across subgroups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. Oceanlight adapts these models to meet the needs of Northern San Mateo County, expanding access to

proven, high-quality learning experiences where they are most needed—and explicitly addressing achievement gaps that persist in neighboring districts.

EVIDENCE OF NON-ACADEMIC OUTCOMES

Oceanlight School's model is designed not only to support academic achievement, but also to nurture the non-academic skills that research shows are essential for long-term student success. These include collaboration, perspective taking, empathy, leadership, self-regulation, communication, civic engagement, and emotional resilience—skills that have a lasting impact on students' ability to thrive in high school, college, and beyond (Aspen Institute, 2019; CASEL, 2020).

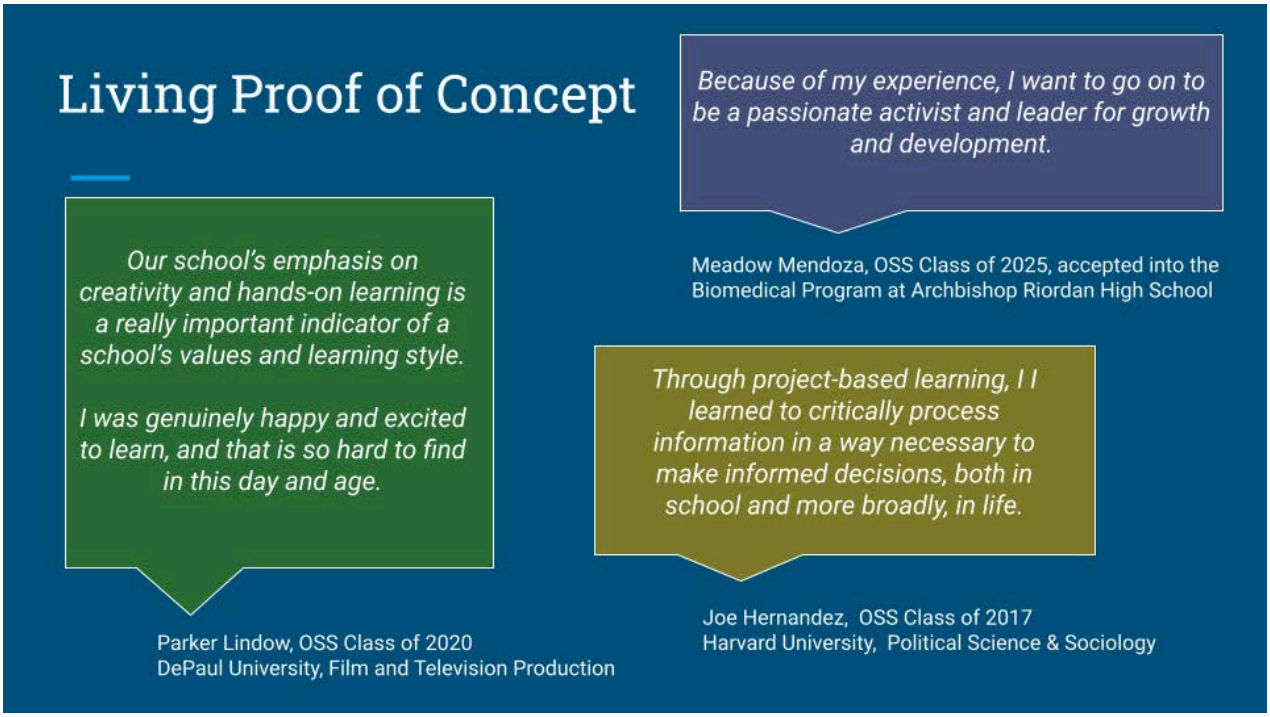
Our curriculum is anchored in project-based learning, social-emotional skill building, and real-world environmental action. Through cross-age mentoring, design thinking, and solutionary projects, students learn to work together, advocate for themselves and others, and apply their learning with purpose. This approach draws from evidence-based practices supported by research from CASEL and the Aspen Institute, which consistently show that deeply integrated Social-Emotional Learning (SEL) and experiential learning lead to improved student behavior, engagement, confidence, and life outcomes (Jones & Kahn, 2017).

Oceanlight recognizes that these outcomes are foundational to student success. In a world where adaptability, empathy, and leadership are as critical as content knowledge, our model is built to equip students with the full range of competencies they need to lead lives of impact and meaning (World Economic Forum, 2020).

STUDENT VOICES

Alumni of programs like Oceanlight School report positive experiences and outcomes. See what they have to say in Figure EX-8.

Figure EX-8: Quotes from alumni about Ocean Shore's impact



WHY NORTHERN SAN MATEO COUNTY NEEDS OCEANLIGHT SCHOOL

Oceanlight School does not duplicate any existing public school in Northern San Mateo County. While some schools offer pieces—like STEAM electives or garden programs—none provide Oceanlight's fully integrated TK-8 model rooted in project-based learning, environmental literacy, marine science, cross-age mentoring, and "solutionary" thinking.

Oceanlight's program is modeled after the proven success of Ocean Shore School, but reimagined for the future with climate action, civic engagement, and real-world problem solving at its core. No other TK-8 public school in the region offers this kind of interdisciplinary, whole-child education—especially for middle grades, where traditional instruction still dominates.

While schools like Nueva and San Carlos Charter provide similar **f**orward-thinking models, they're either **private and unaffordable** or **too far away** for families in Daly City, Pacifica, San Bruno, Colma, Brisbane, and South San Francisco. Oceanlight brings that level of **innovation to the public system**, without barriers of cost or geography.

Families in Northern San Mateo County deserve more than the status quo. Oceanlight offers **something no other local public school does**: a small, inclusive, high-engagement learning community where students develop academic strength, environmental stewardship, and leadership from day one.

Oceanlight isn't duplicating. It's **delivering what's missing**.

COMMUNITY SUPPORT FOR OCEANLIGHT SCHOOL

Oceanlight School is a direct response to the urgent need for more equitable, high-quality, and innovative public school options in Northern San Mateo County, particularly in communities like Daly City, Colma, Pacifica, South San Francisco, San Bruno, and Brisbane. Despite being home to a large and diverse population, this region is dramatically underserved when it comes to public TK/K-8 schools that offer whole-child, interdisciplinary, and future-ready models of education.

As of this school year, there will only be three remaining public TK/K-8 schools in Northern San Mateo County - Cabrillo School (Pacifica), Bayshore School (Bayshore), Franklin D. Roosevelt School (Daly City). The dismantling of TK/K-8 programs is a result of school district restructuring to meet budget shortfalls at the district level, not due to lack of interest from families. Families in San Bruno, Brisbane, and South San Francisco do not even have the option of attending a TK/K-8 school. For families whose children do not thrive in traditional elementary or middle schools, the only available alternatives are private schools, which are financially out of reach for most working-class families in the area. As a countywide benefit charter school, Oceanlight hopes to address this structural inequity.

Oceanlight School's tuition-free, public charter model is designed to remove these barriers by offering a TK-8 learning community grounded in environmental education, interdisciplinary project-based learning, and strong family partnership. The school's educational program was built in response to the voices of families, educators, and community members in Northern San Mateo County.

Deep and Ongoing Community Engagement

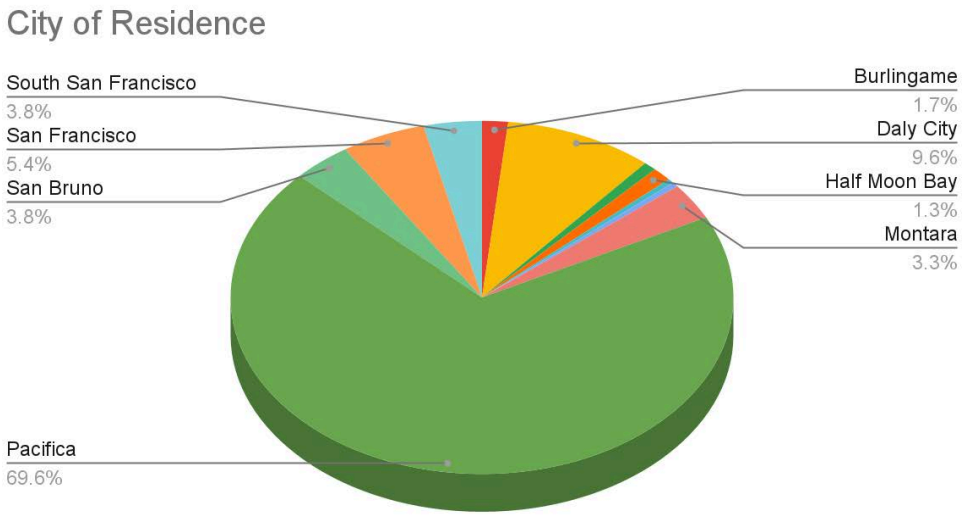
Oceanlight School's founding team has engaged in community outreach over the spring and summer of 2025, listening closely to what families are looking for in their ideal school and testing the alignment of our model with community priorities. Our outreach strategy included:

- Partnering with over a dozen local preschools to connect with families of rising TK and K students and understand their aspirations and concerns for elementary and middle school.
- Hosting 13 public information sessions, both in-person and online, to present the vision for Oceanlight School and invite open dialogue with prospective families.
- Engaging parent communities through Facebook groups, local Nextdoor forums, and school-based family networks, with a focus on Pacifica, Daly City, Colma, San Bruno, and South San Francisco.
- Conducting a bilingual Family Interest Survey that received over 239 responses from parents and caregivers across the region. The survey has been running for approximately seven weeks as of August 25, 2025, and will continue to collect data throughout the charter petition review process. This will allow us to capture evolving interest and ensure the school continues to reflect community demand.

Demonstrated Community Need and Demand

Respondents to the survey overwhelmingly identified as current or future parents/guardians (over 98%), with the majority currently enrolled in public schools (71%) and representing a broad geographic spread across Northern San Mateo County. Figure EX-9 shows that the largest interest came from Pacifica (70%), followed by Daly City (10%), San Bruno (4%), and South San Francisco (4%). Survey respondents reported interest in every grade from TK through Grade 8, and the majority of students represented are in preschool or lower elementary grades, highlighting a need for long-term continuity. The majority of families are working class, and expressed interest in an inclusive, community-rooted school that is both accessible and innovative.

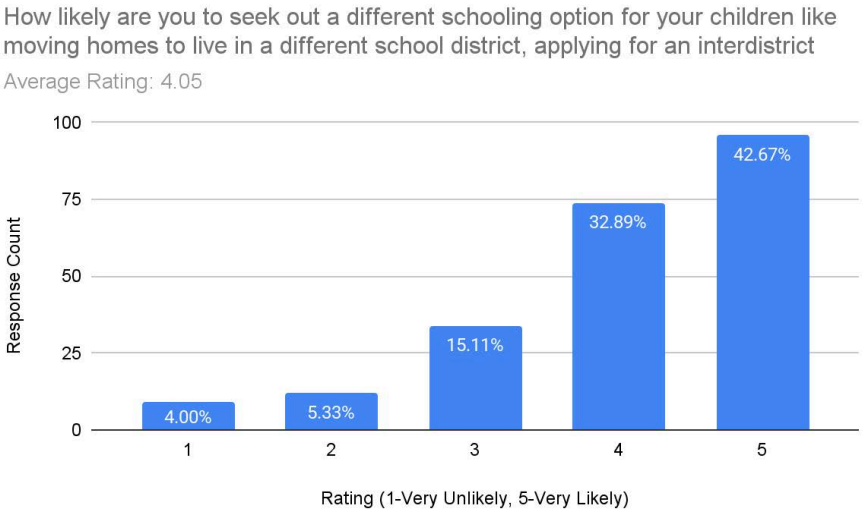
Figure EX-9: Responses from Oceanlight Interest Survey Pie Chart - City of Residence



The data from this survey is compelling:

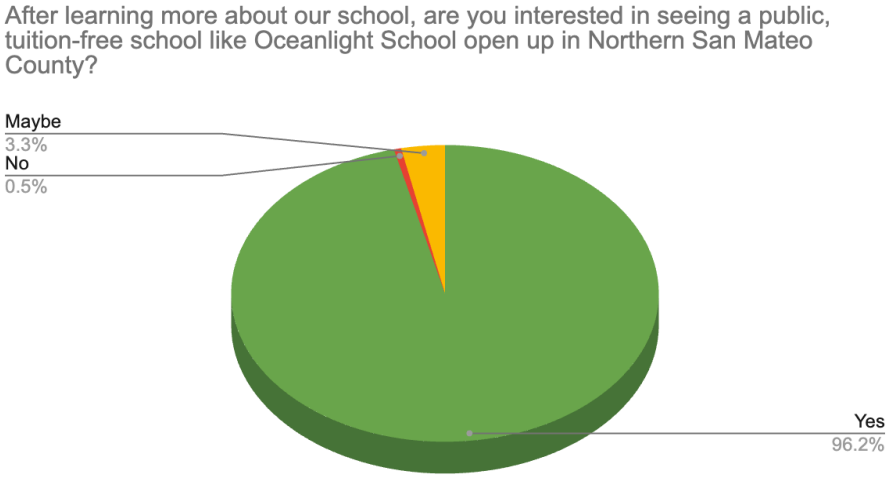
- Families are not satisfied with existing options: over 60% rated current public elementary schools poorly (1 or 2 out of 5), and over 62% gave similarly low ratings to middle school options.
- 76% of families who responded reported they are likely or very likely to leave their district, move, or seek charter or private school options due to lack of suitable public schools. Oceanlight School would help to keep these families in public education. (Figure EX-10)

Figure EX-10: Oceanlight School Family Interest Survey Results - Likelihood of Seeking Out Different Schooling Options Outside of their Local District Schools



- 96% of respondents expressed interest in seeing a public school like Oceanlight open in Northern San Mateo County (Figure EX-11), with 123 families likely to apply, representing more than 250 students across TK-8.

Figure EX-11: Oceanlight Family Interest Survey Pie Chart - Support of Oceanlight School



There is particularly strong support for Oceanlight's model:

- 77% said that experiential project-based learning is "Very Important", while 94% want to see such a charter school become available to students in Northern San Mateo County. (See Figure A-5)
- 81% of families rated a STEAM-focused model as "very important." 94% of families responding want to see a STEAM-focused charter school in Northern San Mateo County. (See Figure A12)
- Over 60% gave top marks to a school rooted in environmental education, but 90% want Northern San Mateo County to have a charter school with a focus on environmental education. (See Figure A-8)
- Nearly 80% said family involvement and partnership are priorities for them. (See Figure A-6)

These findings reflect not just abstract support, but a readiness to enroll and participate in shaping a public school that better serves the needs and aspirations of the families of Northern San Mateo with children. Families from across Daly City, Colma, Pacifica, San Bruno, South San Francisco, and nearby areas reported they are willing to drive to access Oceanlight, demonstrating regional demand that crosses city boundaries.

Oceanlight School has not only identified a pressing gap in access and quality but has already built an active, engaged base of families committed to bringing this school to life. In every aspect of our outreach, families have told us: We want this school. We need this school. Our petition and founding effort are a direct response to that call. We are ready to enroll in this school.

Community Partners

Oceanlight School is actively working to establish partnerships with local community organizations that share a common goal: to create climate solutionaries. Through partnerships with colleges and universities, nonprofits, industry, and government, our students will be exposed to an ecosystem of partners working together to make lasting and impactful change.

As such, we established a partnership with **SEI**, an environmental nonprofit consultancy that builds leaders who accelerate climate solutions. Their K-12 education program empowers students to become climate leaders, and we plan to utilize their curriculum library, do professional development, and seek grants together that focus on measuring and tracking key outcomes of our shared work on environmental education.

Another partner is **New Sun Road P.B.C.** (NSR). NSR's IoT platform manages solar microgrids for utilities like PG&E, telecom tower operators throughout Latin America, tribes in the Navajo Nation, and a variety of other commercial and industrial uses. We plan to work with NSR and similar mission-driven, sustainability-focused companies through virtual and in-person field trips, career talks, opportunities to connect virtually with children in the areas they serve around the globe, learning about solar PVs, microgrids, controls, and more.

The School will also collaborate with groups like the **Pacifica Beach Coalition** (PBC), a venerated community-based nonprofit in San Mateo County, on programming that aligns directly with both organizations' mission to educate students on environmental stewardship and ocean science. There are three primary ways we will collaborate:

- Through PBC's established Junior Site Captain program, middle school students will help to organize and lead monthly beach cleanups at sites throughout the county.

- Students across all grades will regularly participate in clean-ups on and around the school grounds and at other local sites. They will track what kinds of and how much trash they pick up in the CleanSwell app (as a subgroup of the PBC). We can weave this into a variety of STEAM lessons and projects, including data collection and analysis, an understanding of the waste stream, found art, and how trash can be managed and mitigated.
- PBC will provide support and guidance on school assemblies to Oceanlight, focusing on PBC's annual sea animal theme and on Oceanlight's Marine Science Deep Dive.

Oceanlight School will partner with **The HEAL Project**, a San Mateo County nonprofit dedicated to cultivating healthy lifestyles and environmental awareness through garden- and farm-based education. This collaboration will give students direct, hands-on experience with sustainable agriculture, nutrition, and food systems literacy. Students will learn how food is grown, harvested, and prepared, connecting science and health education with real-world practice. The partnership also supports social-emotional learning by fostering a sense of responsibility, stewardship, and connection to the natural world.

FOUNDING BOARD AND TEAM CAPACITY

Oceanlight School is led by a Board of Directors whose combined expertise spans finance, law, governance, education, and community leadership—ensuring the school is both visionary and operationally strong from day one. Supporting the Board of Directors is a founding team, advisory, and professional collaborators with nationally recognized strengths in district and school administration, curriculum design, social-emotional learning, environmental education, technology, operational leadership, and marketing. Figure EX-12 lays out the collective skill set of the founding group. Together, they will ensure that Oceanlight School opens on a firm foundation - fiscally sound, academically excellent, and poised for growth.

Oceanlight School's Board of Directors combines proven financial stewardship, strategic leadership, legal expertise, and deep educational experience—precisely the skills needed to launch and sustain a high-quality charter school.

- **Fiscal and Strategic Leadership** – CFO/COO **Shivani Ganguly** brings 25+ years of high-level finance and operations expertise, ensuring strong fiscal management and sustainability. CEO/Co-founder **LiLing Pang** adds strategic growth, stakeholder engagement, and data-driven decision-making skills essential for building a thriving school.

- **Governance and Policy** – Attorney **Christina Lee** strengthens compliance and governance, while veteran educator and former union president **Don Burdette** brings decades of experience in policy, labor relations, and equity-focused leadership.

- **Partnerships and Fundraising** – **Jen Hsu** brings extensive experience forging high-level strategic partnerships, including leading global alliances at Walmart with Microsoft, Apple, and other major technology companies. Her expertise in negotiation, fundraising strategy, and cross-sector collaboration will be invaluable in cultivating the philanthropic and corporate partnerships needed to sustain and grow the school.

- **Community-Embedded Leadership** – Every board member has deep roots in Northern San Mateo County and a track record of service in public education, ensuring governance decisions remain student-focused and community-centered.

Figure EX-12: Founding Board, Team and Advisor Skills Table

Name *Board Members	TK-8 Curriculum	TK-8 Instruction	TK-8 Assessment	Environmental Education	Research	School Administration	Finance	Business Management	Non-profit Management	Partnership Development	Organization	Governance	Community Engagement	Marketing & Communication	Legal	IT, Technology & Engineering	Fundrising & Grants	PTO Leadership
Shivani Ganguly*							✔	✔	✔	✔	✔	✔			✔	✔	✔	
LiLing Pang*					✔			✔		✔	✔		✔	✔				
Don Burdette*	✔	✔	✔									✔	✔					
Christina Lee*											✔	✔	✔		✔			
Jen Hsu*								✔		✔						✔		
Kelly Mendoza, PhD	✔				✔			✔	✔	✔		✔	✔	✔				
Randy Ross	✔	✔	✔		✔	✔												
Joan Weideman	✔	✔	✔			✔			✔		✔	✔	✔				✔	
Rebecca Howarth	✔	✔	✔	✔									✔	✔		✔		✔
Sandy Mills	✔	✔	✔	✔									✔					
Karen Kee, MD										✔	✔		✔				✔	✔
Rachel Reimers	✔	✔	✔								✔							
Ryan Long	✔	✔	✔															
Jen Ly					✔						✔		✔	✔		✔		
Chris Romero																✔		
Eric Chávez			✔		✔				✔	✔	✔	✔	✔	✔			✔	
ADVISORS																		
Jim Lianides, PhD	✔	✔	✔			✔	✔					✔						
Karen Gnusti	✔	✔	✔			✔	✔			✔								✔
Mike Vasey, PhD				✔	✔						✔	✔	✔					
Jonathan Harris	✔	✔	✔	✔		✔							✔					

The founding board, founding team, and advisors are educational leaders who bring decades of hands-on experience, with deep expertise in experiential and **project-based learning** and a profound understanding of the benefits of a **family partnership** model. They have a proven track record of creating engaging, student-centered learning environments and are committed to building a vibrant, collaborative school community. The advisors bring deep experience in school leadership, operations, and environmental education. Complementing this educational expertise is a group of accomplished professionals with backgrounds in executive leadership, finance, marketing, and technology. Oceanlight School is truly a community effort leveraging the experience and skills of this collective. Together, they will ensure that every operational, instructional, and compliance need is met with professional excellence and local insight.

To further strengthen the school's operational foundation, Oceanlight School is partnering with EdTec, a nationally recognized provider of charter school business, operations, and compliance services. EdTec brings more than 20 years of experience supporting hundreds of charter schools across California and the nation with budget development, multi-year financial projections, back-office support, compliance reporting, and data-driven strategic planning. Their deep knowledge of California's school funding formulas, charter school financial regulations, and long-term fiscal sustainability planning ensures that Oceanlight's budget will be both realistic and responsive to enrollment and programmatic goals.

Appendix B contains the bios of the founding board, founding team, and advisors, and a list of professional collaborators.

COUNTYWIDE JUSTIFICATION

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code § 47605.6(a)(1).

"A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." Education Code § 47605.6(b).

Under Education Code Section 47605.6(a)(1), a county board of education may approve a countywide charter if it finds that the proposed charter "will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Additionally, Section 47605.6(b) requires that the board find that "granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605."

Oceanlight School seeks approval as a countywide benefit charter school in San Mateo County with a focus on serving students in Northern San Mateo County, including Daly City, Colma, Brisbane, Pacifica, San Bruno, and South San Francisco, who are currently underserved by existing public options. Our model blends environmental education, STEAM, and experiential project-based learning, transformative social-emotional development, and family-school partnerships to address longstanding equity gaps and academic opportunity deserts in this region.

The reasons that a countywide charter authorization is justified include:

1) Advancing San Mateo County's strategic goals into Northern San Mateo County
2) Expanding educational opportunities and access to the TK-8 model in Northern San Mateo County;
3) Increasing access to charter schools to address disparity alternative approaches to education;
4) Serving socioeconomically disadvantaged communities from multiple sites;
5) Meeting the needs of families with younger learners
6) Enhancing access to environmental learning resources countywide;
7) Meeting community interest and demand for Oceanlight School's Program;
8) Overcoming constrained educational services imposed by district boundaries
9) Equalizing access for all county students
10) Leveraging administrative efficiencies in managing a multi-site school

1. Advancing San Mateo County's Strategic Goals into Northern San Mateo County

Oceanlight School is purposefully designed to bring San Mateo County Office of Education's (SMCOE) strategic priorities to life in communities where access to high-quality, future-ready public education remains limited. As a TK-8 countywide benefit charter school, Oceanlight will advance SMCOE's Strategic Plan goals, particularly in Daly City, Pacifica, San Bruno, Colma, South San Francisco, and Brisbane, by delivering a whole-child, equity-driven educational model that embodies innovation, sustainability, and student-centered learning.

SMCOE's Strategic Plan (2022–2027) outlines four overarching goals:

- Support Whole-Child Student Outcomes
- Build the Workforce for Student Success
- Ensure Organizational Excellence
- Serve as a Catalyst for Systems-Level Change

Oceanlight School is uniquely positioned to support these goals in underserved areas of the county:

- **Whole-Child Learning through Interdisciplinary Instruction**
  Oceanlight embeds social-emotional learning (SEL), environmental literacy, and project-based learning (PBL) into its daily curriculum. Students engage in hands-on inquiry, civic action, and real-world problem solving. These educational experiences have been shown to improve both academic and non-academic outcomes, particularly for historically underserved students.

- **Expanding Access to Rigorous, Standards-Aligned, Future-Ready Learning**
  While a couple of schools in central San Mateo County, like Bayside Academy and Taft Community School, offer integrated STEAM and environmental programs, students in Northern San Mateo County are completely lacking access to this type of broad course of study. Oceanlight will ensure all students in Northern San Mateo County, regardless of ZIP code, can access NGSS-aligned science, problem-solving frameworks, digital and AI literacy, and the arts.

- **Advancing Equity for English Learners, Low-Income, and Foster Youth**
  Oceanlight's instructional model is structured to meet the needs of unduplicated students through scaffolding, multiple pathways to mastery, and culturally responsive pedagogy. The school's strong advisory and peer mentorship structures support relational learning and increase belonging for marginalized groups.

- **Family and Community Partnership as a Core Design Principle**
  Recognizing SMCOE's emphasis on community partnership and engagement, Oceanlight was co-designed with input from families, educators, and community leaders in northern San Mateo County. Families are not just invited into the school community; they are integral to shaping education alongside teachers, engaging in co-learning opportunities, and culturally-responsive family events.

- **Environmental and Climate Literacy as a Lever for Systems Change**
  Oceanlight aligns directly with SMCOE's leadership in the Environmental Literacy and Sustainability Initiative (ELSI). As a school built around environmental inquiry, climate action, and solutionary thinking, Oceanlight will serve as a model of how public schools can prepare students to lead in a climate-challenged future. The school intends to partner with county-led initiatives, pilot innovative teaching methods and curricula, and collaborate with green industry leaders to scale exemplary practices in environmental education across the region.

- **Serving as a Demonstration Site for Countywide Innovation**
  Oceanlight will serve not only its students but also the broader public education ecosystem by sharing open-source curriculum, professional development resources, and models for interdisciplinary, project-based, and sustainability-rich instruction. In alignment with SMCOE's strategic goal to catalyze systems-level change and equip its workforce, Oceanlight will contribute to the collective educational capacity of San Mateo County and beyond.

In sum, Oceanlight School directly fulfills and expands upon the SMCOE's strategic goals by delivering on-the-ground innovation, equity, and environmental literacy in regions of the county where such offerings are least available. As a countywide benefit charter, Oceanlight amplifies San Mateo County's vision of educational excellence for all communities—especially those historically left behind.

2. Expanding Educational Opportunities And Access To The TK-8 Model In Northern San Mateo County

Students in Northern San Mateo County face significant disparities in both school funding and access to high-quality educational models. This reality underscores the importance of targeted investment and expanded access in the county's northern corridor. In fact, the San Mateo County Office of Education (SMCOE) identifies advancing geographic equity as a countywide priority, noting that students in underserved areas—particularly in the north—must have access to the same future-ready, engaging education available to their peers in wealthier communities. According to the 2024–25 San Mateo County School Funding Report, LCFF-funded districts in the north, such as Pacifica, Jefferson Elementary and Bayshore Elementary, receive just over $13,000 per student, compared to over $25,000 in Basic Aid districts like Hillsborough and Portola Valley. This funding gap leads to larger class sizes, fewer enrichment opportunities, and under-resourced campuses.

Figure CJ-1 shows a list of TK-8 public throughout San Mateo County. The lack of TK/K-8 public school options serving Northern San Mateo County exacerbates these challenges (see the table below). While South and Central San Mateo County have seven TK-8 and two K-8 public or charter school options, Northern San Mateo only has three public TK/K-8 options. Furthermore, charter schools often lead in implementing TK-8 models, but Northern San Mateo County has no TK-8 charter schools, leaving a gap in educational continuity.

Figure CJ-1: Table of Public TK/K-8 Schools in Districts within San Mateo County

School name	Grades	Northern San Mateo County	Central/South San Mateo County
Cabrillo Elementary School	TK-8	X	
Franklin D. Roosevelt	TK-8	X	
Bayshore School	TK-8	X	
North Shoreview Montessori	TK-8		X
Bayside Academy	TK-8		X
Parkside Montessori	TK-8		X
*San Carlos Charter Learning Center	K-8		X
*San Carlos Charter	K-8		X
*Connect Community Charter	TK-8		X
*KIPP Exelencia	TK-8		X
*KIPP Valiant Community Prep	TK-8		X
*Aspire East Palo Alto	TK-8		X

Data derived from the California Department of Education directory and district sources
*Charter Schools

Research shows that K-8 models reduce school transitions, support stronger student-teacher relationships, and improve academic outcomes, especially in middle grades. A Columbia University study found that “students moving from elementary to middle school in grade six experience a sharp drop in achievement relative to students who remain in K-8 schools,” and that this achievement gap persists into high school (Rockoff & Lockwood, 2010). These benefits are particularly impactful for low-income and historically marginalized students. By offering a countywide TK-8 charter option, Oceanlight School addresses both the structural funding inequities and the lack of access to high-quality, developmentally aligned school models in Northern San Mateo County.

Additionally, Oceanlight offers a future-ready curriculum that fills gaps in STEAM problem-solving, environmental education, real-world project-based learning, and embedded social-emotional learning in middle schools across northern San Mateo County. Existing public middle schools in this region struggle to provide these important educational opportunities, which build strong student engagement, critical thinking, “solutionary” skills, a strong sense of civic responsibility, and a positive school climate. Oceanlight’s program prepares students for high school and civic life in ways that current models do not.

With only two public TK-8 schools and private and parochial TK-8 options financially inaccessible to many working families, a countywide charter authorization will make Oceanlight’s high-quality, innovative program publicly and equitably available to those who need it most.

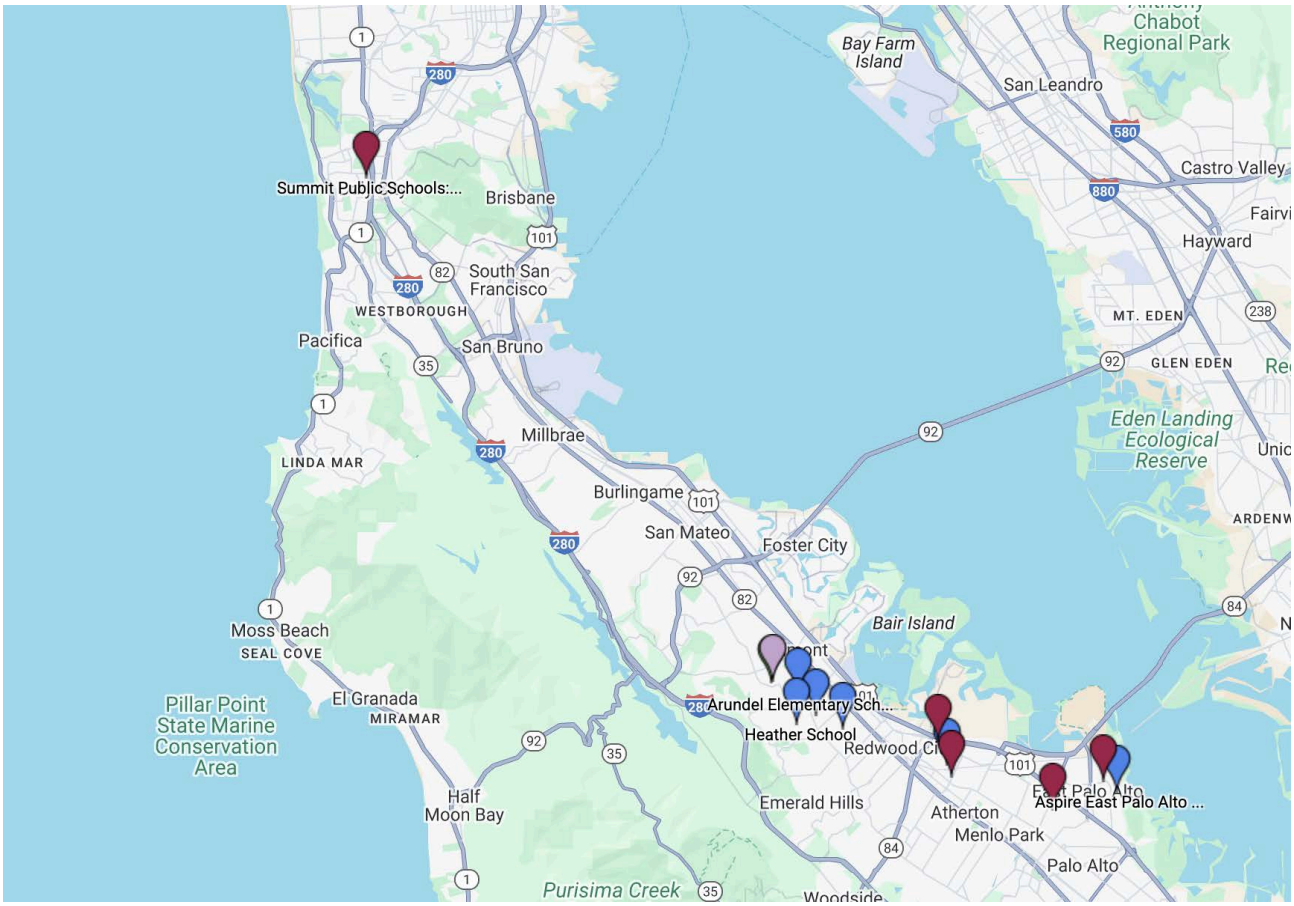
This TK-8 model also provides families with a viable and research-backed alternative to the traditional middle school experience. The existing public middle schools in Daly City, Colma, San Bruno, Pacifica, and South San Francisco serve large student populations with minimal interdisciplinary instruction and lower performance on school climate measures. Oceanlight’s structure avoids the academic and emotional disruptions of a school transition in 6th grade, instead providing a continuous, supportive, and engaging TK-8 learning environment that better supports adolescent development and high school readiness.

By offering a TK-8 model in place of a conventional middle school pathway—especially for students in districts like South San Francisco Unified, San Bruno Park, and Brisbane that do not otherwise provide this structure—Oceanlight closes a critical access gap and ensures that more students in Northern San Mateo County can benefit from a holistic, future-ready education.

3. Increasing Access To Charter Schools To Address Disparity to Alternative Approaches To Education

San Mateo County's charter school landscape reveals a marked disparity in access between the southern and northern regions. Southern and central parts of the county, such as Redwood City, San Carlos, San Mateo, and East Palo Alto, are home to numerous charter school options (See Figure CJ-2). These include San Carlos Charter Learning Center (K-8), multiple Rocketship and KIPP campuses, Design Tech High School, and Connect Community Charter School. Collectively, these options provide a wide range of tuition-free educational alternatives for families seeking specialized or innovative programs.

Figure CJ-2: Map of Charter Schools in San Mateo County



By contrast, the communities north of Highway 92 in San Mateo County only have one charter school - Summit Shasta Public High School (9-12) - a school with a waitlist twice the size of its freshman class. There are currently **no public charter schools serving elementary and middle school students** in this region, as noted in the table in the previous section. This lack of options leaves Northern San Mateo families disproportionately dependent on traditional district schools—many of which are under-resourced and underperforming—while families in the central and southern parts of the county benefit from a more diverse and accessible public school ecosystem.

Oceanlight School would fill this critical regional gap by becoming the **first public TK-8 charter school serving Northern San Mateo County**. Its curriculum, centered on environmental education, interdisciplinary STEAM learning, and social-emotional development, would bring educational opportunities to families who have long been excluded from the charter school movement.

Moreover, Oceanlight's instructional model is uniquely aligned to the needs of diverse learners in Northern San Mateo County. Project-based learning (PBL) provides an inclusive structure where students engage in meaningful, hands-on work that connects academic content to real-world problems. It provides multiple access points for learning to occur. Research shows PBL improves outcomes for English Learners, low-income students, and students with disabilities by allowing them to demonstrate mastery through multiple modalities, build confidence, and develop deeper understanding (The Education Trust–West, 2018; Roemer, 2021). Experiential learning—through field studies, collaborative design challenges, and environmental investigations—supports differentiated instruction and culturally responsive pedagogy that reflect the lived experiences of our students and their communities.

These pedagogies are particularly well-suited to the student populations in districts like Jefferson Elementary, Brisbane, Pacifica, South San Francisco, and San Bruno Park, where traditional models often fail to engage or empower all learners with different learning styles. By emphasizing relevance, collaboration, and reflection, Oceanlight's approach nurtures curiosity, accelerates language development, and helps close persistent learning gaps between student sub-groups.

A countywide authorization is essential to ensuring equitable access to these high-impact instructional practices and to advancing a more inclusive educational future for San Mateo County.

4. Serving Socioeconomically Disadvantaged Communities From Multiple Sites

A countywide charter is essential to addressing geographic and transportation barriers that prevent equitable access to high-quality schools. In particular, students living east of Hwy 280 to the bay—especially in parts of South San Francisco, San Bruno, and eastern Daly City—face limited access to high-performing schools within walking, biking, or an easy driving commute distance. These neighborhoods often serve high concentrations of English Learners and socioeconomically disadvantaged families.

Many of the highest-need communities in Northern San Mateo County lack access to schools that offer a rigorous, integrated, and environmentally-focused TK-8 education. Oceanlight School's countywide charter will allow the establishment of multiple sites, ensuring access to both high-quality instruction and proximity to natural resources such as bayfront trails, marshlands, and restored habitats. A multi-site model enables Oceanlight to serve students in a way that a single-site, district-based school cannot.

According to commute.org, families in San Mateo travel an average of 41 minutes to work or school. Families will often add commute time to get their children to a better-fit public or private school. That takes away from community engagement and family life. Oceanlight's multi-site TK-8 model reduces that burden by bringing excellent, project-based education into students' own neighborhoods. Across the fifty square miles that comprise Northern San Mateo County, nearby access means more family participation, reduced travel stress, and stronger community ties.

The burden of long commutes falls disproportionately on low-income families. Research shows that families with lower incomes often face transportation constraints, inflexible work schedules, and limited access to private vehicles or childcare, making it harder to enroll in distant schools, even if those schools are higher performing. Due to the lack of access to high-performing schools in lower-income neighborhoods in Northern San Mateo County, many families east of Highway 280 remain locked into underperforming schools simply due to geography and socioeconomic barriers.

By establishing multiple sites north of Highway 92 that are within walking, biking, or short driving distance of these neighborhoods, Oceanlight creates realistic access to a high-quality, future-ready TK-8 education for all families, regardless of income or transportation access.

5. Meeting The Needs Of Families With Younger Learners

Oceanlight School's TK-8 model aims to serve a broad and diverse population across Northern San Mateo County. Given the challenges of transportation and commute for families with young children, a single centralized location would likely limit access for many students—particularly those living in geographically isolated or under-resourced neighborhoods. A countywide charter authorization enables the creation of a satellite campus model, ensuring equitable access to Oceanlight's programming across the region, particularly for young students. Establishing multiple small campuses allows the school to remain developmentally appropriate for younger children while maintaining the close-knit, community-based learning environment that defines its educational philosophy. Also, locating campuses within walking

distance of natural habitats or environmental assets such as bayfront trails, hillsides, and creeks also enables more consistent, low-cost access to outdoor learning.

6. Enhancing Access To A Variety Of Environmental Learning Resources Countywide

Oceanlight School's model integrates environmental literacy, NGSS-aligned science, and community-based field learning. These experiences require regular access to natural spaces—such as hiking trails, nature preserves, coastal marine habitats, and watershed systems—which are distributed across San Mateo County. Authorization as a countywide charter enables Oceanlight to locate school sites and learning hubs near these natural resources, ensuring that all students can participate in place-based learning regardless of their home district.

This model directly supports the San Mateo County Office of Education's (SMCOE) priorities around environmental literacy, climate justice, and equity. SMCOE has led statewide efforts in sustainability education, launching initiatives like the Environmental Solutionary Teacher Fellowship and its comprehensive Environmental Literacy and Sustainability Initiative. Oceanlight's place-based curriculum—rooted in science, civic engagement, and stewardship—translates these priorities into action at the school site level. By embedding environmental learning into students' daily experiences, Oceanlight advances the county's strategic goals for equity, climate readiness, and educational transformation. As stated in SMCOE's 2024–25 Community Report: "SMCOE is committed to environmental sustainability, equity, and student well-being—ensuring that all students across the county have access to meaningful learning experiences that prepare them to contribute to a just, thriving, and regenerative future."

For example, in Northern San Mateo County, a site near Mori Point in Pacifica or Milagra Ridge would enable hands-on native plant studies, marine science investigations, ecological restoration, and climate resilience education. Similarly, a location within walking distance of the Bay Trail and San Bruno Mountain in Brisbane or South San Francisco would provide direct access to marshland habitats, coastal science learning, and unique habitats such as endangered butterfly species. These site-specific learning opportunities are core to Oceanlight's instructional model. Access to a range of natural habitats within walking distance of Oceanlight enables integration of hands-on environmental education across the curriculum on a regular and cost-effective basis. Rather than requiring extensive busing or field trip budgets, students engage in frequent, walkable, ongoing outdoor learning experiences that deepen science understanding, promote stewardship, and foster a tangible connection to the natural world in their community.

In addition, a multi-site model allows for rich cross-campus exchange and collaboration. Students from different campuses can come together for regional field studies, citizen science initiatives, and environmental stewardship projects, fostering a broader sense of community and shared purpose. This inter-campus learning approach not only expands student exposure to diverse ecological settings but also promotes teamwork, peer learning, and leadership development across geographic boundaries.

7. Meeting Community Interest And Demand For Oceanlight School's Program

Oceanlight School has cultivated strong, countywide interest through ongoing outreach. In the span of two weeks, 221 families, representing 326 students, with "meaningful intent to enroll" at the start of the 2026-27 school year, have signed their support for Oceanlight School's charter petition. 16 teachers, most with project-based teaching experience have also signed the Oceanlight School charter petition ,indicating they have "meaningful interest" in teaching at Oceanlight School. Refer to Appendix L for a complete list of signatories.

Our multiple summer and fall information sessions have regularly drawn about 20+ interested families per event, including families from various school districts who are seeking a progressive, TK-8 public option that centers on environmental education, real-world learning, STEAM problem-solving, and school-family partnership.

We have also received letters of support from educators, community leaders, and environmental organizations aligned with our mission (See Appendix K). These families who have been attending our information sessions and signed our petition reside in 15 different San Mateo County cities. The broad geographic distribution of interest reinforces that no single district can encompass Oceanlight's full intended community. Only a countywide charter ensures that families across the northern corridor of San Mateo County can equitably access this innovative and much-needed program.

8. Overcoming Constrained Educational Services Imposed By District Boundaries

Restricting authorization to a single district would reduce access to hundreds of families who are geographically close but would not have the same equitable access as local district residents due to the requirement that a district-authorized charter petition must provide an admission preference to students living within the district boundaries, versus a countywide benefit charter which provides an equitable admissions preference to students living throughout the entire county. (See Education Code Section 47605.6(e)(2)(B).). The families who have expressed interest in Oceanlight in our Family Interest Survey span at least 9 different school districts. A countywide authorization is essential to ensure that educational opportunity is determined by student interest, not ZIP code.

This need for cross-boundary access is supported by Education Code 47605.6, which recognizes that some student populations are best served by charter schools that operate across multiple districts. Oceanlight's TK-8 and unique academic model addresses a gap not filled by any single district in Northern San Mateo County, where many districts lack the facilities, governance capacity, or programmatic alignment to authorize and support such a school.

Moreover, SMCOE's strategic emphasis on equity across all geographic regions reinforces the necessity of a regional approach. Oceanlight's countywide model enables a unified response to educational disparities, aligning with both the letter and intent of California charter law and the county's equity commitments.

9. Equalizing Access For All County Students

Another critical reason to authorize Oceanlight School as a countywide benefit charter is to ensure equal access to enrollment for students across San Mateo County. Under a district-authorized charter, state law requires that enrollment preferences be given to students residing within that district. In practice, when a charter school is located in a high-demand district, this preference can effectively limit or even eliminate access for students from other districts. For example, Bullis Charter School in Santa Clara County—though legally open to students countywide—has been consistently oversubscribed by applicants from its authorized jurisdiction of the Los Altos School District because Bullis Charter School is not authorized as a countywide benefit charter under Education Code Section 47605.6, leaving little to no capacity for students from outside the district.

Oceanlight's mission is explicitly countywide, seeking to serve students equitably from every part of San Mateo County. If authorized by a single district—such as Pacifica—high demand from local families could quickly fill the school to capacity, unintentionally preventing students from other districts in Northern San Mateo County from enrolling. This would undermine the school's regional mission and potentially require the creation of multiple separate charters in different districts to achieve its goals, a costly and inefficient approach. By securing countywide authorization, Oceanlight can operate one or two strategically located campuses that serve the entire region, ensuring that all students—regardless of where they live—have an equal opportunity to enroll. This approach also reduces the potential for negative district impacts, as it consolidates demand into a small number of sites rather than dispersing it through multiple district-specific schools.

10. Leveraging Administrative Efficiencies In Managing A Multi-Site School

Northern San Mateo County includes six different school districts—Jefferson Elementary, Brisbane Elementary, Bayshore Elementary, South San Francisco Unified, Pacifica School District, and San Bruno Park School District. A series of multiple charter schools authorized by multiple districts would require redundant administrative efforts to serve a population that could more effectively be served by a single charter school rather than six charter schools; a single charter school also provides efficiencies in enrollment, reporting, and compliance. A countywide charter streamlines these efforts, allowing for centralized operations, staffing, and governance. It also enables a single Local Control and Accountability Plan (LCAP) that aligns with the school's regional mission, rather than requiring multiple fragmented plans tailored to individual districts. This not only improves operational efficiency but also ensures more coherent and equitable service to families throughout San Mateo County. A single countywide benefit charter school also promotes the best use of public education funds by ensuring that every dollar can be maximally used to support student programs rather than administrative and programmatic costs that would be duplicated across multiple charter schools.

ELEMENT A: THE EDUCATIONAL MODEL

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Education Code § 47605.6(b)(5)(A)(i).

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Education Code § 47605.6(b)(5)(A)(ii).

"If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools." Education Code § 47605.6(b)(5)(A)(iii).

MISSION AND VISION

Vision: Oceanlight School is a school for the planet. Where purpose meets possibility.

We envision a world where young people rise to the challenges of their time with creativity, compassion, and courage. They are ready to lead, innovate, and care for the Earth and each other.

Mission: Our mission is to launch "solutionaries" with the heart, mind, and skills to care for our planet. Through hands-on, interdisciplinary learning, leadership development, and environmental stewardship, we prepare students to lead with purpose and act with impact in their communities and beyond.

EDUCATIONAL PHILOSOPHY: GOALS, PHILOSOPHY, CORE VALUES

WHAT DOES IT MEAN TO BE AN EDUCATED PERSON IN THE 21ST CENTURY?

"To prepare the talents we need for the 21st century, we need to redefine excellence in education. Instead of effectiveness in homogenizing students, an excellent education should support the development of diverse talents. ***Instead of suppressing creativity and individual differences, an excellent education should deliberately cultivate them. Instead of preparing compliant employees, an excellent education should intentionally encourage children to be entrepreneurial."*** - Dr. Yong Zhao, Foundation Distinguished Professor in the School of Education at the University of Kansas

At Oceanlight School, we believe that to be educated in the 21st century means being equipped with not only academic knowledge but also the curiosity, resilience, innovation, and empathy needed to thrive in a rapidly changing world. To thrive–and survive, we must protect and steward our planet and environment.

Our approach, grounded in environmental stewardship, experiential project-based learning, a STEAM-driven problem-solving framework, social-emotional learning, and family partnerships, prepares students to solve real-world problems and to be change agents. We aim to cultivate students who are curious, empathetic, innovative, and resilient. They have been formed in heart, mind, and skills to care for self, one another, and to take their own responsibility for their community and the planet. These are essential life skills that will allow them to be successful learners and leaders as high schoolers, college students, and eventually adults.

In an era marked by drastic climate change, technological advancement, global interdependence, and complex social challenges, an educated person must be equipped not merely with factual knowledge but with adaptable thinking, critical inquiry, collaboration, and compassion. As Tony Wagner (2012) argues in *Creating Innovators*, "The capacity to innovate—to solve problems creatively or bring new possibilities to life—and skills like critical thinking, communication, and collaboration are far more important than academic knowledge alone." And Tom Torlakson, a former California State Superintendent of Public Instruction whose office launched California's Blueprint for Environmental Literacy, states that "Fostering environmental literacy gives educators the opportunity to nurture the 'whole child', to learn about and understand nature, and to inspire students to ask meaningful questions about the world around them and their role in it."

In the spirit of these themes, we define an educated person as someone who actively applies learning to real-world challenges, contributes positively to civic life, deeply considers multiple and diverse viewpoints, constructively articulates and participates in critical thinking, and cares for others and the environment.

Oceanlight School utilizes diverse curriculum options to align to California Department of Education's academic content standards, including Common Core State Standards (CCSS) primarily focused on Mathematics and English Language Arts, Next Generation Science Standards (NGSS), History-Social Science Framework, English Language Development (ELD) Standards, and State Content Standards (referred to as "State Standards" which includes standards for Arts, Health, Computer Science, and Physical Education). The curriculum we use and the standards that we address aim to prepare students for high school, college, career, and the global economy.

Our standards-based curriculum is delivered through an experiential project-based learning (PBL) model and a STEAM-driven curriculum (the core of our academic program). Research by Thomas (2000), Barron & Darling-Hammond (2008), and Condliffe et al (2017) demonstrates that PBL enhances student engagement, promotes critical and creative thinking, improves problem-solving skills, and leads to deeper learning outcomes. Through interdisciplinary projects connected to real-world issues, students develop both academic content mastery and essential 21st-century competencies. Through experiential PBL, "Students can best develop environmental literacy through a combination of learning experiences in and out of the classroom, including outdoor and informal education, experiences in green school buildings and grounds, in students' local parks, and in residential outdoor science programs." (California State Superintendent of Public Instruction Tom Torlakson's California Environmental Literacy Task Force, 2015).

We also recognize that to be an educated person in the 21st century requires social-emotional intelligence and cultural humility (CASEL, 2020). Research indicates that social-emotional learning fosters stronger academic outcomes, improved relationships, and greater well-being (Durlak et al., 2011). Therefore, we integrate social-emotional learning and mindfulness practices throughout the curriculum, drawing on CASEL standards–helping students develop empathy, self-awareness, and responsible decision-making.

Further, in the 21st century, digital literacy is an essential competency for an educated person. Digital literacy refers to the ability to use digital tools safely, ethically, critically, and creatively to solve problems, communicate, and innovate across disciplines. We align with the International Society for Technology in Education (ISTE's) Standards for Students (ISTE, 2025). As a STEAM-focused school grounded in environmental stewardship, we teach students not only how to

harness the power of technology and artificial intelligence to help solve the planet's problems, but also how to critically examine technology's environmental and societal impacts. We also believe that digital wellbeing – the intentional effort to cultivate a healthy and balanced relationship with technology (at school and at home) – is foundational to digital literacy. A digitally literate person identifies healthy, ethical choices around technology use and considers its impact on themselves and on others (Thomas, Choudhari, Gaidhane, & Syed, 2022).

We affirm that learning extends beyond the classroom and must be connected to families, communities, and academic institutions. Taking a whole-community approach, inviting families to be full partners in their children's education fosters a sense of belonging, identity, and shared purpose, further reinforcing students' academic achievement and civic agency. Affirmation of parent, family, and community involvement is shown through family participation in the classroom and at the school, including establishing a Parent Teacher Organization, collaborating with community partners to participate in school events and field trips, and awareness-building events. We also believe that collaborating with academic institutions—particularly those focused on our academic pillars of environmental stewardship, experiential, project-based learning, and STEAM—provides unique learning opportunities for students, teachers, and the school community. This ensures students are learning from experts in the field and provides our teacher with professional development experiences.

By enacting this vision of an educated vision in the 21st century, we aim to develop the academic and non-academic skills and qualities necessary to thrive now and in the future.

In a survey of 18,000 people in 15 countries, McKinsey Global Institute identified a set of 56 foundational skills to future-proof citizens to be competitive in jobs of the future (Dondi, Klier, Panier, Schubert, 2021). These skills–called the DELTA skills (Distinct Elements of Talent)--outline the skills and attitudes that will be important for individuals and future workers in a rapidly changing world. McKinsey categorized the 56 DELTAs into four areas: cognitive, interpersonal, self-leadership, and digital. These non-academic skills and qualities provide a research-based roadmap of the skills required for the future. Citizens who have a higher proficiency in these skills indicate a higher chance of being employed, with higher incomes and job satisfaction. Focusing on DELTAs as a north star framework for academic and



non-academic skills, our goal is to equip students with important qualities to be ready for college and career before entering high school.

At Oceanlight School, through an education grounded in experiential project-based learning, a STEAM-driven curriculum, environmental stewardship, and family engagement–grounded in a foundation of social-emotional learning–we aim to foster the skills of the future in students. Students will be prepared with academic knowledge, as well as the cognitive, interpersonal, self-leadership, and digital skills needed to thrive and make an impact in a rapidly changing world.

TARGET STUDENT POPULATION: WHO ARE WE TRYING TO EDUCATE

STUDENT GRADES, AGES, AND CLASSES

Oceanlight School will serve students in **Transitional Kindergarten (TK) to 8th grade**, with a maximum enrollment capacity of **488 students** at two classrooms per grade level within the first five years. The school anticipates **beginning operations for the 2026-27 school year** if authorization is received by the San Mateo County Office of Education. The school will accept students as young as four years old who will turn five between September 2, 2026, and September 1, 2027, for TK, and will serve students up to 8th grade, when most will turn fourteen before graduating on to high school.

Please refer to our Enrollment section in Element A for class sizes and the plan for growth to full capacity.

The first location we plan to be in is within 2-3 miles of Hickey Blvd and Skyline Blvd. This intersection is at the border of Daly City, Pacifica, and South San Francisco. We then hope to expand into a multi-site campus as our program proves to be successful and to meet demand. Please refer to Element D for more on location and facilities.

DEMOGRAPHIC AND SOCIOECONOMIC OVERVIEW

We will primarily serve the northern communities of San Mateo County, including Pacifica, Daly City, Colma, San Bruno, South San Francisco, Brisbane, and Bayshore. Given their geographical proximity to Pacifica, where the majority of interested families reside, our initial focus will be on attracting students from Pacifica, Daly City, and San Bruno, with the goal of building upon the existing school communities in these areas. Oceanlight School desires to have a student population that reflects the diversity of Northern San Mateo County.

Figures A-1 and A-2 show the 2024 student demographic data for public school districts in Northern San Mateo County. The target population reflects significant cultural, linguistic, and socioeconomic diversity, with unique educational needs.

- **English Learners (25%)**: A high proportion of students requiring language support.
- **Socioeconomically Disadvantaged (42%)**: A considerable percentage of students face economic hardship.
- **Students with Disabilities (14%)**: A substantial group requiring specialized support.
- **Homeless and Foster Youth (2%)**: Students who may face instability and require trauma-informed approaches.
- **Diverse Ethnic/Racial Backgrounds**: A multicultural student body requiring inclusive and culturally responsive practices (Figures A-3 and A-4)

Source: California Dashboard

Figure A-1: Table of Student Groups in Public School Districts in N. San Mateo County in 2024

	PACIFICA		JEFFERSON ELEMENTARY		SAN BRUNO PARK		SO SF UNIFIED (K-12)		BRISBANE		BAYSHORE		N. SAN MATEO COUNTY Oceanlight School Target Region	
Student Group	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**
English Learners	223	8.10%	1,810	36.80%	501	25.70%	1,826	23.50%	75	15.70%	111	32.90%	4,546	24.99%
Foster Youth	2	0.10%	2	0%	2	0.10%	8	0.10%	0	0%	0	0%	14	0.08%
Homeless	39	1.40%	67	1.40%	49	2.50%	223	2.90%	1	0.20%	2	0.60%	381	2.09%
Socioeconomically Disadvantaged	561	20.50%	2,554	51.90%	834	42.80%	3,326	42.80%	127	26.60%	217	64.40%	7,619	41.88%
Students with Disabilities	354	12.90%	571	11.60%	221	11.30%	1,247	16%	52	10.90%	32	9.50%	2,477	13.62%

Figure A-2: Graph of Anticipated Student Sub-groups for Oceanlight School

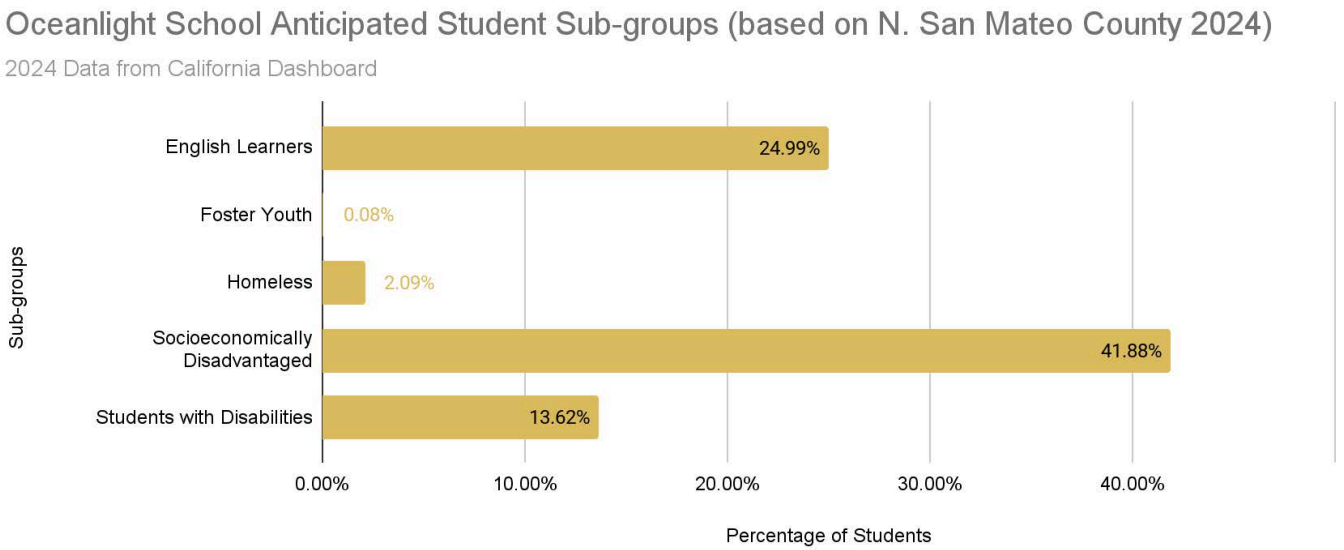
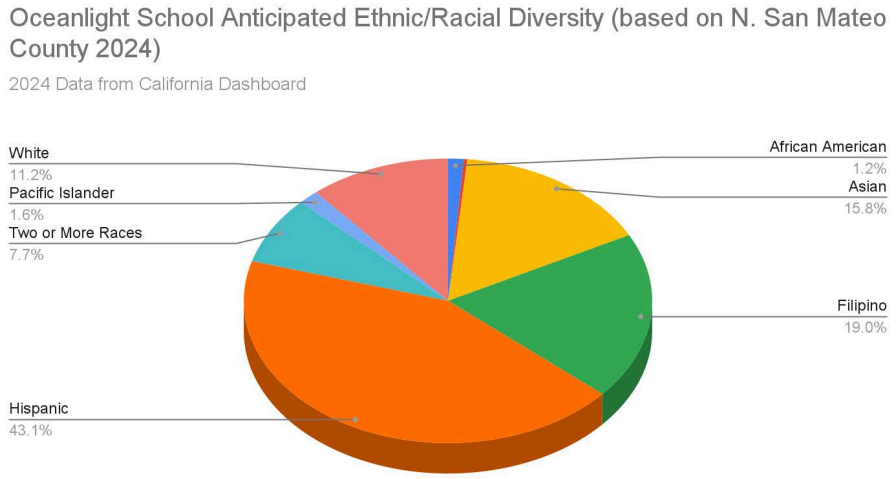


Figure A-3: Table of Student Ethnicity/Race Public School Districts in N. San Mateo County in 2024

	PACIFICA		JEFFERSON ELEMENTARY		SAN BRUNO PARK		SO SF UNIFIED (K-12)		BRISBANE		BAYSHORE		N. SAN MATEO COUNTY Oceanlight School Target Region	
Ethnic/Racial Group	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**	**# of Students**	**% of students**
African American	31	1.10%	66	1.30%	20	1%	84	1.10%	7	1.50%	13	3.90%	221	1.21%
American Indian	4	0.10%	4	0.10%	2	0.10%	39	0.50%	0	0%	1	0.30%	50	0.27%
Asian	220	8%	927	18.80%	358	18.40%	1,161	14.90%	118	24.70%	43	12.80%	2,827	15.54%
Filipino	215	7.90%	1,315	26.70%	180	9.20%	1,573	20.20%	54	11.30%	58	17.20%	3,395	18.66%
Hispanic	729	26.60%	1,967	40%	897	46%	3,802	48.90%	139	29.10%	168	49.90%	7,702	42.33%
Two or More Races	455	16.60%	250	5.10%	85	4.40%	500	6.40%	57	11.90%	26	7.70%	1373	7.55%
Pacific Islander	14	0.50%	45	0.90%	99	5.10%	113	1.50%	0	0%	17	5%	288	1.58%
White	1,069	39.10%	319	6.50%	12	0.60%	491	6.30%	98	20.50%	11	3.30%	2,000	10.99%
TOTAL ENROLLMENT	2737		4922		1,950		7,770		477		337		18,193	0

Figure A-4: Graph of Student Ethnicity/Race from North County Public School Districts in 2024



Oceanlight School will serve a diverse and dynamic student population drawn from the communities of Pacifica, Daly City, San Bruno, South San Francisco, Colma, and Brisbane. Based on demographic data and educational research, Oceanlight School identifies the following student sub-groups to guide the development of its academic program and support services. Refer to the section on how Oceanlight School plans on Meeting the Needs for All Students for a more detailed description of each of these anticipated student sub-groups.

1. Support for English Learners (ELs)

We anticipate 25% of our student population to be identified as English Learners (ELs). To support the linguistic and academic needs of these students, Oceanlight School will implement:

- English Language Development (ELD) programs that integrate language acquisition with core content areas.
- Culturally responsive teaching practices to foster inclusivity and relevance.
- Family engagement strategies via a Diversity Leadership Group to assist multilingual households and help with translation.
- Ongoing professional development for educators on best practices for teaching ELs, including explicit teaching, where teachers clearly explain and demonstrate a concept or skill, breaking it down into smaller steps, and integrated ELD approaches.
- All teachers must hold an English Learner (EL) authorization.

2. Addressing Socioeconomic Disadvantages

We anticipate that about 42% of the student population is identified as socioeconomically disadvantaged. To address the barriers associated with economic hardship, Oceanlight School will:

- Provide students with wraparound services, including counseling, nutrition programs, and small group academic support. Experienced teachers will mentor less experienced teachers to provide differentiated instruction.
- Contract with a good service provider to serve breakfast and lunch.
- Incorporate project-based learning (PBL) that connects academic content to real-world problem-solving, executive functioning, and social-emotional skills.
- Incorporate concepts tying project-based learning and real-world experiences to high school, college, and career readiness opportunities.
- Enhance digital literacy and ensure access to technology and internet resources (both in school and at home).
- Foster community partnerships to provide support beyond the classroom, such as affordable after-school programs, scholarships for enrichment opportunities, and connect students to family resource centers.

3. Inclusive Education for Students with Disabilities and Special Needs

We expect students with disabilities to make up 14% of the student body in our target region. Oceanlight School will ensure their inclusion and success by:

- Developing Individualized Education Plans (IEPs) that are responsive to the unique needs of each student.
- Following through with the IEPs that students bring with them when joining the school.
- Implementing inclusive teaching strategies to integrate students with disabilities and special needs into all classrooms.
- Employing specialized staff, including special education teachers and paraprofessionals, to support special and diverse needs.
- Utilizing assistive technologies and adaptive learning tools in all classrooms

4. Addressing the Needs of At-Risk and Vulnerable Populations

Oceanlight School recognizes that homeless students and foster youth might make up about 2% of our student body and will face additional challenges. To support these students, Oceanlight School will:

- Create stable and supportive learning environments through trauma-informed practices.
- Connect students with the San Mateo County Office of Education for resources that support transient or at-risk students.
- Develop flexible academic support structures to accommodate students experiencing instability.
- Provide training for staff on how to help support students and families who are homeless or include foster youth. This would include increasing awareness and understanding of the social and emotional needs of these families.

5. Promoting Cultural Responsiveness and Inclusivity

We anticipate a diverse racial and ethnic student body reflecting the region's racial and ethnic distribution of Hispanic (42%), Filipino (19%), Asian (16%), and other racial groups. Oceanlight School will:

- Form a Diversity Leadership Group consisting of family representatives of different cultural backgrounds and identities.
- Adopt a curriculum and social studies and ELA resources that celebrate the diverse multicultural backgrounds of the student population.
- Implement staff training on cultural competency and inclusive pedagogy.
- Organize community and cultural events to strengthen school-community connections and to share and celebrate diverse cultures. E.g, multicultural night organized by a Diversity Leadership Group

6. Building Social-Emotional and Academic Resilience

To address the needs arising from socioeconomic and linguistic diversity, Oceanlight School will prioritize social-emotional learning (SEL) to:

- Foster resilience, self-awareness, and empathy through an embedded and structured SEL curriculum.
- Incorporate trauma-informed teaching practices to support students affected by instability.
- Create mentorship opportunities for families to feel equipped to take leadership positions in the parent organization.

Oceanlight School is committed to designing a holistic and inclusive educational program that addresses the diverse needs of the North County community, ensuring all students thrive academically, socially, and emotionally. In alignment with California's eight state priorities—basic services, implementation of state standards, course access, parent involvement, pupil engagement, school climate, pupil achievement, and other student outcomes—Oceanlight School's program is designed to meet and exceed the expectations of a high-quality public education.

INCLUSIVE ACADEMIC MODEL FOR ALL STUDENTS

Oceanlight School is committed to providing a high-quality education for all students, regardless of background, ability, or academic performance. Our academic model is specifically designed to be accessible and supportive for students with diverse needs, including those requiring special education.

Our approach is tailored to support students who face academic challenges. We believe in creating a welcoming, inclusive environment where all students can thrive. We aim to expand into a multi-site campus in several different neighborhoods to serve a broad range of students, including those from underrepresented and historically marginalized groups. By focusing on inclusivity and diversity, we seek to foster a school community where every student feels supported, valued, and capable of achieving their full potential.

INSTRUCTIONAL DESIGN: HOW LEARNING BEST OCCURS

At Oceanlight School, we believe education should nurture the whole child academically, socially, and emotionally. Our integrated approach to teaching and learning reflects this belief, combining environmental stewardship, experiential Project-Based Learning (PBL), thematic interdisciplinary teaching powered by a STEAM-driven curriculum, and family partnerships to create a dynamic and supportive learning environment. At the foundation of this model is a school culture shaped by embedded and intentional social-emotional learning practices.



We believe learning best occurs through active, hands-on engagement with real-world challenges. Our educational philosophy empowers students to become self-motivated, competent, **lifelong learner**s equipped with the skills to thrive in the 21st century. A vital component of this approach is environmental stewardship, which deepens students' understanding of the interconnectedness between humans and the natural systems they rely on. By exploring environmental issues and sustainability through real-world applications, students develop a sense of stewardship and responsibility that extends far beyond the classroom. Our curriculum intentionally integrates environmental literacy across content areas, helping students connect academic knowledge to the health of their communities and the planet.

HOW LEARNING BEST OCCURS

As educators and education researchers, we believe that learning is most impactful when students are actively engaged in the process of constructing knowledge. These are the research-based principles that guide our educational design:

- **Active, Hands-On Engagement:** Learning occurs most effectively when students participate actively rather than passively. According to Bransford, Brown, and Cocking (2000, p. 34), "Learning is most effective when learners are actively involved in the process and can connect new information to their existing knowledge base." Our experiential PBL approach ensures that students immerse themselves in complex, real-world tasks that require critical thinking and problem-solving. For example, fourth graders will research and create a field guide before their overnight trip to Point Reyes National Seashore, where they observe wildlife and learn how the Miwok people used local resources.



Watching a scientist dissect a cow eyeball at the Exploratorium

- **Social Interaction and Collaboration:** Vygotsky's (1978) theory emphasizes that learning is a social process, enriched by meaningful peer engagement. At Oceanlight School, collaboration is central to learning, which includes cross-grade projects where older and younger students learn with and from one another, fostering both academic and social-emotional growth. For example, older grade students pair up with younger students as reading buddies for a year. The older students learn the skills of reading aloud and leading a group, while the younger students receive mentorship that inspires them to become readers themselves. We also believe that family engagement–inviting parents to participate in the classroom–provides rich opportunities for students to interact with other adults who care and who model a love of learning alongside them.

- **Contextualized, Real-World Learning:** Blumenfeld et al. (1991) emphasize that students are more motivated and retain information better when they apply learning to real-life contexts, in that "Students engage more deeply when they can see the relevance of their learning to their lives." Experiential PBL at Oceanlight School connects academic content with real-world learning opportunities. Students regularly visit the local park, garden, or community institution (fire station, city hall, etc.) to meet with experts and engage in out-of-classroom, hands-on learning. Multiple times per year, students go on a field trip as part of their project-based learning units. For instance, in autumn, first graders visit the local pumpkin farms as a part of a unit teaching about sustainable farming, food economy, and the rich cultural traditions around harvest time celebrated in many cultures.

- **Interdisciplinary and Integrated Learning:** Drake and Reid (2018) highlight that integrated curricula promote deeper conceptual understanding and knowledge transfer across contexts, stating, "Interdisciplinary learning fosters the ability to connect ideas and apply knowledge flexibly." Our PBL projects integrate multiple subjects, enabling students to make meaningful connections. For example, even in younger grades, our teachers organize their teaching around a 4-6 week theme such as the Alaska Iditarod race. They write biographies of their mushers, learn about the science of survival in an era of extreme climate events, dive into the geography of Alaska, and calculate the distances and speeds covered by their mushers.

- **Reflection and Metacognition:** Reflection is crucial for consolidating learning, as noted by Hattie (2012), "Reflective practices significantly enhance learning outcomes by fostering self-regulation and metacognition." Students at Oceanlight School reflect on their progress, evaluating successes and areas for improvement. Students participate in various avenues for reflection, including drawing in younger grades, and in older grades, discussion and journaling. To support metacognition, we incorporate current events and help make connections to the lessons of the past.



Making and observing sound waves in sand

- **Student Agency and Ownership:** Zimmerman (2002) asserts that giving students ownership of their learning increases motivation and achievement: "Students who take ownership demonstrate greater persistence and higher levels of accomplishment." By allowing students to select project topics, we ensure that they are deeply invested in their learning. For example, our 8th-grade students will engage in a culminating project where they propose a topic and set goals for the project of their choice. Some students have created cookbooks with their grandparents, written and recorded music, or set up a small cottage business. Students also exercise agency through classroom roles and responsibilities such as “helper of the day” or “lunch helper”.

- **Supportive Learning Environment:** A positive school climate and supportive learning environment foster engagement, resilience, and academic risk-taking (Darling-Hammond et al., 2020). At Oceanlight School, we promote a growth mindset, celebrate diversity, and promote inclusion to ensure that all students—regardless of background, identity, or ability—feel respected, supported, and empowered. The Organization for Economic Co-operation and Development, an international organization that shapes policies for equity and well-being, states, "Achieving equity in education means ensuring that personal or social circumstances... are not obstacles to achieving educational potential." Our school will house a Diversity Leadership Group that facilitates school-wide events like Ability Awareness Day and Multicultural Night.

- **Challenges and Problem-Solving:** Oceanlight School will incorporate challenges to encourage student motivation, perseverance, and feelings of competence and accomplishment (Usher & Kolber, 2012). Some challenges will be internal to the school (i.e., plastic-free week), whereas other challenges are hosted by external organizations. For example, we might participate the Future City Challenge hosted by DiscoverD or 3M’s Young Scientists Challenge. This annual challenge engages students to propose innovative solutions to pressing global issues. Students unpack the causes and effects of this phenomenon, define a problem they want to address, and present ideas for solutions. Students feel a sense of community and cooperation in working together on challenges, and they feel a sense of accomplishment knowing they are tackling solutions to real-world issues.

EXPERIENTIAL PROJECT-BASED LEARNING

At Oceanlight School, we believe that learning best occurs through active, hands-on engagement with real-world challenges. Our educational philosophy centers around experiential Project-based Learning (PBL), which combines the two approaches to empower students with the skills to thrive in the 21st century.

Experiential learning refers to learning through direct participation, reflection, and active engagement where students apply concepts and skills to solve problems. Kolb's (1984) cycle of learning illustrates the experiential learning process, which includes:

1) **Knowledge:** concepts and information are gained through acquisition and past experience;

2) **Activity:** the application of concepts into a real-world setting; and

3) **Reflection:** the synthesis of information and activity to create new knowledge.



Marine Science Institute Field Trip in the San Francisco Bay. Pulling up the net to test water samples and catalog what sea life lives in the bay.

During experiential learning, the learner is engaged in inquiry, investigation, experimentation, curiosity, and creativity. Kolb's model, showing that experiential learning is a multidimensional process drawn from prior education scholars, including John Dewey, Kurt Lewin, and Jean Piaget.

PBL, according to the Buck Institute of Education, is "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." Students then demonstrate knowledge by creating a culminating project and presentation. Project-based learning fosters critical thinking, collaboration, creativity, and communication skills.

Research consistently supports the efficacy of PBL as a powerful educational model. According to Thomas (2000), effective PBL environments foster deep understanding by requiring students to actively construct knowledge rather than passively receive information. Similarly, Larmer and Mergendoller (2010) highlight that well-structured PBL promotes critical thinking, problem-solving, and collaborative skills—core competencies vital for the modern workforce.

Oceanlight's experiential project-based learning combines hands-on, real-world projects with reflection and active engagement, facilitating deeper learning and skill development, moving beyond traditional lectures and rote memorization. Experiential PBL is a cornerstone of our educational philosophy, fostering deep engagement with relevant, real-world topics. It empowers students to develop essential skills in teamwork, communication, and problem-solving while taking ownership of their learning. Through a carefully crafted, experiential PBL-driven curriculum, we offer students opportunities to apply their knowledge in meaningful ways. Efstratia (2014) argues that "through Experiential Learning and in particular through PBL, connection with problems of the real world is achieved" because "students develop apart from cognitive skills, significant abilities that could change our world to a better one, while they

enhance their learning outcomes." By tailoring projects to suit the developmental needs of each grade and developmental level, and providing structured guidance, we ensure that learning experiences are both impactful and transformative.

At Oceanlight School, we believe that learning extends beyond the classroom walls. To foster real-world learning experiences, we integrate a diverse range of field trips into our curriculum, providing students with opportunities to connect classroom lessons to the world around them. Our dedicated staff and supportive parent community view learning as a dynamic and collaborative journey, where children actively engage in the process of inquiry alongside their educators and adult family members. Through hands-on, experiential learning, students explore core subjects such as language arts, math, science, and social studies along with the visual and performing arts, deepening their understanding through meaningful lived experiences.



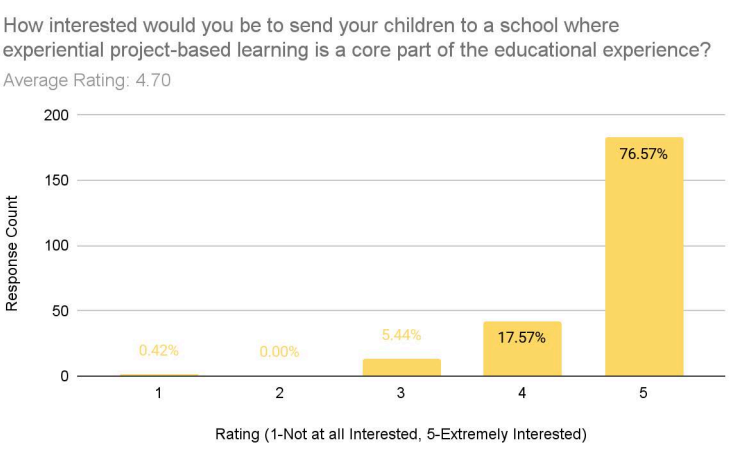
Overnight field trip to Fort Ross involves weeks of research about California history, writing biographies of the workers, studying the impact of humans on the sea otter population and ecology of the california coast.

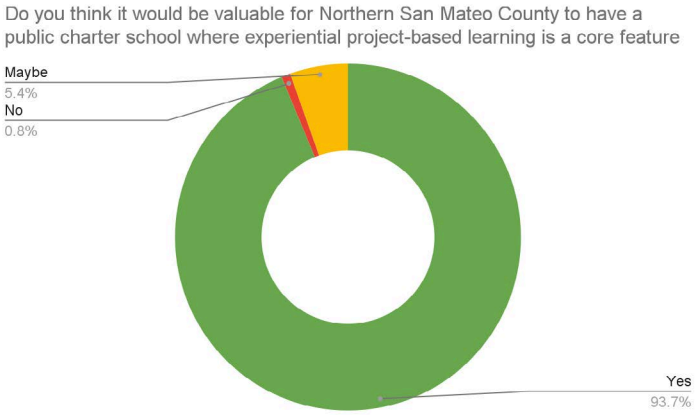
For example, in fifth grade, in a unit on California wetlands, students explore the driving question: "What is the significance of wetlands at Point Reyes, from the past to the present?" Students explore the wetlands of Point Reyes National Seashore, focusing on endangered species and their habitats. They then visit Point Reyes, participating in hikes, nature journaling, and art, play Native American games and crafts using natural materials of the area, and engage in discussions on the seven generations philosophy, emphasizing sustainable resource management. As a culminating project, they synthesize their learning experience in the form of a diorama and presentation on the wetlands of today, and how we can protect and sustain them. They also write a compelling letter to the next generation explaining the importance of the California coastal wetlands from ancient times through today.

Community Interest in Experiential Project-Based Learning

Families in Northern San Mateo County see the value of Experiential Project-Based Learning, but have minimal access to it within the public education offerings in their region. Figure A-5 shows the results of the Oceanlight Family Interest Survey. Families gave an average rating of 4.70/5.00 to their interest in sending their school where this type of learning is a core part of the educational experience. And 94% gave their support for a public charter school in Northern San Mateo County.

Figure A-5: Oceanlight School Family Interest Survey Results - Demand for Experiential Project-based Learning





Core Components Of Experiential PBL:

1. **Student Agency and Choice:** Students take ownership of their learning by selecting projects that align with their interests and community needs. This fosters intrinsic motivation and encourages deeper engagement.

2. **Real-World Relevance:** Projects are designed around relevant, real-world challenges, allowing students to apply their learning in meaningful contexts. This relevance not only enhances engagement but also prepares students for future academic and professional settings. Research by Blumenfeld et al. (1991) demonstrates that real-world applications in PBL significantly increase student motivation and retention.

3. **Interdisciplinary Learning:** PBL naturally integrates multiple subjects, encouraging students to draw connections between disciplines. This holistic approach mirrors the complexity of the real world and nurtures versatile, adaptable thinkers. Drake and Reid (2018) underscore that integrated curricula support deeper conceptual understanding and transfer of knowledge across contexts.

4. **Collaboration and Communication:** Students work collaboratively in diverse teams, honing essential interpersonal and communication skills. Peer collaboration fosters leadership, conflict resolution, and the ability to work effectively within a group setting. Vygotsky's (1978) social constructivist theory supports this approach, emphasizing the role of social interaction in cognitive development.

5. **Reflection and Continuous Improvement:** An integral part of our PBL model is structured reflection. Students evaluate their own progress, identify areas for improvement, and receive



Bug theme day engages kids in an interdisciplinary way around this theme

constructive feedback from peers and teachers. According to Hattie (2012), reflective practices significantly enhance learning outcomes by fostering self-regulation and metacognition.

6. **Community Engagement:** Our projects often involve partnerships with local organizations and community stakeholders, grounding students' work in authentic community issues and fostering civic responsibility. Zhao (2012) highlights that engaging students in community-focused projects enhances their sense of agency and social commitment.

Expected Outcomes Of Experiential PBL:

- **Critical and Creative Thinking:** Ability to analyze complex problems, devise innovative solutions, and adapt to new challenges.
- **Collaboration and Communication:** Capacity to work effectively in teams, articulate ideas clearly, and listen actively.
- **Self-Directed Learning:** Skills to set goals, manage time, and take responsibility for one's learning.
- **Civic and Social Responsibility:** A commitment to applying knowledge for the betterment of the community.

By embedding experiential project-based learning at the core of our educational model, Oceanlight School ensures that students are not just academically prepared but also equipped to navigate the challenges that are impacting their communities and the broader world.

Staff Support

To equip our teaching staff with the skills and resources to feel confident in experiential project-based learning, we will provide professional development and adequate time for staff collaboration and lesson preparation. Please refer to the Professional Development section for more details.

FAMILY PARTNERSHIPS

Family participation is a cornerstone of Oceanlight School, strongly correlating with positive student outcomes. Many of our unique experiential learning opportunities would not be possible without robust family participation in many aspects of our program. As the California Department of Education (2025) emphasizes, "research has shown that strong family-school partnerships lead to improved student outcomes," including "improved identification of needs, improved social emotional development, improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career."

We prioritize building strong family partnerships and cultivating practices that go beyond traditional volunteer hours. We recognize that family involvement evolves as children grow, and we adapt our approach to meet the dynamic needs of students and families across grade levels. Rather than a one-size-fits-all model, we view family engagement as a flexible, evolving commitment, as "outcomes are best achieved when families and schools work together, collaboratively, and in an ongoing partnership that is focused on supporting improved learning and development outcomes: (California Department of Education, 2025).

The Impact of Family Participation on Student Success

Research consistently shows that family participation is strongly linked to positive academic, social, and emotional outcomes for students. According to Henderson and Mapp (2002), when families are actively engaged in their children's

education, students achieve higher grades, attend school more regularly, develop stronger social skills, and are more likely to graduate and pursue postsecondary education. Family involvement positively influences students across all racial, ethnic, and socioeconomic groups. Notably, early and sustained family engagement—beginning as early as preschool—has been linked to long-term academic success.

Moreover, studies show that different forms of family participation are developmentally appropriate at various stages. Research by Hill and Tyson (2009) suggests that, in elementary school, direct involvement in school-based activities—such as volunteering in classrooms or attending events—has the most impact. In middle school, however, academic socialization (e.g., discussing schoolwork, setting expectations, and fostering motivation) plays a more significant role in promoting student success. This developmental perspective shapes our approach to family engagement, ensuring it is inclusive, realistic, and impactful for all grade levels.

In the elementary years, family members may choose to be more present in the classroom, library, makerspace, or participate in activities like theme days, small group work, or field trips. As students progress into middle school, family involvement often shifts toward supporting academic growth and fostering independence. Opportunities such as tutoring, feedback on student writing, and contributing to elective offerings allow family members to remain involved in developmentally appropriate ways. Late elementary and middle school field trips may include overnight experiences, and family involvement can also extend to virtual opportunities—such as virtual tours of a family member's workplace or featured speakers who are experts in different areas related to what students are learning. The diverse expertise within the community offers valuable ways to expose older students to a wide range of career paths.



Overnight field trips are a great way for families to get involved and build long lasting community

Recognizing that time, language, and confidence in working directly with students can present barriers, Oceanlight School is committed to reaching out to families who may feel disconnected. Not all families can volunteer during school hours, but we still deeply value their contributions, whether visible or behind the scenes. To bridge these gaps, we will have a Community and Wellness Coordinator, who would serve as a cultural and logistical connector between households and the school. We also foster family engagement through grade-level Parent Leaders. These parents will be the main point of contact for each grade level for non-academic communication related to class activities, announcements, field trips, and volunteer opportunities. Parent Leaders take the burden off teachers having to respond to parents' questions and organize volunteers.

Additionally, we are committed to educating families about the impact of family involvement, providing training, peer-shadowing, and resources to help all families feel empowered to support their children's learning, whether in classrooms or at home. To coordinate these efforts, the role of our Community & Wellness Coordinator will evolve into a

“connector” who matches family skills, interests, and availability with meaningful opportunities. Intake surveys will help us learn about families’ volunteer interests, hobbies, professional expertise, and preferred modes of involvement. The goal is to connect families with volunteer opportunities that they will enjoy. By listening closely to our community—especially those from socioeconomically disadvantaged backgrounds—we aim to ensure that all voices are heard, valued, and included. Through intentional design and continuous reflection, Oceanlight School will foster a culture of belonging and partnership, where every family has a role in shaping and supporting our learning community.

By grounding our family partnership strategy in this research, Oceanlight School affirms its commitment to equity, student achievement, and a whole-child approach to education. We believe that when families and schools collaborate, every student benefits. Any adult volunteers who work regularly with children will complete the necessary onboarding and training that will include mandated reporter training and fingerprinting.

Community Interest in Family - School Partnerships

Families in Northern San Mateo County want to be involved with their children’s education. Figure A-6 shows that they rate their interest in sending their children to a school where family partnerships are at the heart of the learning community as 4.58/5.00. Families who responded to the survey understand the value of building a strong learning community and look forward to being equal partners with teachers in their children’s education. Those who expressed concerns revolved around whether the adults in their family would have the time to volunteer at school, or were uncertain about how they could contribute.

Figure A-6: Oceanlight School Family Interest Survey Results - Demand for Program with Strong Family Partnership

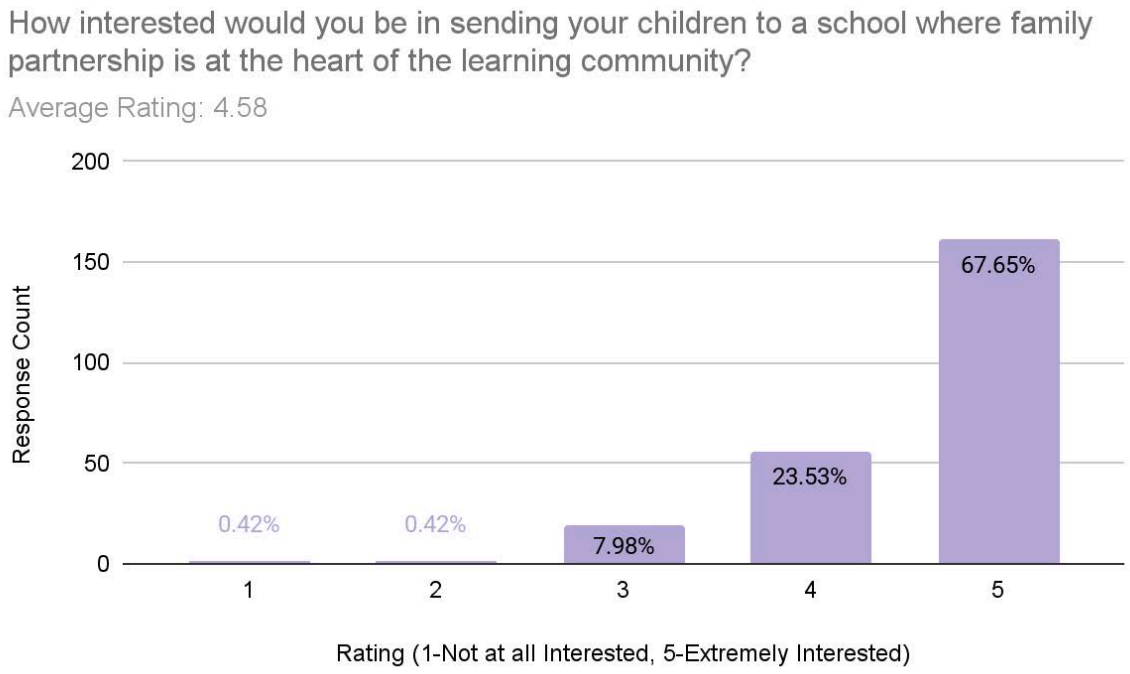
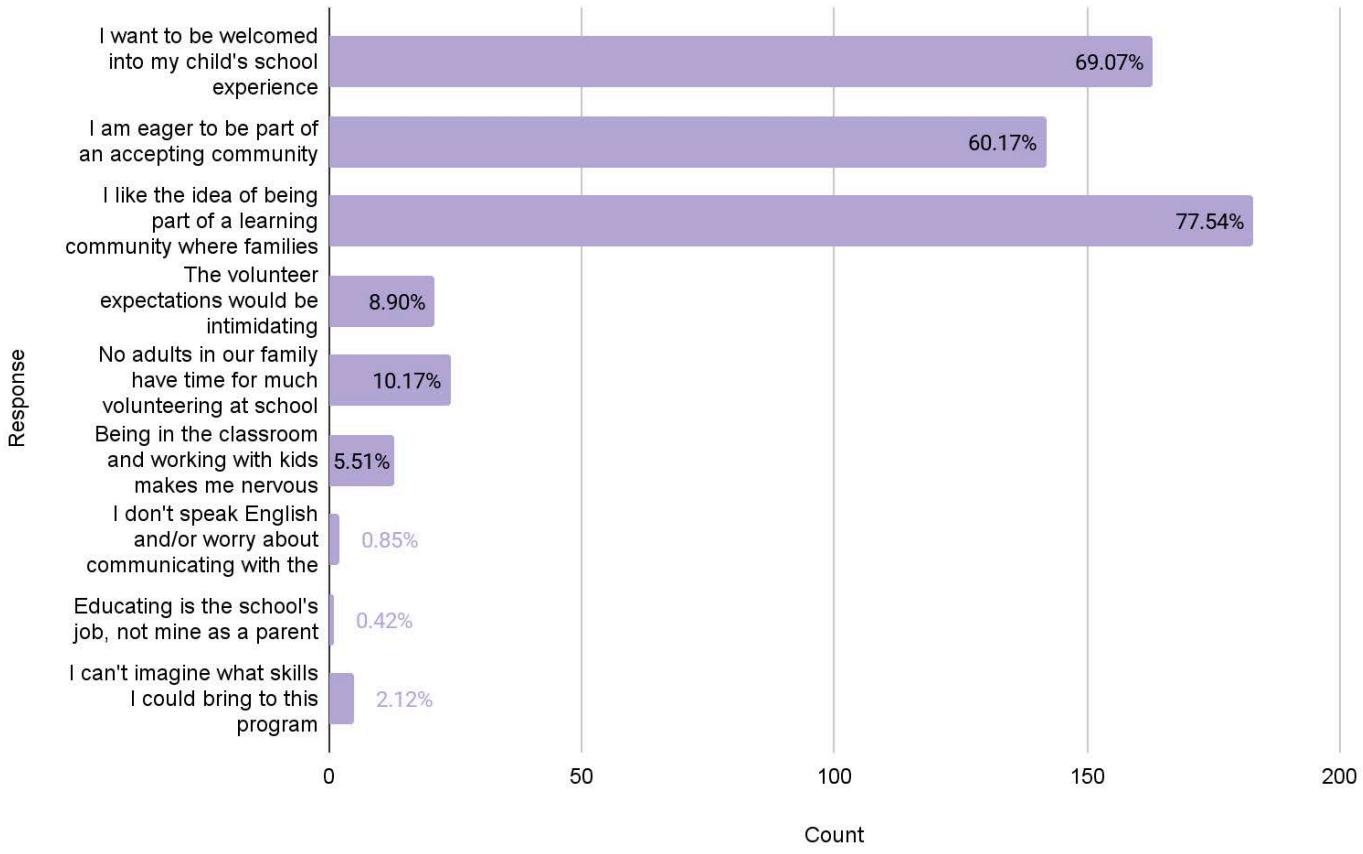


Figure A-7: Survey Results on How Families Feel about Family Partnership



ENVIRONMENTAL EDUCATION AND STEWARDSHIP

“In the end, we will conserve only what we love; we will love only what we understand; and we will understand only what we are taught.” — Baba Dioum, Senegalese forestry engineer

At Oceanlight School, **environmental literacy and stewardship are not isolated programs—they form the central spine of our educational experience**, seamlessly woven into every aspect of our interdisciplinary curriculum, project-based learning model, and school culture. In an era defined by climate change, ecological degradation, and environmental injustice, today's students must become environmentally literate and solutions-oriented citizens. We infuse environmental themes into our core subjects and use the natural world as the foundation for learning both inside and outside of the classroom.



Point Reyes overnight field trip offers opportunities to explore nature and resource management through the generational wisdom and culture of the Miwok people.

As UNESCO (2021) declares, "Climate change is the most pressing challenge facing humanity today, and education must be at the heart of the solution." We believe that preparing students to thrive in the 21st century means preparing them to engage deeply and responsibly with the natural world. In the context of climate change, environmental injustice, and global interdependence, we empower students to understand, analyze, and act upon the ecological challenges of their time.

Environmental literacy means understanding the dynamic interdependence between human systems and natural systems, recognizing how daily choices affect the environment, and applying that knowledge to protect and improve the health of our planet. The California Department of Education (2015) emphasizes that “environmental literacy is an essential element of a 21st century education in California.”

Environmental stewardship goes one step further: it is the ethical responsibility and active practice of caring for the earth and advocating for sustainable practices through personal, community, and systemic action. Aligned with the San Mateo County Office of Education’s vision, Oceanlight School strives to cultivate "solutionaries"—young people who not only identify environmental challenges but also design and implement equitable, sustainable solutions (San Mateo County Office of Education, 2022; Zhao, 2016).

Our environmental education model is based in an experiential project-based learning pedagogy, it is embedded in interdisciplinary thematic units, and it is rooted in both local ecosystems and global environmental challenges. Our location on the edge of the Pacific Ocean—between fragile marine ecosystems and an ever-changing coastal landscape—makes the realities of climate change visible, tangible, and urgent for our students. Rising sea levels, eroding

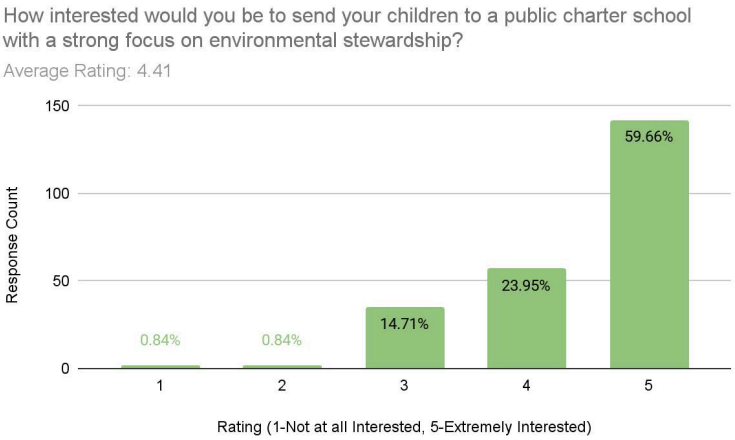
beaches, shifting weather patterns, and local biodiversity loss are not abstract issues; they are phenomena our students can observe, investigate, and respond to. This proximity to the Pacific Ocean and the San Francisco Bay offers authentic opportunities for environmental inquiry, civic engagement, and solutionary thinking in direct connection with the community and environment around us.

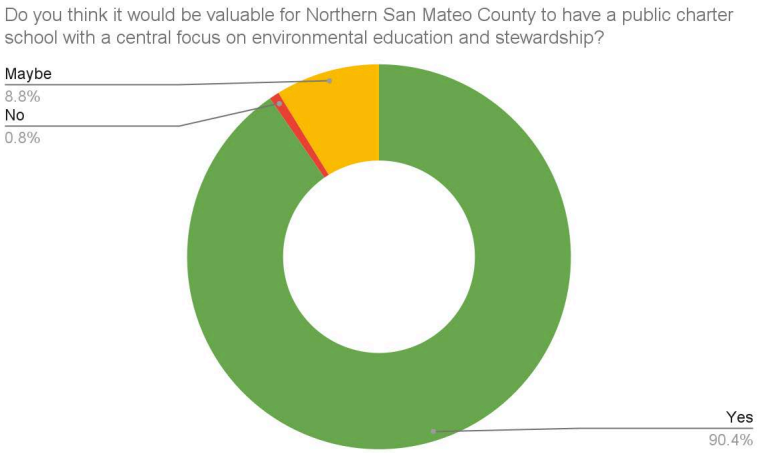
Through hands-on, thematic learning experiences, students develop a meaningful connection to their environment while gaining essential knowledge and skills aligned with various California standards across disciplines and 21st-century learning goals. Oceanlight School brings to life the idea that "education must prepare students to be solutionaries—people who identify inhumane, unsustainable systems and then develop and implement systemic solutions" (San Mateo COE, 2022; Zhao, 2016).

Community Interest in Environmental Education

Families in Northern San Mateo believe strongly in the importance of educating their children to care for the planet. In Figure A-8 we see that when asked in the Oceanlight Family interest survey, families gave their interest in an environmentally focused school a 4.41/5.00 rating and 90% support for having a public school where environmental education and stewardship are the overarching themes.

Figure A-8: Oceanlight School Family Interest Survey Results - Demand for Environmental Stewardship





Core Frameworks and Curriculum Integration

Oceanlight School will align its practices with the California Department of Education's Blueprint for Environmental Literacy (2015) and its ongoing implementation through the California Environmental Literacy Initiative (CAELI), led by State Superintendent of Public Instruction Tony Thurmond. The California Blueprint for Environmental Literacy complements this by articulating a vision for every student to become environmentally literate. Helping students understand the interconnectedness of human and natural systems gives them the tools to solve today's complex problems and advocate for a sustainable future. This means students will understand the relationship between human and natural systems, evaluate the impacts of decisions on the environment, and actively participate in creating a sustainable future. The Blueprint encourages schools to integrate environmental content across subject areas and grade levels, support teacher training, and foster partnerships with community organizations to deepen students' hands-on learning and civic engagement.

Environmental literacy addresses multiple California State Standards. The Common Core and Next Generation Science Standards (NGSS), and California's Environmental Principles and Concepts (EP&Cs) require students to engage in rigorous thinking and problem solving. Environmental literacy supports and reinforces the California Standards. (California Department of Education, 2015, p. 2). The California State Science Framework and the frameworks mentioned above offer detailed guidance for implementing the NGSS across TK–12 education, with a particular emphasis on environmental literacy (California State Board of Education, 2016). It highlights the importance of teaching students how to engage in science and engineering practices to address complex, real-world environmental issues, such as climate change, biodiversity loss, and resource sustainability. The framework advocates for inquiry-based learning, cross-disciplinary connections, and problem-solving skills that empower students to take informed action.

Guiding Principles

Our environmental education program is built on the following principles:

1. **Environmental Literacy Across Disciplines**: Employ the use of NGSS Cross-Cutting Concepts into instruction across the curriculum. Students will engage in cross-curricular learning that incorporates environmental concepts, systems thinking, and inquiry.

2. **Experiential, Field-Based Learning**: Students explore their natural environment firsthand through developmentally appropriate outdoor education experiences.

3. **Signature Programs:** Students participate in numerous signature programs, including our signature annual Marine Science Deep Dive, a whole-school curriculum across all grades that immerses students in marine science, stewardship, and advocacy.

4. **STEAM-Driven Curriculum for Problem-Solving and Advocacy**: Students apply the engineering design process and scientific investigation to real-world ecological “solutionary” challenges. Students leverage visual and performance art for advocacy.

5. **Community Partnerships:** Students work with community partners to take meaningful action that improves local environments.

6. **Civic Engagement and Service Learning**: Students engage in environmental action and volunteer work to make an impact in their communities.

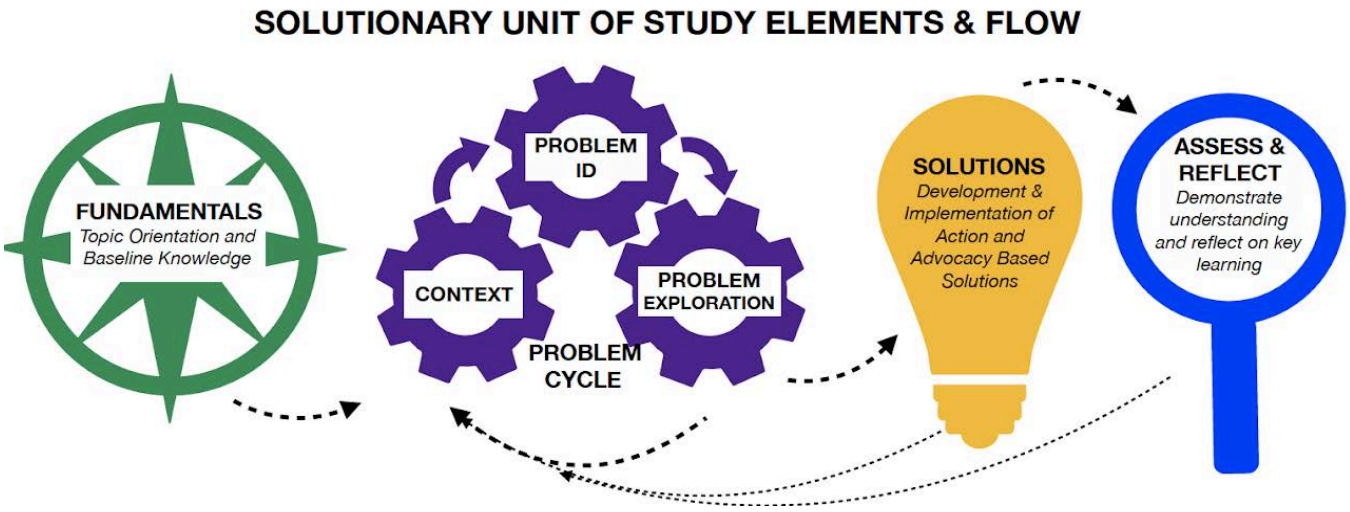
7. **Green Campus Culture**: The school building and grounds model sustainable practices through gardens, green schoolyards, composting, waste reduction, and energy conservation. These practices aim to benefit the planet, reduce heat, promote mental health, and support nature-based play..

We expand on several of these principles below.

STEAM-Driven Curriculum for Problem-Solving and Advocacy

STEAM serves as a powerful vehicle for cultivating environmental problem solvers, integrating crosscutting concepts from NGSS across disciplines. The San Mateo County Office of Education has developed a “solutionary unit of study” that outlines the problem-solving process in Figure A-9.

Figure A-9: San Mateo Office Of Education Graphic of the “Solutionaries" Process



By engaging students in hands-on, interdisciplinary projects that connect directly to local ecological challenges, we utilize a STEAM-driven curriculum for learners to apply their academic knowledge and skills to real-world solutions, and to see themselves as agents of change.

Our TK-8 students use the scientific method and the engineering design process to investigate and address issues such as pollution, water conservation, and habitat restoration. Math and technology help students collect and interpret environmental data, while the arts provide a platform for communicating findings and advocating for sustainability through public exhibitions, digital storytelling, and visual illustrations.

Examples of Possible Interdisciplinary Projects:

Figure A-10: Potential Interdisciplinary Project Concepts

Grade Band	Project Title	Problem Focus	Solutionary Actions
TK–2	*Pollinator Garden Heroes*	Decline of local pollinators	Design, plant, and care for a native pollinator garden; create posters to educate the community.
	Ocean Helpers	Marine debris	Create ocean-themed art from upcycled materials and lead a school “Plastic-Free Day”.
3–5	*Watershed Protectors*	Stormwater runoff and water pollution	Map local watershed, test water quality, and design runoff-reducing solutions like rain gardens.
	Outdoor Ed Solutionary Resource Project	Energy, water, waste & land-use systems	Students complete pre-camp audits of electricity, water, waste, and land use at their school; spend five days at Camp Jones Gulch experiencing sustainable onsite systems (solar straw-bale classroom, composting, food-waste tracking); then develop and

			present solutionary ideas to improve their school (San Mateo Outdoor Education, n.d.)
	Zero-Waste Lunch Challenge	School lunch waste	Track lunch waste, redesign packaging, and present solutions to the cafeteria team.
6–8	*Sustainable Fashion Lab*	Fast fashion and textile waste	Research fashion industry impacts; upcycle clothing and host a "Sustainable Style Show".
	Community Eco Walk	Local awareness of local ecology	Work with local community organizations to create ecology walks that educate residents and visitors about how to protect local and ocean ecosystems.

Oceanlight's environmental programming also draws inspiration from the Environmental Charter Schools model, emphasizing community partnerships and student-led civic action. Our program helps students develop essential competencies: systems thinking, iterative problem solving, collaboration, and civic responsibility. Through STEAM, Oceanlight School fosters academic growth, purpose, empathy, and innovation in our students.

Environmental Literacy Across Disciplines

Oceanlight School integrates environmental education with Social Studies, ELA, Science and Math through a framework of civic engagement and advocacy, structured around concentric circles of influence—beginning with the self and extending to the school, community, and beyond. Students engage in real-world problem-solving activities that consider the equity impacts of environmental solutions on different communities, including families and historically marginalized groups.



Learning about renewable sources of energy at the Old Grist Mill, a operational flour mill. Students then work on a solutionary project around renewable energy.

Through this lens, Oceanlight School emphasizes climate justice, civic literacy, and sustainability. Students develop, refine, and iterate upon their ideas to address both local and global challenges while learning to prioritize empathy, inclusion, and fairness. The curriculum honors both traditional indigenous ecological knowledge and contemporary contributions, ensuring students understand diverse perspectives and innovations in climate resilience. Environmental education at Oceanlight School is intentionally designed to weave together core academic content in Social Studies and English Language Arts (ELA), providing rich interdisciplinary learning experiences. Students build literacy and civic awareness as they explore environmental themes through historical, cultural, ethical, and geographical lenses.

In Social Studies, students examine the human-environment relationship across time and place. Younger students explore how communities interact with local natural resources and how traditions and cultures reflect environmental values. Older students analyze environmental policies, study the impact of industrialization and colonization on ecosystems, and investigate the roles of civic leaders and grassroots movements in environmental change. Topics such as environmental justice, climate migration, and Indigenous ecological knowledge deepen students' historical and cultural understanding.

In English Language Arts, environmental education serves as an anchor for reading, writing, speaking, and listening. Students read a diverse array of literature and informational texts that highlight environmental themes, write persuasive letters and argumentative essays advocating for environmental causes, conduct research on ecological issues, and present findings through multimedia exhibitions. From read-alouds about natural wonders in primary grades to middle school debates on renewable energy or climate action, ELA becomes a vehicle for informed advocacy and expression.

In Science and Math, students investigate environmental phenomena through inquiry-based learning, data collection, and analysis that mirrors the practices of real-world scientists and engineers. In Science, the Next Generation Science Standards (NGSS) guide students to explore ecosystems, climate systems, biodiversity, and human impacts on the environment. Students might analyze water quality in a local watershed, design models to explore renewable energy solutions, or study weather patterns to understand climate trends. Math provides the tools to quantify and interpret environmental data—such as calculating carbon footprints, modeling population growth, graphing pollution levels over time, or using geometry and measurement to design sustainable spaces. Through hands-on projects, students apply mathematical reasoning and scientific methods to evaluate and propose solutions to environmental challenges, reinforcing interdisciplinary connections and cultivating analytical skills grounded in real-world relevance.

By aligning environmental themes with the California History–Social Science Framework, Common Core ELA and Math standards, and NGSS, Oceanlight School cultivates thoughtful, literate, and passionate students who can articulate their understanding of the natural world and act on behalf of it (California Department of Education, 2016).

Teachers may leverage a variety of resources for hands-on projects around environmental education:

- **Roots & Shoots** – Founded by Dr. Jane Goodall, this global program engages youth in service-learning projects that help people, animals, and the environment. It provides educators with tools and frameworks to foster leadership, compassion, and community action.
- **Imagine Learning** – A PreK–12 digital curriculum provider, Imagine Learning offers science, math, ELA, and STEM programs with multimedia content, multilingual supports, and adaptive pathways. Its resources aim to accelerate learning, promote equity, and engage students through interactive experiences.
- **Seeds to Solutions (Ten Strands)** – Developed by the nonprofit Ten Strands, this curriculum guides students through local environmental challenges, using project-based learning to connect academic standards with real-world solutions. It emphasizes climate literacy, community engagement, and youth-led action for environmental resilience.

Signature Programs



Hands on with some sea stars at the California Academy of Sciences

Students participate in signature programs, which include in-depth interdisciplinary units and challenges that foster stewardship and advocacy. Examples include: Marine Science Deep Dive and 8th Grade Capstone Project.

Marine Science Deep Dive: The centerpiece of Oceanlight School's environmental program is an annual Marine Science Deep Dive, a schoolwide marine science and stewardship initiative originally developed at Ocean Shore School and refined over 30 years (Watch the Oceans 411 Video): It is aligned with the Ocean Literacy Principles developed by NOAA and the California Environmental Literacy Initiative. This annual celebration of marine ecosystems transforms the school each year through immersive, themed explorations of marine ecosystems, including:

- Deep Sea
- Prehistoric Seas
- Marine Mammals
- Polar Seas
- Wetlands
- Coral Reefs
- The Wave Zone

Students participate in interdisciplinary projects and families collaborate with teachers to facilitate activities and events such as:

- Building life-sized models of ocean creatures
- Recreating ancient ocean ecosystems in hallway installations
- Conducting field research at local beaches, tidepools, and wetlands
- Interviewing marine biologists and conservationists
- Designing and presenting public exhibits and advocacy campaigns

8th Grade Capstone Project. Throughout eighth grade, students conduct a longitudinal inquiry into an issue affecting the environment or their community–such as extreme weather, rising temperatures, plastic pollution, coral reef depletion, or sea level rise—and produce a public-facing education and advocacy product (e.g., community presentation, documentary short, or policy brief). Students present this project to the school community. They can add this project to their student portfolio, which benefits future opportunities in high school, college, internships, and jobs.

Community Partnerships

Oceanlight School is committed to building authentic partnerships with local organizations, universities, and companies, advancing environmental sustainability, clean technology, and ecological justice. These relationships offer students and teachers real-world applications of academic learning and expand access to professional expertise and civic action opportunities. These relationships also benefit future opportunities as students progress into high school, college, career, and internships. Students have connections for internships at companies or institutions, which are increasingly common in high school.

We have established partnerships with mission-aligned organizations that bring expertise, curriculum, and authentic learning opportunities to our students and educators.

SEI

Oceanlight has partnered with SEI, a nationally recognized environmental nonprofit consultancy dedicated to building leaders who accelerate climate solutions. SEI's K–12 education program equips students to become climate leaders through hands-on, solutions-oriented learning. Oceanlight will integrate SEI's curriculum library into our environmental literacy program, engage our teachers in SEI-led professional development, and pursue joint grant opportunities focused on measuring and tracking student outcomes in climate education.

New Sun Road P.B.C. (NSR).

Our partnership with New Sun Road, a public benefit corporation, brings students into direct connection with real-world applications of renewable energy and sustainability technology. NSR's IoT platform manages solar microgrids for communities ranging from PG&E customers in California to telecom tower operators in Latin America and tribal nations in the U.S. Through this partnership, Oceanlight students will participate in virtual and in-person field trips, career talks, and global exchanges with peers in communities served by NSR. Curriculum will include hands-on explorations of solar photovoltaics, microgrids, and energy control systems—grounding STEAM learning in tangible sustainability innovations.

Pacifica Beach Coalition (PBC).

Oceanlight will partner with PBC, a leading local nonprofit, to integrate ocean stewardship into student learning. Middle school students will take on leadership roles through the Junior Site Captain program, organizing and guiding beach cleanups. All grades will participate in cleanups at school sites and local beaches, using the CleanSwell app to track data that connects directly to STEAM lessons on waste streams, data analysis, and creative projects. PBC will also support school assemblies that align with their annual sea animal theme and Oceanlight's Marine Science Deep Dive.

The HEAL Project.

Oceanlight will also collaborate with The HEAL Project, a local nonprofit providing garden-based and farm-based education across San Mateo County. Through this partnership, our students will gain direct experience in food systems, sustainable agriculture, and nutrition—further grounding their learning in the principles of ecological interdependence, stewardship, and community health.

We will be pursuing additional partnerships with:

- **Green Technology and Clean Energy Companies**: Partnerships with organizations such as, Enphase Energy, ChargePoint, Impossible Foods, and Plenty may include virtual field trips, site visits, guest speakers, curriculum-aligned challenges, and mentorship for student-led projects.

- **Environmental and Ocean Science Innovators**: Collaborations with organizations like Saildrone, The Marine Mammal Center, and Recology may provide access to field experts, data sets for analysis, and hands-on experiences in conservation, recycling, and marine health.

- **Universities and Research Institutions**: Partnerships with academic institutions including National Oceanic and Atmospheric Administration's Office of Education (NOAA), Stanford University, UC Santa Cruz, San Francisco State University (EOS Center), UC Berkeley, Presidio Graduate School, and San José State University (Moss Landing Marine Labs) offer opportunities to engage students and faculty in marine and environmental science through lab visits, undergraduate mentorship, faculty presentations, and research-based citizen science.

These partnerships will:

- Enrich project-based learning with authentic, real-world challenges
- Support teacher professional development and content alignment
- Create pathways for career exploration and inspiration
- Expand opportunities for public exhibitions, internships, and community activism
- Provide avenues for students to present to civic organizations

By forging strong ties to the vibrant green tech and academic ecosystem of the San Francisco Bay Area and California, Oceanlight School connects students to institutions where students can apply their learning in ways that benefit their local and global communities.

Civic Engagement and Service Learning

Furthermore, Oceanlight School integrates civic engagement and service learning into its environmental education program to cultivate active, informed, and empowered citizens. Students engage in environmental action through a framework of investigation, planning, collaboration, and public presentation. These projects focus on authentic, local issues and connect academic content to real-world impact.

Examples include:

- Student-led environmental audits and waste reduction campaigns on campus.
- San Mateo County Office of Education's Environmental Youth Leadership Summit
- Public service projects such as beach cleanups, tree planting, and habitat restoration.
- Working in the school garden
- Partnerships with local government and nonprofits, where students present research and proposals to civic leaders.

Students examine the history and structure of environmental policy, explore equity issues, and gain first-hand experience in civic participation. These experiences promote leadership, public speaking, and problem-solving skills, while

reinforcing the importance of ethical responsibility and community action. Oceanlight School students learn that their voices matter and their actions can lead to meaningful change—both locally and globally.



Nature art at Point Reyes encourages careful observation of nature and creative expression

Experiential, Field-Based Learning

At Oceanlight School, we believe that learning is most powerful when it is rooted in direct, meaningful experiences that connect students to their environment and community. In alignment with our commitment to thematic and integrated instruction, Oceanlight School implements a place-based learning model. As David Sobel notes, "place-based education engages students in learning that is rooted in the unique history, environment, culture, economy, literature, and art of their school and community" (Sobel, 2004). Students engage with local ecosystems—including coastal habitats, creeks, and forests—through environmental field studies and service-learning projects. Research supports that place-based learning increases student engagement, improves academic performance, and strengthens community ties (Sobel, 2004; Powers, 2004).

Our experiential learning model is anchored in outdoor environmental education, with a specific focus on coastal ecosystems and marine stewardship. Each year, students participate in field-based experiences across the San Francisco Bay Area, designed to deepen their understanding of environmental science, enhance their social-emotional development, and foster a lifelong commitment to stewardship.

Each grade level participates in at least one environmental field experience per year. Experiences across Northern California and the San Francisco Bay Area that students attend could include:

Figure A-11: Potential Field-Based Learning Concepts

Experiential Learning - Field Trips	K-2	3-5	6-8
Pacifica State Beach and Linda Mar Wetlands: Coastal cleanups and dune restoration	✓		
Fitzgerald Marine Reserve: Tidepool exploration and biodiversity study	✓		
San Francisco Exploratorium and Bay Model Visitor Center: Bay ecosystems and water conservation (K-2), urban watersheds, estuaries, and environmental design (3-5)	✓	✓	
San Mateo County RecycleWorks Center: Solid waste management and recycling education		✓	
Coyote Point Regional Park: Bay shoreline ecology and STEAM engineering challenge		✓	
Marine Science Institute: Marine animal aquarium, tidepools, and bay coastal environment		✓	

Marine Mammal Center: Animal rehabilitation and conservation careers.		✓	
NatureBridge - Yosemite: A week-long overnight environmental science program in Yosemite National Park			✓
Crissy Field and Presidio of San Francisco: Salt marsh restoration and cultural history			✓
Half Moon Bay State Beach and Pillar Point Bluff: Coastal erosion, climate impacts, and sea-level rise			✓
Elkhorn Slough National Estuarine Research Reserve: Capstone science investigations and overnight expedition			✓
Santa Cruz Mountains or San Mateo County Parks: Fire science, forest management, and climate resilience studies with CAL FIRE, Midpeninsula Regional Open Space District, or local forest rangers			✓

Each trip includes pre-visit preparation, field investigations, and post-trip reflection and project development. Trips are integrated into project-based learning units and often culminate in public exhibitions or student advocacy.

Green Campus Culture

The school's physical environment reflects its mission of environmental stewardship. If we have the opportunity to build new buildings or update existing builds, Oceanlight School's building design will aspire to meet standards of sustainability through the use of renewable energy sources such as solar panels, energy-efficient lighting and HVAC systems, and water-saving plumbing fixtures. The campus could incorporate natural lighting, ventilation, and green spaces to support student well-being and reduce ecological impact. We would aspire to use recycled and non-toxic building materials to be prioritized in construction and furnishings if we are able to build our own structure. These building costs are not in our current budget. We would have to seek additional funds through grants and funding to make this dream a reality. Should we have the opportunity, we would seek to work with the school district where we are located to create a model green school campus.

Our school garden will serve as a living laboratory where students can witness sustainability in action. The school garden program will support hands-on, inquiry-based learning where students can:

- Investigate plant life cycles, soil science, pollination, and nutrition
- Explore food systems, sustainability, and climate-related agricultural challenges
- Participate in planting, harvesting, composting, and seasonal observation



Outdoor learning in the school garden

Garden curriculum will draw from Life Lab (lifelab.org) resources, a nationally recognized leader in garden-based science and nutrition education. Lessons will be aligned to Common Core, NGSS, and the Environmental Principles & Concepts. The garden

also supports social-emotional learning by fostering responsibility, collaboration, mindfulness, and a deeper connection to nature.

By aligning the school building and surrounding campus environment with the values taught inside the classroom, Oceanlight School creates a cohesive and inspiring model of ecological responsibility.

There are a number of school garden grants available to enhance or build a school garden from scratch, including Whole Foods Market, Kids Garden Grant, and Captain Planet Foundation™, to name a few.

Supports For Environmental Education

To deliver this robust environmental program, we will provide support with staff, family partnerships, and professional development.

Positions that support environmental education. In addition to supporting grade-level teachers, Oceanlight School will hire and train the following staff:

- **Environmental Education and STEAM Coordinator** (stipend role in year 1, 0.5 FTE in year 3, 1.0 FTE in year 4): Oversees annual Marine Science Deep Dive, field experiences, integration across disciplines, garden program, and external partnerships. Supports engineering, science, and environmental design projects.
- **Wellness and Community Coordinator:** (1.0 FTE) This role, already outlined in the Family Partnership section, manages logistics, partnerships, and safety for all off-campus learning, including a Parent/Community Engagement Manager and committee, who will organize family-led environmental events and exhibitions.

Family Partnerships
Family engagement is central to our program model, and we view families as collaborators and essential partners in cultivating stewardship and civic action. Oceanlight School families will:

- Serve as field trip volunteers, project mentors, and sustainability ambassadors.
- Lead community events like garden workdays and beach cleanups.
- Participate in committees to contribute to green campus initiatives, event planning, and advocacy.
- Contribute expertise as scientists, environmental advocates, engineers, and professionals in green technology, enriching classroom instruction and mentoring student-led projects.

Professional Development: To ensure our teachers and staff continue to acquire domain knowledge on the latest developments in Environmental Science, and are able to plan standards-aligned interdisciplinary and project-based learning lessons, ongoing training and collaboration will be essential. Please refer to the Professional Development Plan for more details.

Measurable Student Outcomes (See Element B)

Environmental literacy is essential for responsible citizenship in the 21st century. It empowers young people to act on behalf of their communities and the planet. As Yong Zhao emphasizes, "Students must be creators, not just consumers, of knowledge, capable of innovating solutions for the problems we face" (Zhao, 2012). Oceanlight School students are empowered to be curious, informed, and action-oriented leaders who care for and contribute to the well-being of their communities and the planet.

By the end of 8th grade, Oceanlight School students will:

- Demonstrate systems thinking to analyze environmental challenges
- Communicate scientific and civic understanding across written, oral, and digital formats
- Apply ecological and sustainability knowledge to real-world problem-solving
- Lead and participate in environmental stewardship projects in their school and community
- Reflect on their identities and responsibilities as part of interconnected social and ecological systems

STEAM

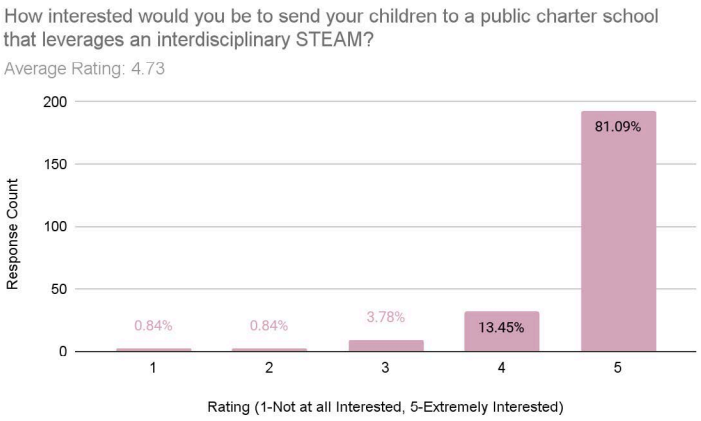
Oceanlight School's STEAM Learning Model

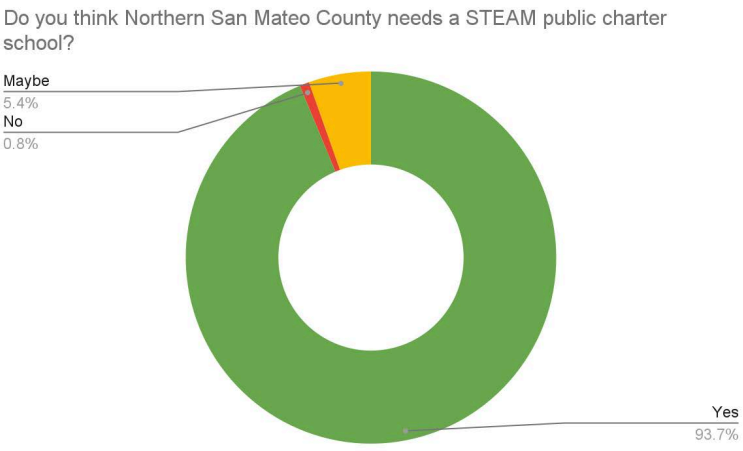
Oceanlight School integrates Science, Technology, Engineering, Arts, and Math (STEAM) a problem-solving framework, into its interdisciplinary, experiential project-based model to cultivate curiosity, creativity, and compassionate real-world problem-solving in students. As defined by the Institute for Arts Integration, STEAM is "an approach to learning that uses these disciplines as access points for guiding student inquiry, dialogue, and critical thinking" (The Institute for Arts Integration and STEAM, n.d.). At Oceanlight School, environmental stewardship, ethical innovation, and equity-centered design are threaded throughout our STEAM learning model. Our approach equips students to apply knowledge across disciplines in the service of an environmentally conscious and resilient world.

Community interest in STEAM

San Mateo is no stranger to being on the cutting edge of technology and innovation. Families in Northern San Mateo see STEAM as a very desirable educational enhancement to their children's education. Millbrae School District's Education Foundation contributes over 36% of this budget to funding STEAM programs in all its elementary and middle schools. Burlingame, while receiving low LCFF funding, has a parcel tax that funds STEAM programs in their schools as well. It is not a surprise that respondents to the Oceanlight family interest survey have a very strong interest rating in STEAM 4.73/5.00. 94% of responding families want access to a STEAM public charter school that won't limit access to certain zipcodes (Figure A-12).

Figure A-12: Oceanlight School Family Interest Survey Results - Interest in STEAM





To guide this work, Oceanlight School organizes its STEAM pedagogy around the 5E Instructional Model—Engage, Explore, Explain, Elaborate, and Evaluate—which supports constructivist learning and iterative inquiry aligned with NGSS and project-based learning. The 5E Instructional Model is a constructivist approach to teaching and learning that can be effectively integrated with STEAM education, allowing students to actively build on their own understanding through hands-on activities and collaborative problem-solving.

The 5E Model

The 5E Instructional Model was created by the Biological Sciences Curriculum Study (BSCS), and is a constructivist approach to learning that includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate (Duran et al., 2011). The 5E instructional model is now widely used in many classrooms, not just science classrooms.



3rd grade STEAM problem solving in action

Engage: The Engage phase activates curiosity and relevance by connecting learning to students' lived experiences and phenomena in the world around them. Students might launch a project by reflecting on personal or local issues—such as journaling about their family's water use, analyzing environmental artwork, or conducting empathy interviews with community members. This phase invites emotional reflection and perspective-taking, setting the tone for meaningful inquiry. Educators may introduce a compelling real-world challenge or question (e.g., "How does our water consumption impact the environment?") that sparks investigation. Incorporating SEL strategies, such as community-building activities and shared norms, further establishes a sense of purpose and collaboration.

Explore: In this phase, students take on the role of investigators. They conduct fieldwork, gathering real-world data, or engaging in hands-on experiments. They might test materials in the school's makerspace, analyze environmental data, or explore scientific concepts through inquiry-based labs. This student-driven exploration is scaffolded to support critical thinking, data literacy, and collaboration. For environmentally-focused project-based learning units, students might analyze soil, test water quality, or gather data about school or home energy use.

Explain: Students begin to synthesize their findings and articulate their understanding. Through peer dialogue, math modeling, science journaling, data visualizations, and artistic expression, students build shared knowledge and refine their conceptual understanding. Teachers introduce targeted content (e.g. vocabulary, scientific principles, or ethical considerations) to support accurate and deeper explanations. Visual and performing arts play a central role here—for example, drawing a picture for younger students, composing a song for upper elementary students, or designing a digital infographic using collected data for middle school students.

Elaborate: Students apply their learning to design real-world solutions, often through interdisciplinary, community-connected PBL projects. This phase encourages systems thinking, creative problem-solving, and iterative design, and extends their understanding into new scenarios. For example, students might design or

build a prototype, develop an educational campaign, or present findings to a community partner. STEAM integration shines here: students can use math for data analysis, science for applying concepts, technology and engineering to prototype solutions, and art and language to communicate impact.

Evaluate
Evaluation is multidimensional and student-centered, emphasizing reflection, growth, and authentic feedback. Students assess their own work, receive peer and expert critique, and revise accordingly. Assessment tools include rubrics, reflective journals, peer evaluations, teacher conferences, and public exhibitions. Students also assess the social, ethical, and environmental impact of their work—developing metacognition, audience awareness, and real-world communication skills.

By integrating the 5E model into a STEAM-driven curriculum using experiential, project-based learning, our educators create a dynamic and engaging learning environment that fosters critical thinking, problem-solving, and a deep understanding of the subject matter. This approach empowers students to take ownership of their learning, develop essential 21st-century skills, and make meaningful connections to the world around them.

The following example is drawn from an experiential, project-based learning unit appropriate for our sixth-grade curriculum. The unit incorporates the 5Es as framing for STEAM integration and PBL. As California is the largest agricultural producer in the United States, in this unit, students explore the impact of California agriculture, farms, and food production on the environment.

6th Grade Unit Example: The Water Footprint of Our Food
Driving Question: *How does our agricultural water use in California impact the environment?*

Figure A-13 shows how the 5E's would guide the exploration of the diving question:

Figure A-13: 5E Model and STEAM Integration Examples

5E Phase	Technology Connection	STEAM Integration (S-T-E-A-M)	What Success Looks Like
ENGAGE	Interactive maps, video stories, digital journals	**Science**: Students describe local environmental issues related to water. **Technology**: Students use interactive water use maps (e.g. CA Water Boards) to explore data. **Engineering**: Students brainstorm how irrigation systems work. **Arts**: Create a sketch of the story or infographic to visualize the issue. **Math**: Estimate personal water usage through simple calculations.	Students explore water use issues via a multimedia story or local news clip (e.g. drought impact on farming). They respond in digital journals.
EXPLORE	Online data collection tools, Google Forms, fieldwork documentation apps	**Science**: Test soil permeability or measure water runoff in garden beds. **Technology**: Collect and graph survey data on water use **Engineering**: Explore drip irrigation and prototype small-scale models. **Arts**: Document fieldwork in journals with sketches and photos. **Math**: Chart gallons of water used in crop production (e.g. almonds vs. tomatoes)	Students conduct local water audits, survey family members on water usage, and examine how agriculture consumes water.

EXPLAIN	Presentations, Google Slides, podcasts, collaborative documents	**Science**: Students define groundwater, aquifers, and explain the water cycle. **Technology**: Use simulations (e.g. PhET) to model water movement **Engineering**: Reflect on how engineering solutions can reduce water waste. **Arts**: Create posters, videos, or podcasts explaining findings. **Math**: Use graphs to show water usage by region and crop.	Students present findings using multimedia (slide decks, videos, podcasts, etc.). They explain the connection between water use and environmental impact.
ELABORATE	Video conferencing, virtual field trips, coding irrigation systems with micro:bit	**Science**: Explore long-term environmental effects of drought. **Technology**: Design a system that uses less water (e.g., coded water sensor). **Engineering**: Build a mini irrigation system with recycled materials. **Arts**: Develop a public service announcement (PSA) campaign. **Math**: Calculate water saved through proposed solutions.	Students propose sustainable solutions—like reusing greywater or planting native crops—and prototype an idea.
EVALUATE	Digital portfolios, video reflections, peer feedback platforms (e.g. Flip, Padlet)	**Science**: Evaluate the environmental sustainability of solutions. **Technology**: Assess effectiveness of chosen tech tools. **Engineering**: Revise prototypes based on feedback. **Arts**: Reflect through a video diary or illustrated storyboard. **Math**: Assess data accuracy and create final graphs comparing before/after scenarios.	Students reflect on learning and impact. Present solutions in digital portfolios. Receive peer and expert feedback.

Standards Alignment

Oceanlight's STEAM program is aligned with the following standards:

- **NGSS (NGSS Lead States, 2013)** – including crosscutting concepts, science and engineering practices, and core disciplinary ideas.
- **Common Core State Standards (CCSS, 2010)** – integrating mathematical reasoning, evidence-based writing, and analytical reading.
- **California English Language Development Standards (CDE, 2012)** – supporting multilingual learners with integrated scaffolds for disciplinary discourse.
- **Computer Science Standards for California Public Schools (2018)** – aligned to California's K–12 Computer Science Framework.
- **International Society for Technology in Education (ISTE) Standards (2024)** – guiding developmentally appropriate digital and AI literacy instruction.

Artful Innovation and Emotional Intelligence

The "A" in STEAM—the Arts—is central to Oceanlight's instructional model. Visual and performing arts are not just expressive outlets but cognitive tools that enhance meaning-making, design thinking, and scientific understanding. Through sculpture, digital media, movement, music, and storytelling, students represent data, model natural systems, and convey the emotional and ethical dimensions of environmental challenges.

The arts are central to STEAM at Oceanlight, acting as both expressive and cognitive tools that help students model systems, explore identity, and communicate solutions. Research supports arts integration as a strategy for increasing academic achievement, engagement, and cross-disciplinary thinking (Catterall et al., 2012; Brouillette & Graham, 2016). Students might, for example:

- Use sculpture to model erosion or habitat change;
- Compose songs about energy cycles;
- Create zines to advocate for sustainable food systems;
- Choreograph dance pieces to illustrate ecological balance or change.

In tandem, Social-Emotional Learning (SEL) is woven throughout STEAM units. Students collaborate in design teams, resolve conflicts, practice empathy for those affected by environmental issues, and reflect on their own values as designers and changemakers. The arts provide powerful vehicles for SEL—offering metaphor, narrative, and creative risk-taking to explore identity, impact, and interconnectedness. SEL is embedded throughout activities that build empathy, collaboration, self-awareness, and ethical reasoning. This is consistent with the CASEL Framework and the T-SEL framework that supports academic and civic readiness (CASEL, 2020; Seemiller, 2020). (See more detail in the Social-Emotional Learning section.)

Grade-Level STEAM Competencies

At different grade levels, students engage in STEAM problem-solving and focus on different skills and competencies appropriate to their stage of development. Figure A-14 provides a snapshot of the competencies students will focus in different grade bands.

Figure A-14: Grade-Level STEAM Competencies

Grade Span	TK–2	3–5	6–8
Scientific & Systems Thinking	Observe nature, ask questions	Conduct investigations, collect data	Analyze systems, model change over time
Tools & Tech	Use simple tools	Build/test prototypes, begin coding	Code, simulate, use digital tools
Design & Data	Identify patterns, create simple models	Apply the design cycle, analyze cause/effect	Evaluate trade-offs, design for impact
Creative Expression	Storytelling, drawing, role-play	Poster design, sculpture, stop-motion	Multimedia campaigns, environmental installations
SEL & Collaboration	Share ideas, work in pairs	Collaborate on team projects	Facilitate feedback, lead teams

Makerspace

To support hands-on STEAM learning across grade levels, Oceanlight School will develop an essential yet affordable makerspace that emphasizes creativity, sustainability, and accessibility. Rather than relying on costly high-tech equipment, the makerspace will be stocked with versatile, low-cost materials such as cardboard, recycled plastics, wood scraps, fabric, basic circuitry kits (e.g., Makey Makey or Snap Circuits), and hand tools appropriate for student use. The space will serve as a flexible learning lab where students design, prototype, and test solutions tied to project-based

learning units—such as building water filtration systems, creating simple machines, or engineering pollinator habitats. The school will prioritize teacher-led design challenges and community-supported material donations to reduce costs, while integrating design thinking and engineering practices into the curriculum. With clear organization, safety protocols, and scaffolded use of materials by age group, the makerspace will empower students to engage deeply in creative problem solving, collaboration, and iterative design, bringing STEAM concepts to life regardless of budget. Below are key materials and technologies that can help create an effective, affordable makerspace aligned with STEAM learning goals:

Essential Materials (Low-Cost & Versatile)

- Cardboard (boxes, tubes), foam board, and recycled packaging
- Wood scraps, popsicle sticks, clothespins, and rubber bands
- Duct tape, masking tape, glue guns, zip ties, pipe cleaners, rubber bands, and string
- Fabric remnants, felt, yarn, and buttons
- Basic craft tools: scissors, hole punchers, rulers, and X-Acto knives (with supervision)
- Recycled materials: plastic bottles, cans, egg cartons, and paper rolls

Electricity, Circuitry, and Prototyping Tools:

- Snap Circuits or littleBits
- Makey Makey kits
- Copper tape, LED lights, button cell batteries, buzzers
- Mini drills, hand saws (with safety training), screwdrivers
- Sewing kits or small handheld sewing machines

Organizational & Safety Supports

- Clearly labeled bins and shelves for materials
- Safety goggles and gloves for appropriate activities
- "Idea wall" or design-thinking posters to guide planning and iteration
- Project journals or digital portfolios to document progress

This combination of flexible materials and entry-level technologies ensures the makerspace is engaging and educational—while staying budget-conscious. We will seek community support to keep our makerspace stocked and organized. As and when we are able to secure grants to invest in equipment, we will continue to equip our makerspace.

Technology Integration: A Scaffolded And Responsible Approach

Oceanlight School uses a developmentally informed model for technology integration that gradually builds student agency, digital literacy, and responsibility over grade level. Rooted in research on technology-enhanced learning and child development, this scaffolded model ensures that technology serves learning (Means et al., 2014; Darling-Hammond et al., 2019).

Technology Use Scaffolded Access by Grade Band

- **TK–2**: Students have access to shared tablets in classrooms, used to document learning, engage in multimedia storytelling, and build early digital literacy through age-appropriate educational apps. Emphasis is placed on healthy media habits, motor coordination, and collaborative screen use.

- **3rd–5th Grade**: In third grade, students receive their first personal laptops, used for creative expression, research, digital writing, and learning apps/games. These laptops are for in-school use (not taken home). Instruction includes key digital literacy and citizenship lessons—such as privacy, ethical use of sources, communication skills, and responsible screen time—aligned with ISTE Student Standards and Common Sense Education's Digital Citizenship Curriculum (ISTE, 2016; Common Sense Media, 2024). Students who are interested, may begin to learn how to use basic programming platforms like Scratch and micro:bit MakeCode.

- **6th–8th Grade**: In sixth grade, students may begin to take laptops home. They use more sophisticated tools and apps for learning, data analysis, content creation, and multimedia publishing/storytelling. Students engage in online collaboration with classmates and their teachers, and teachers use collaborative platforms (we are exploring Google Classroom or Canvas) to support team-based inquiry. Students may have othe pportunity to advance their AI programming and coding knowledge by learning Python and JavaScript, along with HTML and/or XML (we are looking into self-guided learning such as Code.org, and Starter AI hardware kits such as Raspberry Pi 5 or Google Coral, as grant funding allows). Students develop vision or sensor models, connecting engineering, coding, and data science.

Digital Citizenship and Responsibility

Digital citizenship instruction is integrated across the curriculum, supporting students to:

- Analyze and evaluate online media content for accuracy and bias
- Communicate and collaborate ethically, safely, and with kindness (addressing cyberbullying and online meanness)
- Understand digital footprints, privacy, and data protection for themselves and others
- Create digital work that reflects empathy, equity, and environmental stewardship

We incorporate a scaffolded responsibility model with technology laptop use, in which Digital citizenship instruction is aligned with California's Model School Library Standards, ISTE's Digital Citizenship Standards for Students, and CASEL's SEL competencies, with lessons that foster self-awareness, responsible decision-making, and respect for diverse perspectives in digital spaces (California Department of Education, 2010; CASEL, 2020).

Artificial Intelligence (AI): A Responsible and Student-Centered Integration Framework

Oceanlight School approaches AI integration with curiosity, caution, and care. We recognize the promise of AI to personalize learning and reduce educator burden—while also remaining vigilant about ethical concerns, privacy, and developmentally appropriate use. We draw on AI4K12.org and the International Society for Technology in Education (ISTE) for guidance.

Goals of AI Integration at Oceanlight School:

- Support differentiated instruction through tools that personalize practice and feedback based on student learning profiles
- Assist teachers with time-saving tools (e.g., automated formative feedback, rubrics, and lesson generation) so they can focus more deeply on relationships, feedback, and instructional design
- Introduce ethical reasoning and AI literacy to students, ensuring they understand how AI works, its uses, and its implications for society. We are guided by ethical questions in our use of AI technologies, including:
    - What is artificial intelligence, and how does it work?
    - How can we design and use AI ethically?
    - What are the risks and benefits of AI for people and the planet?

- When is it useful and appropriate to use AI?

AI Use Cases:

- Ethics lessons and project-based units exploring real-world implications of AI in everyday life, including mis- and dis-information, environmental science, news and journalism, and data analysis.
- Students progress from recognizing AI in everyday tools (TK-2) to remixing pretrained models (3-5) and finally building & deploying lightweight models (6-8). Throughout, they manage real datasets, evaluate bias, and weigh energy costs.
- In Grades 4-8, we may employ the use of AI in these ways:
  - AI tutors such as Khanmigo to support individual practice in math, writing, and coding
  - Writing support tools (e.g., Quill.org) to help students revise and reflect on their ideas
  - AI-supported data analysis in science and social studies, enabling students to visualize trends and test hypotheses with guidance

These uses are guided by teacher moderation, opt-in parental consent, thoughtful and strategic EdTec procurement, and robust data privacy protocols that meet California's Student Online Personal Information Protection Act (SOPIPA). Professional development on equity-informed AI implementation, FERPA compliance, and digital ethics ensures that our tools align with Oceanlight's commitment to justice, student agency, and family trust.

Hardware and Software

We will equip our school with hardware (laptops, tablets, monitors, screens, projectors, etc.) and software (learning apps, learning management system, productivity tools, device management tools, etc.) that are affordable, versatile, easy to manage, and update.

In our technology integration, including our 1:1 laptop program for grades 3-8, the technology infrastructure must support both instructional goals and effective device management. We are budgeting for the following, as we work to vet and identify specific hardware and software:

- Students in grades 3 will be assigned a laptop, with laptops for classroom use from grades 3-5, and take-home laptops for school and home use in grades 6-8. We are considering Chromebooks for their cost-efficiency, versatility, and to streamline device management capabilities.
- Students in grades TK-2 will have access to tablets, housed on carts and shared among classrooms. We are considering Chromebook-enabled tablets.
- Charging carts or lockers to store and charge devices securely when not in use.
- Cloud-based management system, such as Google Admin Console, to enroll, configure, and manage devices, ensuring security, filtered internet access, and appropriate app deployment.
- Essential software tools include the Google Workspace for Education suite (Docs, Slides, Classroom, Drive), learning management systems (Google Classroom or Canvas), and utilizing Clever or ClassLink for single sign-on
- EdTec apps and websites for academic content, productivity, creativity, and collaboration
- Reliable wireless infrastructure and borrowable hot spots for families needing connectivity.
- Classroom presentation technology (projectors, smartboards, interactive panels)

Supports for STEAM

To deliver a strong STEAM program, we will provide support with staff, family partnerships, and professional development.

Positions that support STEAM education. In addition to supporting grade-level teachers, Oceanlight School will hire and train the following staff:

- **Environmental Education and STEAM Coordinator** (stipend role in year 1, 0.5 FTE in year 3, 1.0 FTE in year 4): In addition to environmental education, oversees the Maker Space, external partnerships , and supports teacher-led STEAM projects.
- **Tech Leadership Group** (led by Founding Team member Chris Romero) will set up and manage the school's hardware and software functionality and efficiency. IT consultants will be hired as needed. Tech Leadership Group may also assist in supporting STEAM, Digital Literacy, and AI Literacy by leveraging their professional expertise as relevant.

Oceanlight's technology and AI integration are not about screens, but about skills: creativity, collaboration, critical thinking, communication, and compassion. Technology is a tool to be used ethically, responsibly, and ultimately for good.

Professional development for to help teachers gain an understanding of STEAM frameworks and practices will be provided. Please see the Professional Development section for more information.

THEMATIC INTERDISCIPLINARY TEACHING

> *The world of innovation is interdisciplinary. And problem-based learning. Judy Gilbert at Google, she said to me. If there's one thing educators must understand, it's that problems can no longer be solved nor even understood within the bright lines of academic disciplines*. - Dr. Tony Wagner, *Creating Innovators: The Making of Young People Who Will Change the World*



Students putting their "hands" to the grindstone at Old Grist Mill. A real-world connection to the interdisciplinary unit on the science of energy conversion that ties in california history, and ELA through a persuasive writing project.

Oceanlight School adopts a thematic interdisciplinary approach to teaching and learning at the elementary and middle school level, with special emphasis on simultaneously intertwining multiple subjects around real-world issues and themes. Unlike traditional models that teach math, science, language arts, and social studies compartmentalized and in isolation, our program "braids" knowledge across disciplines, enabling students to form connections between traditionally disparate subjects and develop the skills to apply their learning holistically. This approach is grounded in decades of educational research supporting its effectiveness in improving student performance both in and outside of the classroom.

Key characteristics of an interdisciplinary program:

- **Integrated Learning Experiences:** In accordance with Drake and Reid's model of "Know-Do-Be", students engage in projects and units that combine content from multiple disciplines in active learning, promoting an increase in engagement, achievement, and problem-solving strategies. In this manner, students are taught the "know" while simultaneously developing essential interdisciplinary skills such as communication and critical thinking (Drake & Reid, 2009).

- **Real-World Relevance:** By integrating understandings of "Why, When, and How" into learning processes, students' learning retention is enhanced (Bransford, Brown, & Cocking, 2000, p. 3-23). In accordance with this philosophy, our learning programs incorporate contemporary issues, increasing student motivation, and more effectively clarifying the applicability of education outside of the classroom.

- **Student-Centered Learning:** We encourage students to take ownership of their own learning by encouraging inquiries that connect students' learning material to issues they care about. In turn, this develops students' critical and creative thinking skills, further equipping them for continued learning beyond explicit education settings (Beane, 1997 p. 68-72).

Educational Benefits Supported by Research

Compared to traditional compartmentalized instruction, a thematic, interdisciplinary academic approach offers:

- **Enhanced Engagement and Motivation:** By taking into account the interests of their students, teachers who adopt this interdisciplinary model have been shown to have more engaged and motivated students (Beane, 1997 p. 68-72).

- **Development of Critical 21st-Century Skills:** Learning environments that integrate contemporary issues cultivate adaptability and collaboration; these skills are essential for future academic, career, and civic success (Boix Mansilla & Dawes Duraisingh, 2007).

- **Knowledge Retention and Knowledge Transfer:** Students' simultaneous exploration of topics across disciplines leads to a stronger sense of knowledge retention and greater ability to transfer said knowledge into new situations, both within and outside of an educational context (Drake & Reid, 2018). In addition, thematic learning systems have been found to help students retain knowledge for longer by enabling students to better relate and empathize with teaching material (Sirait, Ansari, & Simbolon, 2019). This aids students in future educational pursuits and in the development of skills in career or life settings.

- **Cultural Inclusivity and Multiple Pathways to Success:** Interdisciplinary learning supports equity by allowing students to demonstrate understanding through varied modalities—writing, visuals, presentations, performances—consistent with Universal Design for Learning (Brand & Triplett, 2012).

Alignment with Standards

This approach aligns with the Common Core State Standards (CCSS) by embedding reading, writing, speaking, and mathematical reasoning into interdisciplinary projects. In addition to CCSS, our thematic interdisciplinary teaching supports NGSS and the California State Standards. In our Environmental Education section, we explain how we use NGSS cross-cutting concepts into instruction and across our STEAM-driven curriculum (San Diego County Office of Education, n.d.).

Universal Design for Learning (UDL) in an Interdisciplinary Framework

Universal Design for Learning is woven into our interdisciplinary, real-world approach to ensure all students can access and engage with learning. Through varied means of representation, expression, and engagement, students demonstrate understanding in ways that reflect their strengths—whether through writing, visual art, or oral presentations. This inclusive practice supports educational equity and prepares students for real-world problem-solving, where, as Dr. Tony Wagner emphasizes, solutions require thinking beyond traditional academic boundaries.

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning (SEL) and developing the skills for life-long learning are fundamental to our school's educational approach. Moral values development is integral to SEL. The social and cultural context of school, home, and community profoundly affects a child's developing brain (Immordino-Yang et al., 2018). In this sense, fostering a school environment that emphasizes both age-appropriate social-emotional learning and moral values development is essential to Oceanlight School's mission.

Alignment with Standards

SEL is fully aligned with and enhances the implementation of California content and performance standards. Our framework is aligned with the California Department of Education's (2025) **"**T-SEL Competencies and Conditions for Thriving." Our instructional methods and curriculum are intentionally designed to develop the five core T-SEL competencies:

- Self-Awareness & Identity
- Social Awareness & Belonging
- Relationship Skills & Collaborative Problem-Solving
- Responsible Decision-Making & Curiosity
- Self-Management & Agency

These competencies are integrated into project-based learning, interdisciplinary units, and classroom culture across all grade levels. This alignment ensures students not only meet academic content standards but also cultivate the social and emotional skills necessary for lifelong success, civic engagement, and leadership in diverse communities. Our SEL practices are mapped across grade bands to ensure developmentally appropriate progression and coherence from TK-8.

By embedding SEL throughout all aspects of our school—academics, relationships, and community—Oceanlight School ensures that students are equipped not only to master academic content, but also to become empathetic, ethical, and empowered contributors to society.

Definitions and Frameworks

Transformative Social Emotional Learning (T-SEL)

The California Department of Education is one of a few states that have adopted – and now recommends to all school districts – the approach called Transformative SEL, or T-SEL, which is based on the five individually-focused, social-emotional competencies that the Collaborative for Academic and Social Emotional Learning (CASEL) has developed. Within and including all the skills in each of these five competencies, T-SEL focuses on supporting social-emotional development for participation and leadership in the larger community.

CASEL's definition of T-SEL

"Transformative SEL" is a form of SEL implementation where young people and adults build strong, respectful, and lasting relationships to engage in co-learning. It facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being. Through T-SEL, students and adults develop social and emotional skills needed for school and community engagement, with a focus on rights and responsibilities for creating learning environments that are caring and just (CASEL, n.d.)

The Transformative SEL framework includes the following competencies:

Figure A-15: CASEL Framework Comparison

Original CASEL Framework	T-SEL Areas of Focus for Each CASEL Competency
Self-Awareness	Identity
Social Awareness	Belonging
Relationship Skills	Collaborative Problem-Solving
Responsible Decision-Making	Curiosity
Self-Management	Agency

SEL advances educational equity and excellence through authentic partnerships among the school, family, and community to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Oceanlight School's centering of experiential project-based learning (PBL) will develop these competencies by enabling students to:

- Discover who they are and aspire to be as human beings (Identity)
- Be part of building an inclusive community (Belonging)
- Work together, finding solutions to real problems (Collaborative Problem-Solving)
- Foster their innate curiosity about the natural, technological, and sociocultural world (Curiosity)
- Learn and practice the skills that support their capacity to effect change (Agency).

Most crucially, every student, family member, and educator will experience a "Community of Belonging" at Oceanlight School.

Equitable SEL

Traditional social emotional learning has been rightly criticized for "push[ing] students to conform to dominant cultural practices in ways that conflict with or ignore their own cultural identity" (Brion-Meisels et al., 2019). However, with intentional selection and implementation of programs that nurture students' racial, ethnic, gender and social identities, equitable SEL/T-SEL can be realized. Equitable SEL/T-SEL, whether as a program or embedded across the curriculum, should have the following characteristics (Jones et al. 2021, p. 45):

1. Ensures safe and inclusive learning environments that are respectful and affirming of diverse identities;
2. Recognizes and incorporates student cultural values, practices, and assets;
3. Fosters positive identity development;
4. Promotes student agency and voice; and
5. Explicitly acknowledges issues of bias, power, and inequality and works to address them.

Our Values Framework

Embedded, but not explicit, in the T-SEL framework is the goal of supporting the development of moral values. The Ecological Approaches to Social Emotional Learning Lab (EASEL Lab) at the Harvard Graduate School of Education offers a

framework consistent with T-SEL. Their framework includes “a set of values that come out of the literature on character and moral education, positive psychology, and youth development and organizes them into four dimensions” (Jones et al., 2021, page 17). These four dimensions are:

- **Ethical values**: The values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.
- **Performance Values**: The values and habits related to accomplishing tasks, meeting goals, and performing to one’s highest potential that enable children to work effectively in accordance with prosocial norms. This includes values relevant to achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing, even in the face of temptation).
- **Civic Values**: The values and habits related to effectively and responsibly participating in community life and serving the common good. This includes helping others, being an active and engaged member of one’s community, and striving to make the world a better and more just place.
- **Intellectual Values**: The values and habits that guide one’s approach to the pursuit of knowledge and truth. This includes seeking out new information, investigating the truth, being able to admit error, thinking things through from all sides, and approaching tasks and problems in new and creative ways (Jones et al., 2021, pages 18-19).

Oceanlight Schools’ values are derived from the four value dimensions above. These include, but are not limited to:

- learning about and respecting differences
- non-violence
- empathy
- social perspective-taking
- actively caring for others (compassion)

SEL, Academic Achievement, and Student Support

Extensive research on SEL’s role in improving academic achievement has been carried out over the past 20 years. A 2024 meta-analysis (Cipriano et al., 2024) of 424 studies led by the Child Study Center at Yale University reviewed SEL interventions for 575,361 K-12 students. Results demonstrated that students who participated in school-based “SEL interventions experienced significantly improved skills, attitudes, behaviors, school climate and safety, peer relationships, school functioning, and academic achievement.”

This academic effect of SEL competencies has been studied at both the individual level and at the classroom or school level. At the individual level, recent neuroscience has shown that emotions and social relationships propel students’ academic learning (Immordino-Yang et al., 2018). SEL competencies that include self-regulation, positive decision-making, and social awareness support students’ abilities to, for example, manage time, manage emotions, and collaborate with others.

At the classroom level, the Yale meta-analysis showed that evidence for “the dynamic interaction between positive school or classroom climate and student learning, and their personal and social development, has accumulated” (Cipriano et al., 2024). For example, specific research for kindergarten and first-grade students showed that emotional support and classroom organization particularly improved their math achievement.

Additionally, SEL can generate a positive, peaceful classroom environment with fewer disciplinary disruptions, allowing for better concentration.

At Oceanlight School, with our focus on STEAM, there is good evidence that SEL improves interest and achievement in these areas. SEL helps to create a supportive, culturally responsive school and classroom environment, which is especially important to address the gender and racial/ethnic gaps in STEAM. SEL also promotes collaboration, perseverance, and a growth mindset (Youth Engineering Solutions, 2023).

SEL and Neurodivergent Students

As important as SEL is to social, emotional, and academic development, neurodivergent students may have difficulties with some of the ways it is being taught and incorporated into daily activities. For students on the autism spectrum, recognition of social cues may be more difficult and may require more individualized instruction. Students with ADHD can greatly benefit from strategies that teach self-management, such as using visual aids for schedules and other classroom organization needs. Role-playing helps develop relationship skills and social awareness, specifically empathy and perspective-taking (Budden, 2025). Adapting SEL strategies for neurodivergent students makes it more effective for all students and teachers, leading to a more inclusive and peaceful classroom.

SEL and Climate Anxiety

Given that Oceanlight School is focused on environmental stewardship, some students may experience climate anxiety. SEL skills that include emotional management, social awareness, and decision-making are helpful to students experiencing climate anxiety. Educators can support these students' abilities to cope by honestly addressing their realistic distress and discussing how to take meaningful action, such as participation in collaborative community projects advocating for change and solutions to environmental issues (Fuxman & Pascal, 2025). Educators can use the Climate Emotions Wheel to help the full learning community (students, staff, families) recognize and name their specific emotions behind climate anxiety. Naming our emotions is a step toward managing them, which then helps us take action. The Climate Mental Health Network (2024) has developed *A Guide to Climate Emotions* that includes a discussion of the Climate Emotions Wheel.

Prosocial Behavior

Social-emotional learning and clear articulation of our values (as above) foster prosocial behavior. Prosocial education focuses on promoting behavior that benefits others or improves harmony with others. Prosocial behaviors include comforting a peer, complimenting classmates, helping others with schoolwork, making sure everyone is included, settling disagreements, and sharing. It is the opposite of “antisocial” behavior such as bullying, denigrating, or cheating (Bergin & Prewett, 2020).

Expectations and guidelines for prosocial behavior are integral to Oceanlight School. Our strategies to foster prosocial behavior are based on T-SEL and the clear articulation of our values. Two examples of these strategies are the use of restorative practices and conflict resolution (Harlacher & Whitcomb, 2022). We avoid the use of punitive discipline.

Restorative practices are increasingly being used in middle and high schools as an alternative to traditional punitive school discipline. These practices work well with younger children as well. They help to build SEL skills, including conflict resolution, and nurture a positive, equitable climate in the classroom and school. Restorative practices are drawn from the traditions of Indigenous people and communities of color around the world. They are grounded in common

knowledge that people are profoundly relational, interconnected, and inherently good. Restorative practices include ways of creating communities that honor the importance of relationships among all members. And, when harm has been caused, they also provide ways to repair relationships and to address the needs of all people impacted by the harm (Mason, Ross, Harris, & Flanders, 2024).

We use restorative practices, including restorative circles, peer mediation, and community agreements to empower students to resolve conflicts constructively and build accountable relationships. These practices help reinforce the collaborative and communicative demands of the CCSS and ELD standards.

Instructional Materials and Methods

At Oceanlight School, social-emotional learning (SEL) is not just a stand-alone program. It is woven throughout daily routines, curriculum, school culture and climate. Our T-SEL approach supports and enhances the implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards by ensuring students have the social and emotional competencies necessary for rigorous academic learning and collaborative inquiry.

However, to have students, teachers, staff, and families be familiar with the same vocabulary, concepts, and practices with SEL, we consider age-appropriate, evidence-based SEL curricula to provide direct instruction in CASEL and T-SEL competencies, plus include a focus on values and prosocial behavior. Utilizing the detailed SEL program analysis from the EASEL Lab (Jones et al., 2021, pp. pp72-74), to identify programs consistent with our frameworks, the following evidence-based programs are under consideration:

1. Sanford Harmony/Harmony Academy - Pre-K to Grade 6 (www.harmony-academy.org)
2. Positive Action - Pre-K to Grade 8 (www.positiveaction.net) consequence of
3. Social Skills Improvement System – Pre-K to Grade 8 (www.ssiscolab.com)
4. Lions Quest - Pre-K to Grade 12 (www.lions-quest.org)

Methods and Strategies

We support and integrate Transformative SEL, our four value dimensions, and prosocial behavior guidelines within our community of belonging. Applying a multi-faceted instructional approach, grounded in research-based practices and Positive Youth Development frameworks, our instructional methods include:

- **Integrated SEL and Values Instruction in Curriculum**: These frameworks are embedded into the core academic curriculum, especially humanities, science, and project-based learning. For example, students analyze characters' perspectives and emotions in literature (supporting ELA CCSS), examine ethical implications of scientific innovations (supporting NGSS cross-cutting concepts), and reflect on personal experiences through writing and dialogue (supporting ELD standards).

- **Daily Class Meetings and Reflection**: Students begin the day with class meetings to support emotional check-ins, while fostering our community of belonging. These morning meetings contribute to positive classroom climates that support learning foundational T-SEL skills.

- **Project-Based Learning with our integrated T-SEL and Values frameworks**: In line with our experiential PBL model, students engage in collaborative projects that require teamwork, resilience, perspective-taking, and

leadership—skills central to both T-SEL and the California Standards for Career Technical Education. Performance and Intellectual Values are taught and reinforced through project-based learning.

- **Instructional Supports:** SEL programs (see above list of potential curricula); teacher-created lessons integrated learning units; developmentally appropriate texts (books, videos, etc.) exploring SEL themes; journals and digital tools for student reflection and expression (Flipgrid, Padlet, Seesaw), discussion protocols, and student self-assessment tools.

- **Cross-Age Mentorship and Leadership Development**: Older students engage in structured mentorship of younger peers, developing leadership, empathy, and conflict-resolution, applying T-SEL competencies. Student mentors model prosocial behavior, practicing both ethical and civic values in their work with younger students.

- **Family and Community Engagement**: Through workshops run by the wellness coordinator experts within our learning community, communication protocols, and shared decision-making, families are actively involved in supporting SEL at school and at home, in alignment with the California Standards Parent Involvement and Engagement (California Education Code § 52060).

Supports for Social-Emotional Learning

We believe that supporting both adults and children in developing SEL and Transformative SEL (T-SEL) competencies is essential to nurturing a safe, empathetic, and inclusive learning environment. Our approach prioritizes adult SEL development for both educators and families, coupled with intentional professional learning and dedicated staffing to ensure high-quality implementation.

Adult SEL for Educators and Families

Family engagement is a foundational aspect of our school, and supporting caregivers in developing SEL skills strengthens the home-school partnership and student outcomes. We offer multiple avenues for families and educators to grow in their SEL awareness and practice:

- Training sessions focused on SEL foundations, including self-awareness, relationship-building, and conflict resolution.
- Short instructional videos and curated book lists to support reflection and learning at home
- Practical tools and strategies families can use during classroom volunteering, field trips, and school events
- Opportunities for families to participate in community circles or workshops

Professional Development for Staff

To cultivate a school culture that is prosocial, intellectually rich, and grounded in equity and empathy, we provide ongoing professional development in SEL and restorative practices. (See more details in the Professional Development Plan.)

Community & Wellness Coordinator

To guide and sustain our SEL efforts, Oceanlight School plans to hire a Community & Wellness Coordinator. This dedicated staff member will have expertise in SEL, Restorative Practices, and family-school engagement. Their responsibilities will include:

- Facilitating a train-the-trainer model to build internal SEL and restorative capacity among staff
- Leading regular Professional Learning Communities (PLCs) focused on SEL integration
- Coordinating family SEL workshops and support opportunities

- Ensuring alignment of SEL strategies across schoolwide practices, classrooms, and family interactions

This coordinated approach to adult SEL and professional development will help create a thriving, emotionally intelligent school community—one that models the values we wish to instill in our students.

At Oceanlight School, social-emotional learning (SEL) is a core pillar of our educational philosophy—woven into academic instruction, community life, and school culture. Our multifaceted approach to SEL ensures that all members of the school community—educators, families, and students—are supported in developing the emotional intelligence and interpersonal skills necessary for a thriving learning environment. By investing in SEL as a foundation of our school, we aim to create a culture where empathy, collaboration, and equity are lived values. These supports are not just complementary to academic learning—they are essential to our mission of educating the whole child in partnership with families and the broader community.

STUDENT LEADERSHIP AND PEER MENTORSHIP

At Oceanlight School, student leadership is intentionally cultivated across all grade levels through a scaffolded, developmentally responsive approach grounded in the principles of Transformative Social and Emotional Learning (T-SEL) and Positive Youth Development. From the earliest grades, students build foundational leadership skills—such as empathy, communication, and responsibility—through classroom roles, circle time, and shared decision-making. As they progress, students take on more complex leadership opportunities, including mentoring younger peers, co-facilitating community events, and leading project-based learning presentations. This approach ensures that students progress developmentally from emerging leaders to developing leaders to youth mentors and advocates by eighth grade (see table below). Our cross-age peer mentorship model fosters belonging and confidence while supporting academic and social growth for both mentors and mentees.



Cross-grade mentorship builds a strong community of kind and confident students

Research shows that when elementary and middle school students are given meaningful opportunities to lead, it improves their engagement, motivation, and social-emotional competence (MacNeil, 2006; Scales et al., 2011). Peer mentorship, in particular, has been linked to stronger school connectedness, improved self-esteem, and enhanced leadership efficacy in young learners (Karcher, 2005; King et al., 2002). At Oceanlight School, leadership is not defined by position but by participation in authentic, community-based experiences that empower students to grow into thoughtful changemakers. This approach reflects our whole-child philosophy and commitment to nurturing students who are prepared to contribute meaningfully to their world.

Student Leadership Competencies and Program Elements

As Figure A-16 lays out, student leadership development is grounded in a clear set of competencies that are nurtured across grade levels through authentic, community-connected experiences.

Figure A-16: Leadership by Grade Band

Grade Band	Focus	Sample Practices
TK–2	Emerging Leaders	Classroom jobs, story and work sharing, nature-based exploration, books about leaders across the world and U.S.
3–5	Growing Leaders	Project-based learning facilitation, class representatives, reading buddies, classroom jobs
6–8	Youth Mentors & Advocates	Peer mentorship, Student Council, service projects, teaching assistants

These core competencies include:

- identity and reflection
- agency and goal setting
- teamwork and conflict resolution
- empathy and inclusion
- civic engagement and advocacy
- communication and public speaking
- mentorship and facilitation
- project planning and execution

Rather than being taught in isolation, these skills are embedded in interdisciplinary, experiential learning opportunities that grow more complex as students mature.

Program elements that support these competencies are both diverse and developmentally appropriate. Through project-based learning, students take on leadership roles in collaborative investigations tied to real-world issues. Peer mentorship is a hallmark of our model, as older students engage with younger peers in reading buddies, SEL facilitation, and cross-age learning experiences such as the Marine Science Deep Dive and service projects. Student council provides a platform for student voice and leadership in areas like school culture, wellness, and sustainability, while outdoor leadership opportunities in gardens, parks, and coastal areas to promote environmental stewardship and team-building. Service learning further deepens civic engagement, as each grade band designs and implements community action projects. Our Community Expertise Leadership Group will establish community partnerships that bring in local experts to co-lead projects, host mentorship opportunities, and support authentic learning.

Assessment and reflection are woven throughout the program. Students document their growth in digital portfolios, participate in student-led conferences, and receive peer and advisor feedback using rubrics aligned to leadership competencies. These tools encourage self-awareness and accountability, while also demonstrating student voice and progress to families and the broader community.

We ensure equity and inclusion by providing multiple, accessible pathways to leadership for all learners, including English Learners and neurodivergent students. Leadership can be demonstrated across modalities—through speaking, writing, artistic expression, and facilitation—and is recognized in both formal and informal contexts.

Student Leadership Supports Needed

Family and community engagement is essential to our leadership culture. Parents and guardians co-facilitate service projects, participate in exhibitions, serve on leadership committees, and support one another through our buddy family program. Mentor support workshops and family-led enrichment opportunities provide further ways to reinforce leadership learning beyond the classroom.

To sustain high-quality implementation, professional development equips staff with tools and strategies for youth leadership facilitation, culturally responsive instruction, mentorship coaching, and community partnership coordination. Teachers engage in ongoing professional learning communities and collaborate with outside experts to continuously refine their practice and uphold Oceanlight School's whole-child vision for student leadership and peer mentorship. (See the Professional Development Plan for more details.)

At Oceanlight School, leadership is not a title—it is a daily practice cultivated through meaningful relationships, authentic challenges, and a commitment to community. By embedding leadership development into every aspect of the student experience, we prepare students to become empathetic changemakers, confident communicators, and collaborative problem-solvers. This intentional approach ensures that every child, regardless of background or learning style, has the opportunity to lead, contribute, and thrive.

At Oceanlight, teachers, parents, and students all go by first names, a practice that reflects the school's commitment to equality, openness, and authentic partnership. By removing titles, the school fosters a culture of mutual respect and approachability, where students feel comfortable engaging with adults, parents see themselves as true partners in learning, and teachers are viewed as mentors rather than distant authorities. This simple choice strengthens the sense of community and belonging while aligning with Oceanlight's values of collaboration, student voice, and family partnership.

SUBJECT AREAS & CURRICULUM

In this section, we will describe the competencies we expect our students to gain at different grade level or grade bands. We speak to the pedagogy we plan to use in teaching a specific subject and how it will be integrated into our interdisciplinary thematic teaching. We will also student outcomes we expect to see and give examples of curriculum and assessment tools under consideration for purchase. Teachers will have freedom to select curriculum that meet their needs and will be provided a budget for those purchases. All curriculum mentioned are "under consideration".

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN

Eligibility

Oceanlight will admit students whose fourth birthday falls on or before September 1 of the academic school year into TK. Students whose fifth birthday falls on or before September 1 of the academic school year will be admitted to Kindergarten.

Program

At Oceanlight School, our Transitional Kindergarten (TK) and Kindergarten (K) programs nurture each child's innate curiosity, creativity, and capacity to care for the world. These early years lay the foundation for our interdisciplinary, environmentally centered TK-8 approach. We offer a developmentally appropriate, play-based, and nature-immersed learning environment that fosters joyful discovery, scientific exploration, and social-emotional growth.

Oceanlight's Transitional Kindergarten (TK) day integrates structured learning with playful exploration, fostering both academic and social-emotional development with the main focus being social emotional growth and school readiness. It balances teacher-directed activities such as read alouds with child-led play, incorporating activities like inquiry projects, learning centers, and outdoor play. This focus on playing to learn develops self regulation skills, oral language, and social competence. At the end of their TK school year they will be ready to begin their academic journey at Oceanlight school. Early Literacy and Numeracy, self regulation, social-emotional learning and school preparation bridges the gap between preschool and official elementary education. The slower pace and additional time needed to complete activities at this age gives students the opportunity to gain the social and academic skills needed to begin their successful school career.

Kindergarten at Oceanlight School begins to have a more academic focus including the addition of all of the elementary school standard subjects. Kindergarten is still heavily child centered and directed but will include more structured foundational skills to help prepare the students for the literacy and math projects they will be undertaking in the coming years. While TK used mostly formative assessments and teacher observation to assess student progress Kindergarten students will be assessed alongside their older peers to measure their progress and areas of need.

Class Sizes and Qualifications

TK Classrooms will be assigned to one lead teacher and one paraprofessional aide. Classes will serve a maximum of 20 students. Teachers must possess at least 24 units in early childhood education or childhood development or both, or equivalent experience to 24 units consistent with Education Code Section 48000(g)(4)(B), or a child development permit or early childhood education specialist credential as issued by the California Commission on Teacher Credentialing. ECE units for classroom aides preferred.

Kindergarten classrooms will be led by one classroom teacher and have a maximum class size of 24 students.

A Nurturing, Play-Based Foundation

Oceanlight's early childhood classrooms are designed to meet children where they are—developmentally, emotionally, and physically. Aligned with the California Preschool Learning Foundations, the California Transitional Kindergarten Learning and Development Guidelines, and the Kindergarten California Common Core State Standards (CCSS-K), our program supports early literacy, numeracy, language development, fine and gross motor skills, and executive functioning through meaningful play.

Nature-Immersed and Environmentally Rooted

Environmental literacy begins in the earliest grades. TK and Kindergarten students spend substantial time outdoors each day—exploring the school garden, making observations in local habitats, engaging in seasonal field walks, and participating in stewardship routines such as composting and recycling.

Nature is not a subject; it is the context. Students experience firsthand the patterns of the seasons, the interconnectedness of life, and the wonder of natural systems. These experiences provide an organic foundation for early scientific inquiry and an ethic of care for the Earth.

Early Science and Inquiry Skills

Oceanlight's youngest learners are encouraged to think like scientists: to observe, question, sort, compare, and predict. Aligned with the Next Generation Science Standards (NGSS) for K–2, our TK and Kindergarten science experiences emphasize sensory exploration, life cycles, weather and climate, plant and animal needs, and human-environment interactions. Children learn through integrated investigations, often rooted in local natural phenomena.

Social-Emotional Growth and Belonging

Our TK–K program integrates Social-Emotional Learning into daily practice. Through community circle, cooperative games, partner work, and reflective storytelling, children develop empathy, resilience, self-awareness, and communication skills. Culturally responsive practices and cross-age mentoring from older Oceanlight students help cultivate a strong sense of inclusion and belonging.

Ideal Classroom Environment

In an ideal setup, Oceanlight's TK and K classrooms are designed to promote calm, creativity, and connection to nature. Classrooms will include flexible open spaces and learning stations for play, building, science, literacy, and art. Outdoor spaces include the school garden, playground, and ideally natural habitats where students can explore their relationship with the natural world.

Family Partnership and Equity

We recognize families as children's first teachers and invite their full participation in school life. Regular communication, seasonal celebrations, curriculum sharing, family-led storytelling, and garden workdays create meaningful connections. The program honors and reflects the cultural knowledge and lived experiences of all families.

Figure A-17:Sample TK–K Interdisciplinary Themes and Learning Routines

Season	Core Theme	Science/Environment Focus	Literacy/Arts Connections	Math Integration	Field-Based Learning
Fall	Seeds and Soil	Parts of a plant, decomposition, composting, pumpkins	Read-alouds on trees and gardens, leaf rubbings	Counting seeds, measuring pumpkin growth	Visit to local farm or pumpkin patch
Winter	Local animal Habitats	Local animal needs, hibernation, local ecosystems	Journaling, puppetry, oral storytelling	Sorting, categorizing, comparing	Habitat observation walks
Spring	Pollinators and Plants	Insects, pollination, life cycles	Bee-themed books, painting	Patterns in petals, graphing garden data	Native plant garden survey
Ongoing	Caring for Our Earth	Recycling, water conservation, sustainability	Eco-stories, songs about nature	Calendar math, data collection	Stewardship & clean-up days

Assessment

Assessment in Oceanlight's play-based TK program will be authentic, ongoing, and developmentally appropriate, designed to capture the growth of the whole child across academic, social-emotional, and physical domains. Teachers will rely on observational checklists, anecdotal records, and collections of student work to monitor progress in early literacy, numeracy, problem-solving, and social interaction. We are likely to use tools such as the Desired Results Developmental Profile (DRDP), aligned to California Preschool Learning Foundations and TK standards, will be used to provide a structured framework for documenting growth. Families will be active partners in this process through shared portfolios, conferences, and input, ensuring that assessments guide instruction, celebrate strengths, and support each child's individual learning journey.

LANGUAGE ARTS

The English Language Arts (ELA) program at Oceanlight School empowers students to become confident, curious, and capable communicators through a dynamic, project-based learning approach. Our ELA curriculum is explicitly aligned with the California Common Core State Standards (CCSS) for English Language Arts (Grades TK-8), the California English Language Development (ELD) Standards, and the California ELA/ELD Framework. Our ELA curriculum builds progressively from foundational literacy in the early grades to advanced analysis, research, and civic expression in middle school (California Common Core State Standards, 2013).

Through a rich integration of literature, real-world inquiry, and interdisciplinary connections—especially around environmental stewardship and social responsibility—students develop the essential skills of reading, writing, speaking, and listening. This comprehensive, developmentally aligned progression prepares all learners to engage deeply with texts, think critically, communicate with purpose, and lead with empathy in their communities and beyond.

Science of Reading and Structured Literacy Pedagogy

Oceanlight School's English Language Arts (ELA) pedagogy is firmly grounded in the science of reading, an interdisciplinary body of research spanning cognitive science, linguistics, neuroscience, and educational psychology. Decades of evidence confirm that reading is not an innate process but a complex skill that must be taught explicitly and systematically, particularly in the early grades (National Reading Panel, 2000; Castles, Rastle, & Nation, 2018).

In grades TK–3, Oceanlight implements a structured literacy approach that emphasizes the five pillars of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction is explicit, systematic, and cumulative, ensuring that all students—including English Learners and those with or at risk for dyslexia—develop accurate and automatic word recognition alongside strong language comprehension. Core practices include:

- Daily, direct instruction in sound-letter correspondence, decoding, and word analysis using decodable texts and scaffolded routines.
- Sequential phonics and phonemic awareness lessons, mapped to a cumulative scope and sequence.
- Rich oral language development through read-alouds, discussion, and storytelling.
- Integration of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to ensure access and participation for all learners.

Teachers use formative assessments to monitor progress and provide timely, targeted interventions, ensuring no student falls behind. This approach is supported by curriculum materials such as Bookworms, Amplify Core Knowledge Language Arts, Wit & Wisdom, and Open Court Reading, all selected for their alignment with the science of reading and demonstrated effectiveness across diverse student populations.

In grades 4–8, our pedagogy evolves to a disciplinary literacy model, building on foundational skills and supporting students in reading, writing, and communicating with increasing sophistication in content areas. Students engage with authentic texts—including scientific articles, historical memoirs, and policy briefs—practicing genre analysis, source evaluation, and evidence-based writing. This approach is closely aligned with the Common Core State Standards' emphasis on informational text, textual analysis, and argumentative writing, and is integrated with Oceanlight's project-based learning structure (Shanahan & Shanahan, 2008).

Across all grade levels, Oceanlight teachers receive ongoing professional development in evidence-based literacy practices, ensuring fidelity to research-backed instructional methods and responsiveness to student needs. Instruction is differentiated and culturally sustaining, with text selections reflecting diverse authors, genres, and perspectives. Strategies such as bilingual books, oral storytelling, and translanguaging are incorporated to build language proficiency while affirming student identity (Paris & Alim, 2017).

Assessment and Continuous Improvement

Formative and summative assessments—including running records, phonics screeners, writing samples, and standards-based rubrics—are used to monitor student growth and inform instruction. Students regularly reflect on their own learning, set goals, and participate in peer review, fostering metacognitive awareness and self-regulation (Zimmerman, 2002; Graham & Harris, 2005).

Oceanlight's Board will adopt and the Charter School will implement a K-2 screening for reading difficulties, including the risk of dyslexia, in compliance with Education Code Section 53008 and that utilizes a State-Board approved screening instrument.

Commitment to Equity and Excellence

By embedding the science of reading and structured literacy into our pedagogy, Oceanlight School ensures that every student receives the explicit, systematic, and responsive instruction necessary for reading success. Our commitment to culturally and linguistically sustaining practices, project-based learning, and social-emotional growth prepares students to become confident, capable, and ethical communicators—ready to meet and exceed California's rigorous ELA standards and to thrive as lifelong learners and engaged citizens.

ELA Core Competencies (Grades TK-2)

Our TK–2 English Language Arts (ELA) program builds the essential foundation for lifelong literacy and communication. Through a joyful, language-rich environment, students develop the building blocks of reading, writing, speaking, and listening. Daily routines include shared reading, phonics instruction, read alouds, and collaborative discussions. Authentic learning experiences—such as nature walks, community storytelling, and project-based explorations—help students make meaningful connections between language, self, and the world around them.

Foundational literacy skills are a central focus in these early years. Students learn to decode words using phonics, recognize sight words, and read fluently with expression. Comprehension grows through interactive read alouds, where students discuss characters, settings, and simple story elements, building both understanding and empathy. Writing begins with drawing and dictation and progresses to composing simple sentences, short narratives, labels, and project captions. Students learn to express ideas with clarity and sequence using age-appropriate conventions.

Speaking and listening skills are fostered through group storytelling, class discussions, and sharing personal experiences. Students learn to listen attentively, take turns, and respond respectfully to peers. Vocabulary development is integrated into every subject, with rich, thematic units encouraging exploration of word meanings through inquiry and play. Early research and inquiry skills are introduced as students ask questions, observe closely, and gather information through picture books and real-world experiences.

Our early literacy learning nurtures curiosity, confidence, and a love of language—preparing students for deeper comprehension, expression, and independent learning in the upper elementary grades.

ELA Core Competencies (Grades 3-5)

Our ELA program for grades 3-5 deepens students' skills as thoughtful readers, confident writers, and purposeful communicators. Building upon foundational literacy, students expand their comprehension and begin reading across a variety of genres—including fiction, nonfiction, biographies, and poetry—often connected to project-based learning in science, social studies, and environmental studies. Literature becomes a tool for exploring human experience, civic values, and ecological themes. Students analyze texts for main ideas, author's purpose, and text structure, while making inferences and drawing evidence-based conclusions.

Writing instruction emphasizes crafting organized, coherent paragraphs and multi-paragraph pieces across narrative, informational, and opinion genres. Students draft, revise, and edit their work with peer and teacher feedback, and use writing to communicate project research, personal reflections, and solutions to real-world challenges. Vocabulary development becomes more analytical as students explore word roots, prefixes, and suffixes, and apply academic language in both writing and discussion.

In speaking and listening, students participate in structured discussions, literature circles, and oral presentations, learning to summarize others' ideas, pose clarifying questions, and speak with appropriate tone and style. Students also

engage in inquiry-based research, developing project questions, using print and digital sources, organizing information, and citing sources appropriately.

Throughout upper elementary, students become more independent in their literacy practices, using reading and writing as a tool to explore the world, advocate for change, and express their growing sense of identity and agency as learners.

ELA Core Competencies (Grades 6-8)

The ELA program for middle school is designed to foster advanced literacy, critical thinking, and expressive communication. Students engage in meaningful, hands-on projects that connect ELA skills to real-world ecological and community issues. A rich engagement with literature—including fiction, poetry, and drama—is central to the program, cultivating empathy and a deeper understanding of environmental stewardship and social justice.

In grades 6–8, students deepen their literacy, critical thinking, and communication skills through our experiential project-based units grounded in environmental and civic themes. In Grade 6, students build foundational skills by analyzing diverse texts, conducting field-based research, and crafting written arguments and narratives tied to ecological systems and personal experiences. By Grade 7, students sharpen their ability to compare perspectives, evaluate media, and write analytical essays that reflect a deeper understanding of global challenges such as climate justice and sustainability. Grade 8 culminates in the synthesis of learning through extended, multimedia projects that advocate for environmental and social change. They present their ideas through avenues including literature circles, debates, and public forums. Vocabulary and language skills are developed through close reading, interdisciplinary inquiry, and purposeful communication, empowering students to use ELA as a tool for understanding the world and making a meaningful impact.

In sum, the table below outlines select core ELA competencies for K-8, drawn from the California Common Core State Standards, to show the grade level progression.

Figure A-18: Core ELA Competencies TK-8

Core Competency	TK–2: Emerging Communicators	3–5: Developing Communicators	6–8: Independent Communicators
Reading Comprehen-sion	- Understand and retell simple stories. - Identify main ideas and characters through read alouds and shared reading. - Make predictions and connections to personal experiences.	- Summarize key ideas and details in fiction and nonfiction. - Identify themes, author's purpose, and text structure. - Integrate reading across science, social studies, and project research.	- Analyze complex texts for themes, evidence, and author's craft. - Evaluate multiple perspectives and sources. - Read across genres to support interdisciplinary projects.

Reading Foundation-al Skills	**-** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. -Read with sufficient accuracy and fluency to support comprehension.	-Apply advanced phonics and word analysis skills (including roots, prefixes, suffixes) to decode multisyllabic and unfamiliar words. -Read grade-level texts fluently with appropriate pacing, expression, and intonation. -Use context clues, morphology, and syntax to determine meaning of unknown words.	-Read fluently and accurately across a range of complex texts and genres. -Apply advanced decoding and word recognition strategies to comprehend academic texts. -Demonstrate command of fluency to support interpretation and oral presentation of texts.
Writing	- Write simple sentences and stories with beginning, middle, end. - Use drawing and dictation as writing supports. - Create labels, captions, and signs for projects. -Write simple narrative, informational and opinion pieces.	- Write multi-paragraph narratives, opinion pieces, and informative texts. - Use grade-level appropriate spelling and writing conventions. - Use writing to document research findings in projects. - Revise and edit with peer and teacher feedback.	- Compose extended essays, reports, and creative works across disciplines. - Use writing to propose solutions, persuade audiences, and reflect on learning. - Integrate citations and evidence-based writing.
Speaking & Listening	- Share ideas orally during group discussions and presentations. - Listen and respond to peers respectfully. - Participate in oral storytelling and dramatizations.	- Plan and deliver short oral presentations. - Use academic language in group discussions. - Summarize others' ideas and ask clarifying questions.	- Deliver formal presentations to authentic audiences. - Take part in group discussions and debates. - Adapt tone and style for different audiences and purposes.
Research & Inquiry	- Ask and explore simple questions with teacher support. - Gather information from pictures, books, and observations. - Share findings orally or visually.	- Develop inquiry questions for project topics. - Gather information from multiple print and digital sources. - Organize research into categories for project reports. - Cite sources from print and digital media.	- Conduct independent research using a range of sources. - Evaluate source credibility and relevance. - Synthesize findings to support claims in interdisciplinary projects. - Cite sources accurately and thoroughly.

Vocabulary Development	- Learn new words through thematic units and shared reading. - Use vocabulary in speaking, writing, and project labels/displays. - Explore word meanings through play and inquiry.	- Acquire academic vocabulary across content areas. - Apply new words in writing and discussions. - Analyze word parts and relationships to build vocabulary knowledge.	- Use discipline-specific vocabulary in written and oral communication. - Analyze connotation, nuance, and figurative language. - Incorporate precise word choice in formal writing.
Critical Thinking & Interpretation	- Make simple comparisons and contrasts in stories. - Express opinions about characters or events. - Recognize different points of view in stories.	- Analyze character motivations, cause-effect, and author's choices. - Interpret figurative language and symbolism in literature. - Evaluate perspectives in informational texts.	- Critique arguments, biases, and assumptions in texts. - Compare themes across multiple texts and disciplines. - Develop original interpretations supported by textual evidence.

Instructional Principles

Our English Language Arts program, rooted in experiential project-based learning, emphasizes real-world application, empathy through literature, environmental responsibility, and student-driven inquiry. These guiding principles shape every aspect of instruction, fostering a diverse, inclusive, and engaging environment where all learners can thrive. Key instructional principles include:

- **Experiential and Project-Based Learning:** Every unit culminates in hands-on projects, fieldwork, or public presentations, allowing students to apply ELA skills in authentic, meaningful contexts. Students learn through direct experience, reflection, and collaboration.
- **Literature as a Lens for Empathy and Action:** Fiction and literary texts are intentionally integrated throughout the curriculum to foster empathy, imagination, and a personal connection to environmental and social justice issues.
- **Environmental Stewardship:** Environmental themes are intentionally integrated across the curriculum, fostering a sense of responsibility and agency as students address ecological challenges in their community and beyond. Stewardship is a guiding value in every project and inquiry.
- **Inquiry and Civic Engagement:** Students' questions and interests drive learning, with opportunities to engage in research, service, and advocacy that have tangible impacts on their community.
- **Progress Communication:** Student progress is communicated regularly to students and families through conferences, portfolio reviews, and public exhibitions of learning.
- **Diverse Perspectives:** Texts and projects reflect cultural, linguistic, and social diversity, ensuring all voices are valued.

- **Support for All Learners:** Instruction is guided by Universal Design for Learning (UDL) principles and a Multi-Tiered System of Supports (MTSS), ensuring access and participation for English learners, students with disabilities, and all students, in alignment with English Language Development standards.

- **Technology Integration:** Technology is used selectively in the curriculum to support research, collaboration, and multimedia communication.

- **Family and Community Engagement:** Families are regularly informed of student progress and invited to participate in exhibitions and school events.

Curriculum Materials And Selection Criteria

Instructional materials—including fiction and nonfiction texts, poetry, drama, digital resources, and teacher-developed units—will be selected through a collaborative process involving teachers and school leadership. All materials will be reviewed annually to ensure alignment with CCSS, ELD standards, and the California ELA/ELD Framework. We are considering the following ELA curriculum:

- (K-5) **Bookworms K-5 Reading and Writing by Open-Up Resources** (https://www.openupresources.org/ela-curricula/bookworms-k-5-reading-writing/), which is built on literacy research and is designed for differentiation.
- (K-5) **Amplify Core Knowledge Language Arts (CKLA)** (https://amplify.com/programs/amplify-core-knowledge-language-arts/,) which supports students in becoming confident readers, writers, and thinkers.
- (K-8) **Wit and Wisdom by Great Minds** (https://greatminds.org/english/witwisdom) which is a comprehensive K-8 ELA curriculum to help students build knowledge and skills to be successful readers, writers, and communicators.
- (K-8) **Open Court Reading** (https://www.mheducation.com/prek-12/program/microsites/MKTSP-THA19M01/browse/comprehensive-curriculum.html?srsltid=AfmBOorB06LUJNC4cyYpPG4kFQkAz2tlI2QEsKtGK4rlKqHF3nbFwncN) Through systematic, explicit instruction and a scope and sequence that follows a purposeful progression of skills—first build a strong foundation, then build upon that foundation

  Selection criteria include:

  - Relevance to environmental stewardship, social justice, and community engagement
  - Representation of diverse cultures, perspectives, and voices
  - Inclusion of high-quality, age-appropriate fiction and literary works to foster empathy and imagination
  - Appropriateness for grade-level complexity and rigor
  - Support for differentiation and accessibility for all learners

Assessment and Measurable Student Outcomes (see Element B)

Student mastery in ELA is assessed through:

- **Rubrics for project-based learning and public presentations**
  Students are evaluated on reading, writing, speaking, and listening through standards-based rubrics that measure proficiency in literary analysis, research, and communication.

- **Portfolios of written work, research, and project artifacts**
  Each student maintains a portfolio showcasing essays, creative writing, research projects, and other artifacts that demonstrate growth across ELA competencies.
- **Self and peer reflections on the learning and project process**
  Students regularly reflect on their learning, set goals for improvement, and provide constructive feedback to peers, fostering metacognition and collaborative skills.
- **Teacher observation and formative assessments**
  Teachers use observation checklists, exit tickets, and in-class activities to monitor ongoing progress and adjust instruction to meet student needs.
- **Participation in all required statewide assessments**
  All students participate in the California Assessment of Student Performance and Progress (CAASPP) and any other state-mandated ELA assessments.
- **Ongoing diagnostic and growth monitoring assessments using iReady or an equivalent tool**
  Students complete periodic computer-adaptive assessments that identify skill gaps, track individual growth in reading domains, and inform differentiated instruction.

Measurable outcomes include:

- **Mastery of ELA content standards**
  Students will demonstrate proficiency in reading, writing, speaking, and listening as measured by standards-based rubrics, project portfolios, and state assessments. Annual targets are set for all students and for each significant subgroup, with the expectation that at least 85% of students will meet or exceed grade-level ELA standards each year.

- **Growth in literacy and communication skills**
  Students will show measurable growth of one proficiency level or more in key ELA domains (reading comprehension, writing, and oral communication) from fall to spring, as documented in portfolios and rubric scores.

- **Engagement with diverse texts and perspectives**
  Students will read and analyze a wide range of fiction, nonfiction, and literary genres, with at least 80% demonstrating proficiency in interpreting complex texts and multiple perspectives by the end of each year.

- **Effective participation in public exhibitions and presentations**
  All students will participate in at least one public exhibition or presentation of their ELA work each semester, demonstrating their ability to communicate ideas clearly to authentic audiences.

- **Preparation for statewide assessments**
  The school will meet or exceed the San Mateo County average on state ELA assessments.

Supports for English Language Arts

Oceanlight School will take a phased approach to building strong classroom and school library collections that support English Language Arts. At launch, we will leverage digital resources immediately available through the California State Library's *K–12 Online Content Project (Compass)* and the Peninsula Library System, including its Library Links program, SMEdCenter digital learning resources, and *hoopla* for on-demand access to ebooks and audiobooks. These tools will provide students with a wide range of high-quality texts from day one. As we grow, we will pursue grants—such as those available through the California State Library, Scholastic, and other national library funders—to build out diverse

classroom libraries across all grade levels. In later years, we will establish a centralized school library collection to anchor our literacy program, ensuring equitable access to a rich mix of print and digital texts for all students.

Legal Compliance

The ELA program is fully compliant with all applicable state and federal laws. All students, including English learners and those with disabilities, receive appropriate support in accordance with state and federal law.

SOCIAL STUDIES

Our social studies education empowers students to understand their roles as informed, empathetic, and active citizens in a diverse, interconnected, and changing world. Grounded in the California History–Social Science Standards, our TK-8 program integrates inquiry, civic engagement, and connects to environmental literacy. Students develop historical thinking, geographic analysis, cultural understanding, and ethical reasoning while investigating real-world issues. Our social studies curriculum builds essential skills and fosters civic identity, preparing students to lead with curiosity, responsibility, and compassion.

Social Studies Core Competencies (TK-2): EMERGING CITIZENS

In grades TK–2, students begin to form their civic identity and develop foundational social studies skills through exploration of self, family, community, and the natural world. Aligned with the California History–Social Science Standards, instruction centers on recognizing roles of community helpers and leaders, participating in classroom responsibilities, and discussing fairness and rules. Students begin geographic thinking by identifying local landforms, exploring natural habitats, and using maps and globes to locate familiar places. They observe the relationship between people and the environment—such as how families use water or energy—and are introduced to stewardship concepts through recycling or classroom gardens. Historical thinking begins with sequencing personal and family events, identifying key symbols and figures, and learning about traditions and holidays, including those with environmental significance like Earth Day. Students explore family and community cultures through shared celebrations. Inquiry is sparked by simple questions about the environment and community, and students gather information through books, nature walks, and interviews. Ethical reasoning includes kindness, fairness, and empathy—applied to both people and the natural world.

Social Studies Core Competencies (3-5): DEVELOPING CITIZENS

In grades 3–5, students deepen their understanding of civic identity and historical inquiry as they begin to analyze the systems that shape communities and ecosystems. They explore civic responsibilities through classroom and school-based projects, often related to environmental sustainability, such as organizing waste-reduction campaigns or learning about local water conservation efforts. Geographic thinking expands to interpreting maps, charts, and graphs to examine how geography influences culture, resources, and settlement. Students assess the impact of land use and natural resources on communities. Historical thinking includes analyzing the causes and effects of major events, comparing diverse perspectives—including those related to environmental justice—and presenting findings through timelines and exhibitions. Economic understanding includes identifying needs and wants, understanding jobs and services, and simulating exchange through classroom stores. Students explore cultural traditions related to food, farming, migration, and celebrations that honor the Earth. Economic concepts expand to producers, consumers, and the environmental costs and benefits of resource use. Students research questions such as “How do our choices affect the planet?” using multiple sources, and they present findings through writing, digital models, and public speaking. Through role-play and ethical

debates, they explore dilemmas such as deforestation vs. community development, encouraging responsible decision-making.

Social Studies Core Competencies (GRADES 6-8): YOUTH CIVIC LEADERS

In middle school, students are empowered to become informed civic participants and environmental stewards. They analyze the role of citizens in environmental policymaking and engage in civic action projects tied to real-world ecological issues—such as advocating for clean water, renewable energy, or environmental justice. Students use digital analysis tools to assess climate impacts, resource use, and human-environment interactions. They explore how geography has historically shaped civilizations, resource distribution, and conflict, drawing connections to current global environmental challenges. Historical thinking includes analyzing the environmental roots and consequences of events, such as industrialization or colonization, and constructing interpretations using primary and secondary sources. Students explore cultural identity, migration, and environmental conflict across global societies and lead dialogues on intercultural environmental perspectives. Economic analysis includes the ethics of global trade, carbon markets, and sustainability, with students designing green business models or participating in social entrepreneurship. Students present findings in exhibitions and advocacy campaigns that center on ecological responsibility. Ethical reasoning is deepened through debates and civic action on complex issues such as climate equity, energy use, and environmental justice.

Instructional Principles for Social Studies Education

Instruction at Oceanlight School integrates inquiry-driven, project-based learning with environmental literacy and civic agency. Students investigate real-world questions—such as “How can we protect our local ecosystem?”—and develop action-oriented projects. Simulations and role-plays allow them to explore historical and contemporary environmental decisions, such as negotiating climate treaties or city zoning for green space. Teachers model and foster responsible technology use, especially around the environmental impact of digital tools and artificial intelligence. Diverse voices—including Indigenous, youth, and historically marginalized communities—are included in environmental narratives and case studies. Differentiation ensures all students can participate meaningfully, using scaffolds, primary source visuals, and flexible grouping. Social studies is intentionally integrated with science, language arts, and technology, reinforcing skills like data interpretation, persuasive writing, and systems thinking. Character education emphasizes empathy, environmental ethics, and civic responsibility, helping students develop a strong sense of agency in shaping a more sustainable and equitable future.

Teachers will participate in ongoing professional development to ensure teaching reading, writing, speaking, and listening skills across diverse genres and real-world contexts.

Curriculum Materials and Selection Criteria

Instructional materials, including print and digital resources, and teacher-developed units, will be selected through a collaborative process involving teachers and school leadership. Curriculum will be selected for alignment with the California Social Studies Standards, cultural responsiveness, accessibility, and relevance to environmental and civic education. Materials must provide opportunities for inquiry, representation of diverse communities, and meaningful exploration of environmental systems and sustainability.

Curriculum options under consideration:

- **TCI: Bring Learning Alive! Social Studies Program (TK-8)** (https://www.teachtci.com/social-studies/) Hands-on, standards-aligned program with simulations, environmental stewardship extensions, and civic engagement projects.

- **Inquiry Journeys by InquirED (TK–5)** (https://www.inquired.org/inquiry-based-social-studies) is an inquiry-based curriculum with units on local ecosystems, human impact on the environment, and civic decision-making.
- **National Geographic Social Studies Curriculum by Cengage (6-8)** (https://ngl.cengage.com/programs/social-studies), which includes powerful imagery, an easy-to-use curriculum, and accessible resources.

Assessment and Measurable Student Outcomes (see Element B)

Assessment is performance-based and focused on social studies knowledge, civic engagement, and environmental literacy. Student mastery is evaluated using:

- Standards-aligned rubrics for public exhibitions, projects, and simulations
- Portfolios with written reflections, research, and environmental action plans
- Peer and self-assessment on collaboration, inquiry, and ethical reasoning
- Participation in statewide and school-based assessments

Measurable Outcomes Include:

- Mastery of civic, geographic, historical, and environmental content
- Demonstrated engagement in environmental and community action
- Use of responsible, ethical research and digital tools
- Growth in critical thinking, communication, and collaboration skills

Progress is shared through student-led conferences, digital portfolios, and public showcases. Assessment data informs ongoing instruction and continuous program improvement, ensuring that all learners—across backgrounds and abilities—are equipped to address the challenges of a changing world with empathy and purpose.

Legal Compliance

The social studies program is fully compliant with all applicable state and federal laws. All students, including English learners and those with disabilities, receive appropriate support in accordance with state and federal law.

MATHEMATICS

At Oceanlight School, mathematics instruction is grounded in developmentally appropriate, real-world, and inquiry-based learning experiences. Our program prioritizes conceptual depth, strong visualization strategies, rigorous mathematical argumentation, and fluency through mastery. We believe that mathematical understanding is built not only through procedural skills, but through sense-making, reasoning, and meaningful application across contexts. Aligned with the California 2023 Mathematics Framework and California Common Core State Standards for Mathematics (CCSS-M), our progression of competencies supports students in becoming confident problem-solvers, critical thinkers, and mathematically literate citizens.

Real-World Math Integration Across Disciplines

Students come to understand that mathematics is not just a set of abstract procedures, but a vital tool for understanding and shaping the world. Math is deeply integrated into science investigations, engineering challenges, and interdisciplinary projects.

In early elementary, students might measure plant growth in garden-based science, graph weather patterns, and compare data sets across seasons. As they grow, they design structures using geometric reasoning, calculate ratios in environmental surveys, and apply number sense to sustainability projects like water conservation, carbon footprint tracking, and food system mapping.

By middle school, students will apply mathematics in complex, real-world projects that require critical thinking, modeling, and interdisciplinary synthesis. They might budget for a solar-powered tiny home, graph population trends for ecological studies, model the trajectory of a water rocket launch using linear equations, or design equitable public spaces with scaled blueprints and area calculations. These experiences highlight how math is a tool for innovation, allowing students to analyze, communicate, and solve meaningful problems that reflect authentic scientific, civic, and environmental challenges.

These experiences allow students to:

- **See math as a language of innovation**—used by engineers, scientists, designers, and entrepreneurs
- **Apply multiple strands of mathematics**—algebra, geometry, data analysis, and proportional reasoning—toward meaningful and tangible outcomes
- **Develop agency and purpose**—as they use math to propose, justify, and test solutions to real-world problems that affect their communities and ecosystems

By embedding mathematics across our interdisciplinary project-based learning units, and aligning with Next-Generation Science Standards (NGSS) science and engineering practices, we ensure that every student develops not just fluency, but functional mathematical literacy—the ability to reason, model, and communicate in ways that matter.

Pedagogical Foundations for Mathematics Instruction

Oceanlight School's mathematics pedagogy blends the most effective elements of progressive, constructivist, and mastery-based instructional models. Our approach recognizes that deep mathematical understanding is built through meaningful exploration, visual reasoning, collaborative discourse, and purposeful application.

An inquiry-driven lens positions students as mathematicians who tackle real-world problems with creativity, logic, and interdisciplinary thinking. Mathematical tasks are often embedded in project-based units, supporting synthesis across environmental science, engineering, and civic design, for example.

Students build understanding through exploration and doing. Constructivist learning theory, as supported by Piaget and Vygotsky, encourages students to actively construct mathematical knowledge based on prior understanding and real-world experiences. (Fosnot, 2013) Teachers provide cognitively guided instruction, an approach grounded in research that emphasizes using students' own problem-solving strategies as a starting point for deeper learning

(Carpenter et al., 1999). These rich mathematical discussions encourage mathematical reasoning and classroom discourse, supported by culturally responsive pedagogy that honors diverse ways of thinking and strategizing.

At Oceanlight School, cognitive rigor and metacognition are developed through instructional strategies that encourage students to explain their reasoning, reflect on problem-solving approaches, and engage with increasingly complex mathematical tasks. Inspired by Singapore Math and aligned with our inquiry-based and constructivist approach, students use visual modeling, structured routines, and scaffolded questioning to build abstraction, deepen understanding, and communicate mathematical thinking clearly and confidently. These methods support our goal of fostering mathematical thinkers who persist through challenges and apply what they learn in meaningful, real-world contexts (Singapore Ministry of Education, 2006; Ban Har, 2011).

Together, these approaches cultivate a learning environment where students not only meet state standards but also develop mathematical habits of mind—such as curiosity, perseverance, and reflection—that they will carry them forward into high school and beyond.

Figure A-19: Mathematics Core Competencies (TK-5)

Grade	Number & Operations	Algebraic Thinking	Measurement & Data	Geometry
TK	Recognize numbers to 20; count objects and compare quantities up to 10	Identify, extend, and create simple patterns	Sort, classify, and compare measurable attributes using informal language	Explore basic shapes in the environment; begin to describe position and location
K	Count, compare, and represent numbers to 100; solve addition/subtraction within 10	Recognize and create patterns; describe simple relationships	Measure length with informal tools; tell time to hour	Identify and describe basic 2D/3D shapes; explore symmetry
1	Add/subtract within 20; understand place value to 120	Use properties of operations; solve for unknowns in simple equations	Measure with standard tools; organize data in simple graphs	Compose/decompose shapes; identify equal shares
2	Add/subtract within 1,000; develop early multiplication skills	Model multiplication; solve grouping problems	Measure in standard units; use line plots	Classify and draw 2D shapes; relate to fractions
3	Multiply/divide within 100; understand fractions	Solve problems with operations; describe numeric patterns	Tell time; solve volume/mass problems; graph data	Analyze quadrilaterals; find area and perimeter
4	Use all four operations with whole numbers, fractions, decimals	Use equations and patterns to model relationships	Convert units; represent data with line plots	Measure angles; classify shapes by properties
5	Perform operations with fractions/decimals; solve real-world problems	Evaluate expressions; analyze patterns	Graph data on coordinate plane; calculate volume	Classify polygons; apply geometry to design tasks

Below is a list of the Standards for Mathematical Practice (SMPs) grouped by developmental emphasis across grade bands. While all eight SMPs apply to every grade level, certain practices are emphasized more depending on the developmental readiness and mathematical focus of each stage.

Grades TK–2 (Emerging Mathematicians)

Emphasis: Building understanding through concrete representations, hands-on exploration, and collaborative talk.

- SMP 1: Make sense of problems and persevere in solving them
- SMP 2: Reason abstractly and quantitatively (with concrete supports)
- SMP 4: Model with mathematics (in real-world classroom contexts like story problems)
- SMP 5: Use appropriate tools strategically (e.g., manipulatives, number lines)
- SMP 6: Attend to precision (especially in language and labeling)

Grades 3–5 (Developing Mathematicians)

Emphasis: Explaining reasoning, beginning abstract thinking, and applying skills to multi-step contexts.

- SMP 1: Make sense of problems and persevere
- SMP 3: Construct viable arguments and critique the reasoning of others
- SMP 4: Model with mathematics (including area, data, and multi-step problems)
- SMP 6: Attend to precision
- SMP 7: Look for and make use of structure (especially in patterns and place value)

Figure A-20: Mathematics Core Competencies (6-8)

Grade	Number & Operations	Algebraic Thinking	Measurement & Data	Geometry	Mathematical Practices & Discourse
6	Fluently operate with fractions/decimals, ratios and rates	Use variables and expressions to solve problems	Analyze variability, use coordinate planes	Area, surface area, and volume of complex shapes	Solve problems collaboratively; use graphs and models to explain reasoning (SMP 1, 2, 4, 5)
7	Operate with rational numbers, proportional reasoning	Solve linear equations and inequalities, simplify expressions	Surface area/volume, scale drawings, statistics	Angle relationships, circle measurements, scale factor	Use evidence and formal language in mathematical debates (SMP 3, 6, 7, 8)

8	Work with irrational numbers, perform operations with expressions	Analyze and solve systems of equations, functions, linear graphing	Bivariate data analysis, probability, model relationships	Transformations, congruence, similarity, theorems	Construct arguments with precision; evaluate and refine solutions (SMP 1, 3, 6, 8)

Grades 6–8 (Independent Mathematicians)

Emphasis: Deep reasoning, mathematical modeling, and using structure to generalize and justify.

- SMP 1: Make sense of complex problems and persevere
- SMP 2: Reason abstractly and quantitatively (e.g., algebraic thinking)
- SMP 3: Construct arguments and critique with formal logic
- SMP 4: Model with mathematics (e.g., equations, graphs, statistics)
- SMP 7: Look for and make use of structure
- SMP 8: Look for and express regularity in repeated reasoning

Instructional Principles For TK-8 Mathematics

Oceanlight School's mathematics program reflects the instructional shifts outlined in the 2023 California Mathematics Framework, including a commitment to:

- **Equity-Centered Learning**: Designing inclusive lessons that validate diverse thinking and promote full participation of all learners, including multilingual students and those with learning differences.
- **Mathematics as a Human Endeavor**: Helping students see math as relevant, purposeful, and integral to understanding and improving the world.
- **Conceptual Understanding Before Procedure**: Prioritizing depth over speed; using manipulatives, visuals, and storytelling to build comprehension before introducing symbolic notation.
- **Productive Struggle**: Encouraging perseverance and reasoning by supporting students to wrestle with complex ideas without rushing to solutions.
- **Mathematical Discourse**: Promoting rich, student-led discussions where ideas are explored, justified, and refined collaboratively.
- **Interdisciplinary Integration**: Embedding mathematics in STEAM projects, environmental studies, and design thinking to promote real-world application.

Curriculum Materials And Selection Criteria

Oceanlight School uses a research-based, standards-aligned curriculum that supports inquiry and differentiation. Instructional materials, including print and digital resources, and teacher-developed units, will be selected through a collaborative process involving teachers and school leadership. Curriculum will be selected using the following criteria:

- Alignment with the 2023 CA Math Framework and CCSS-M
- Evidence of success in fostering conceptual understanding and math confidence
- Emphasis on mathematical modeling, reasoning, and real-world problem solving
- Cultural responsiveness and language accessibility

- Support for discourse-rich classrooms and mathematical debate
- Integrated technology and digital tool usage in upper grades

TK–5 Curricula under consideration:

1. **Illustrative Mathematics (IM) TK–5** – Open-up Resources edition: promotes deep understanding through problem-based learning. https://illustrativemathematics.org/
2. **Bridges in Mathematics** – Strong in visual models, number sense, and community discourse. https://www.mathlearningcenter.org/curriculum/bridges-mathematics
3. **Investigations 3** – Emphasizes reasoning and multiple problem-solving strategies. https://investigations.terc.edu/
4. **Amplify Desmos Math K-5** – Highly interactive, tech-integrated curriculum emphasizing conceptual understanding. https://amplify.com/programs/amplify-desmos-math/

Possible 6–8 Curricula under consideration:

1. **Illustrative Mathematics (IM) 6–8** – Problem-based with an emphasis on student thinking and mathematical practices. https://illustrativemathematics.org/
2. **Amplify Desmos Math 6–8** – Highly interactive, tech-integrated curriculum emphasizing conceptual understanding. https://amplify.com/programs/amplify-desmos-math/

Assessment and Measurable Student Outcomes (see Element B)

We expect all students to demonstrate mastery of core mathematical concepts, reasoning skills, and real-world application appropriate to their developmental stage and grade level. By the end of each grade, students will be expected to meet the following benchmark outcomes:

- **Kindergarten:** Students will fluently count to 100, represent and compare numbers up to 20, solve simple addition and subtraction problems using objects and drawings, identify basic shapes, and measure using informal tools.
- **Grade 1:** Students will fluently add and subtract within 20, understand place value to 120, measure length using standard tools, interpret simple data displays, and describe and compose shapes and equal parts.
- **Grade 2:** Students will add and subtract within 1,000, develop foundational understanding of multiplication and division, measure and estimate using metric and customary units, and explore fractions through shape partitioning.
- **Grade 3:** Students will master multiplication and division within 100, understand fractions as numbers, solve problems involving measurement and data, and classify geometric shapes by properties.
- **Grade 4:** Students will use all four operations with whole numbers and decimals, add and subtract fractions with like denominators, convert measurement units, and solve problems involving angles and geometric figures.
- **Grade 5:** Students will perform operations with fractions and decimals to hundredths, graph points on the coordinate plane, calculate volume, and classify two-dimensional figures by their properties.
- **Grade 6:** Students will apply ratios, rates, and percentages; fluently operate with fractions and decimals; use variables and expressions to model real-world problems; analyze data distributions; and solve area and volume problems.
- **Grade 7:** Students will extend understanding of proportional relationships, solve multistep ratio and percent problems, work with rational numbers, solve linear equations and inequalities, and apply geometry in scale drawings and angle relationships.

- **Grade 8:** Students will analyze linear and nonlinear functions, solve systems of equations, understand irrational numbers and exponents, apply the Pythagorean Theorem, and perform transformations on the coordinate plane.

Assessment Tools to Measure Math Outcomes

We plan to use some combination of these assessment tools to monitor student growth and mastery in mathematics.

- **i-Ready Diagnostic (K-8)**: An adaptive test given up to three times per year to track progress across math domains and guide instruction.
- **Curriculum-Embedded Assessments (All Grades):** Regular checks aligned with adopted math curriculum (e.g., unit tests, exit tickets, fact fluency checks) to monitor mastery of core skills.
- **Portfolios of Math Work (All Grades):** Curated evidence of student growth across the year, including problem-solving strategies and project applications.
- **SBAC/CAASPP (Grades 3–8)**: State-mandated summative assessment measuring grade-level proficiency and college/career readiness.
- **Performance-Based Assessments (TK-8)**: Embedded in project-based learning, these assess how students apply math to real-world problems.
- **Desmos Activities (Grades K-8)**: Interactive tools for visualizing, modeling, and formatively assessing elementary and middle school math skills.
- **Math Dispositions & Mindset (All Grades):** Surveys or observational protocols to track student attitudes toward math (growth mindset, confidence, persistence).
- **Student Self-Assessment (All Grades)**: Journals, reflections, and goal-setting to foster metacognition and ownership.

Legal Compliance

The mathematics program is fully compliant with all applicable state and federal laws. All students, including English learners and those with disabilities, receive appropriate support in accordance with state and federal law.

SCIENCE & ENGINEERING

At Oceanlight School, scientific observation and inquiry are foundational to how students learn to understand the natural world. We believe that cultivating curiosity through observation, asking meaningful questions, and engaging in hands-on investigation are essential skills for future-ready learners. Scientific and engineering practices are not only central to understanding complex systems, but also equip students with the tools they need to solve pressing environmental challenges. By exploring real-world phenomena, testing solutions, and refining their thinking through evidence, students develop the capacity to become changemakers and stewards of the planet.

Oceanlight's program is fully aligned with the California Next Generation Science Standards (CA NGSS), which guide all instructional design and assessment in science and engineering. These standards emphasize three-dimensional learning that integrates Disciplinary Core Ideas (DCIs), Crosscutting Concepts (CCCs), and Science and Engineering Practices (SEPs). We also embrace the vision articulated in the Framework for K–12 Science Education (National Research Council, 2012), which prioritizes deep understanding, real-world application, and lifelong engagement with science.

Science and Engineering Competencies (TK-2)

In the foundational years, Oceanlight School nurtures curiosity and wonder through developmentally appropriate scientific and engineering practices. Students begin their journey as, what we describe as, "Emerging Scientists and Engineers" by asking simple questions about the world around them and making predictions based on observation. Through sensory exploration and guided inquiry, they engage in hands-on investigations, record their findings with drawings or simple charts, and begin to differentiate between what they see and what they infer. Students explore the basic engineering design process by identifying problems, brainstorming solutions, building simple models, and testing their designs. They develop a preliminary understanding of systems thinking by recognizing the parts of simple natural and mechanical systems and exploring basic cause-and-effect relationships. Communication is encouraged through storytelling, drawings, and show-and-tell presentations, which build the foundation for scientific discourse. These experiences are interdisciplinary in nature, connecting science with art, literature, and social studies through nature journals, thematic projects, and collaborative exploration.

Science and Engineering Competencies (3-5)

As "Developing Scientists and Engineers," students in grades 3–5 deepen their scientific inquiry and begin designing more structured investigations. They generate testable questions, plan experiments with variables and controls, and distinguish between observation and inference. Students collect and organize data using charts and graphs, and begin identifying patterns and relationships in their findings. Their engineering skills evolve as they follow the engineering design cycle to create functional prototypes, test designs, and refine them based on peer and teacher feedback. Systems thinking is reinforced through modeling and analyzing how different parts of a system interact, and by investigating feedback loops. Communication becomes more sophisticated, with students using written reports, diagrams, and oral presentations to convey their findings and respond to critiques. Interdisciplinary application remains central: students apply their knowledge across math, history, and engineering, such as building simple machines or researching historical inventions to solve local problems. Collaboration continues to grow as students share roles in group projects and offer constructive peer feedback.

Science and Engineering Competencies (6-8)

In middle school, Oceanlight students become, what we describe as, "Independent Scientists and Engineers", capable of leading investigations, critically analyzing data, and communicating their findings with clarity and confidence. They pose investigable questions, design and refine multi-variable experiments, and evaluate their methods for reliability and validity. Students conduct independent and collaborative investigations using lab equipment accurately and safely, and they analyze data using statistical methods. In engineering, they apply iterative design cycles, optimize solutions based on constraints, and present and defend their proposals to authentic audiences. Their understanding of systems thinking matures as they evaluate complex systems and use modeling to predict outcomes or propose improvements. Scientific communication now includes formal reports, multimedia presentations, and exhibitions for diverse audiences. Students also apply scientific knowledge in civic contexts, using environmental data or engineering solutions to inform community decisions. Peer mentorship becomes a hallmark of this stage, as students lead teams, support younger learners, and facilitate rigorous critique and revision processes.

Instructional Principles for Science and Engineering Education

Oceanlight School's science and engineering program is grounded in the principles of the California Next Generation Science Standards (CA NGSS), ensuring coherence, equity, and rigor across grades. Instruction integrates the three dimensions of NGSS: Disciplinary Core Ideas (DCIs), Crosscutting Concepts (CCCs), and Science and Engineering Practices

(SEPs). Learning is inquiry-driven, phenomena-based, and grounded in real-world relevance. The instructional approach emphasizes:

- Student agency in questioning and investigation
- Integration of scientific discourse and argumentation
- Hands-on experimentation and design challenges
- Use of local environmental and community contexts for learning
- Collaborative problem-solving and reflection
- Inclusion and Universal Design for Learning (UDL)
- Interdisciplinary instruction, connecting with environmental education, literacy, math, history, and art, and prioritizes both conceptual understanding and practical application.

Curriculum Materials and Selection Criteria

Oceanlight School takes inspiration from models such as Nueva School and Environmental Charter Schools, both of which emphasize experiential, inquiry-based science instruction deeply integrated with environmental themes and interdisciplinary learning. Rather than relying on a single, static curriculum, Oceanlight adapts a flexible, educator-designed framework that combines high-quality NGSS-aligned resources with custom thematic units that reflect our school's mission and local context.

In collaboration with the Environmental & STEAM Teacher, classroom teachers curate units of study using vetted curriculum materials (e.g., FOSS, Amplify, Mystery Science) as modular components, while building project-based investigations around phenomena rooted in students' lives and ecosystems. This approach mirrors Nueva's method of cross-disciplinary learning that blends science with design thinking, literacy, and civic action, as well as Environmental Charter Schools' commitment to environmentally-focused, real-world applications of science and engineering practices. Oceanlight's program is therefore characterized by an integrated model, where science is taught not in isolation, but through hands-on exploration, design challenges, and cross-curricular inquiry.

Instructional materials, including print, science kits, digital resources, and teacher-developed units, will be selected through a collaborative process involving teachers and school leadership. Selection of materials is guided by the following criteria:

- Alignment with the three-dimensional learning model of the CA NGSS
- Support for interdisciplinary instruction across STEAM, humanities, and environmental education
- Adaptability for project-based and place-based learning
- Inclusion of scaffolds for multilingual learners and students with disabilities
- Embedded opportunities for student discourse, reflection, and public presentation

While Oceanlight School does not rely exclusively on a single curriculum, we recognize the utility of high-quality, NGSS-aligned programs as foundational resources. Our curriculum will serve as anchor resources that teachers draw upon while designing interdisciplinary, place-based, and environmentally focused science and engineering units that meet the unique needs of Oceanlight's learning community.

Assessment and Measurable Student Outcomes (see Element B)

We use a balanced, authentic assessment system aligned with the California NGSS to evaluate student growth in scientific understanding, inquiry, collaboration, and design thinking. We assess not only knowledge acquisition, but also the application of scientific and engineering practices in real-world and interdisciplinary contexts.

Assessment types include:

- **Formative assessments**: teacher observations, learning conversations, science journals, student self-assessments, and performance-based tasks conducted during investigations
- **Benchmark assessments**: cross-disciplinary project rubrics, design portfolios, reflective writing, and collaborative lab reports
- **Summative assessments**: public exhibitions, multimedia presentations, peer-reviewed inquiry projects, and standards-based assessments
- **State assessments**: California Science Test (CAST) in grades 5 and 8

Measurable goals include:

- **By Grade 2**: Students demonstrate proficiency in conducting guided investigations and communicating findings through drawing or oral presentation.
- **By Grade 5**: Students can design and conduct simple experiments, use data to support claims, and communicate results in reports or presentations.
- **By Grade 8**: Students demonstrate the ability to conduct multi-variable investigations, design and refine engineering solutions, and communicate findings to authentic audiences using evidence.

These outcomes are reviewed annually and inform instructional planning, intervention, and enrichment. Students are also encouraged to self-assess their growth using NGSS-aligned learning progressions, portfolios, and peer feedback.

Legal Compliance

The science and engineering program is fully compliant with all applicable state and federal laws. All students, including English learners and those with disabilities, receive appropriate support in accordance with state and federal law.

VISUAL ARTS

We believe in the intrinsic value of the visual arts as a vital form of human expression and a cornerstone of interdisciplinary learning. Visual arts education cultivates imagination, emotional depth, aesthetic awareness, and personal voice—capacities that enrich students' lives and foster reflective, empathetic individuals (Winner, Goldstein, & Vincent-Lancrin, 2013). As part of our whole-child educational model, visual arts are deeply integrated into project-based learning (PBL), social-emotional learning (SEL), and STEAM education, representing the "A" that connects the creative process.

Visual arts instruction aligns with the California Arts Standards and is crosswalked with Common Core and NGSS. Art is not a standalone subject, but a dynamic vehicle for interdisciplinary learning. Students sketch plants and animals, storyboard narratives for advocacy, build sustainable structures, and design infographics that communicate complex

ideas. Through these experiences, they develop cognitive skills—such as observation, pattern recognition, and symbolic thinking—that are vital in a visually driven, digitally mediated world (Hetland et al., 2007).

Visual Arts Competencies by Grade Band

Grades TK–2: Building Foundations Through Exploration

In the early grades, students explore the visual world through play, observation, and imagination. They experiment with line, shape, and color using basic tools and materials, developing fine motor skills and visual awareness. Creation is a sensory-rich process that supports self-expression. Students create artwork that reflects their feelings or personal narratives, and begin to describe visual elements in the art around them. Collaborative art experiences help them build community and begin to appreciate multiple perspectives.

Grades 3–5: Expanding Tools and Ideas

As students grow, they begin to explore a broader range of media—including paint, printmaking, sculpture, and digital tools. Instruction introduces more complex elements such as space, texture, and value, encouraging students to express increasingly abstract ideas. Visual analysis deepens as students examine how visual messages are constructed across diverse media and cultural contexts. Collaborative projects emphasize shared themes such as environmental stewardship or community identity. Students begin to reflect more deeply on their work and the choices they make in the artistic process.

Grades 6–8: Developing Voice and Visual Literacy

Middle school students apply principles of design—including balance, contrast, and unity—with intentionality. They work in a variety of media, including digital platforms, to create more complex visual expressions. Art becomes a tool for civic engagement and identity development, allowing students to explore issues that matter to them through creative expression. They engage in constructive, structured critique, using evidence-based reasoning and iterative reflection to refine their work. Students also investigate global artistic traditions, appreciating the social, historical, and cultural dimensions of art across time and place.

Figure A-21: Core Visual Arts Competencies TK-8

Competency	TK–2	3–5	6–8
Explore and use visual elements	Line, shape, color through play and observation	Elements like space, texture, value to express ideas	Design principles (balance, contrast, unity) applied intentionally
Tools, media, and techniques	Basic tools and materials used safely	Broader range of media explored	Multiple media including digital tools for complex expression
Personal expression and voice	Artwork that expresses feelings or stories	Artwork that reflects ideas and cultural context	Thematic series or portfolios expressing personal voice
Visual analysis and reflection	Describe visual elements in familiar art and environments	Analyze visual messages in diverse media; reflect on work	Critique using evidence-based reasoning; iterative reflection

Collaboration and cultural appreciation	Introduction to collaborative creation	Collaborate on group projects with shared themes	Engage with diverse artistic traditions and global perspectives

Instructional Strategies in Visual Arts

Oceanlight teachers use a range of strategies to foster creativity, reflection, and skill development. These include:

- Choice-based and student-centered instruction to honor individual expression
- Visual thinking strategies to build analytical and interpretive skills
- Integrated project-based learning where art supports deeper understanding in science, humanities, and SEL
- Critique and reflection routines, such as "I notice / I wonder" and artist statements, to promote metacognition
- Community-connected learning, including local artist residencies, gallery visits, and public exhibitions
- Scaffolded skill-building, ensuring access for all learners through modeling, mini-lessons, and peer collaboration

Curriculum and Materials in Visual Arts

A well-rounded visual arts program requires access to diverse materials and curricular support. At Oceanlight, suggested materials include:

- **Basic supplies**: crayons, markers, watercolor paints, oil pastels, tempera paints, clay, scissors, glue, and collage materials
- **Intermediate and advanced media**: acrylic paints, printmaking tools, textiles, charcoal, wire
- **Digital tools**: We will equip Chromebooks with drawing and design apps (e.g., Canva)
- **Visual reference and inspiration materials**, including books, posters of diverse artists and styles, and multicultural art resources

Though we are not adopting a specific arts curriculum, we will identify and curate several free resources for lessons and artifacts for teachers, including:

- **National Gallery of Art** (https://www.nga.gov/games-and-interactives) includes interactive art-making tools, artist spotlights, and downloadable activities for elementary and middle school students.
- **ArtsEdge by the Kennedy Center** (https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/) hosts a wealth of cross-curricular visual arts lesson plans and integrated arts projects.
- **Google Arts & Culture** (https://artsandculture.google.com/) includes high-resolution artwork, virtual museum tours, and interactive experiences to inspire inquiry and creative projects.

Supports Needed for Visual Arts Instruction

Parent volunteers play a vital role in enriching visual arts education by bringing their own creativity and skills into the classroom. Whether assisting with hands-on art activities, helping manage materials, or sharing their own artistic talents and cultural traditions, parents help make art experiences more engaging and accessible for all students. Their involvement fosters a strong sense of community and partnership and models the value of artistic expression as a lifelong practice. For example, we invite parents to be a part of decorating the hallways of the school for our annual Marine Science Deep Dive. The decorating process becomes a community event, with parents, students, and teachers

working together to transform the space into an ocean-themed wonderworld. When our enrollment expands sufficiently, we anticipate hiring an art teacher.

By integrating visual arts across all aspects of learning, Oceanlight students become creative thinkers, empathetic collaborators, and visually literate citizens prepared to express themselves and engage meaningfully with the world around them.

PERFORMING ARTS

The performing arts are an essential component of our interdisciplinary, project-based approach and our commitment to nurturing innovative, expressive, and empathetic learners. Music, dance, theatre, and spoken word connect with thematic units to build students' competencies in communication, storytelling, collaboration, and civic engagement. These art forms are a vital expression of the "A" in STEAM, offering students continuous opportunities to think creatively, take risks, and bring emotion and meaning into their academic work.

Performing arts education significantly supports the development of social-emotional learning (SEL) competencies. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), participation in the arts fosters self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2023). In particular, performing arts programs promote:

- **Empathy** through character exploration, role-play, and cultural storytelling allows students to experience perspectives different from their own (Anderson & Gold, 2021).
- **Resilience** through the rehearsal process and constructive critique, helping students persevere, revise, and grow.
- **Confidence** through public performance, vocal expression, and creative risk-taking, which develop students' self-efficacy and communication skills (Catterall, 2009).

Additionally, research from the Arts Education Partnership (2021) indicates that sustained engagement in performing arts correlates with improved emotional regulation, teamwork, and academic motivation. These benefits are especially pronounced in underserved and linguistically diverse communities, making the performing arts a powerful lever for equity and inclusion.

Performing arts also contribute to broader developmental goals. For English Learners, theatre and music provide meaningful opportunities for language acquisition, prosody, and expression (Donahue & Stuart, 2008). In younger grades, dance and movement support gross motor development and coordination. In middle school, students step into leadership roles by producing or directing peer performances, supporting autonomy, voice, and identity formation.

Our Performing Arts education aligns to the California Arts Standards for Music, Theatre, and Dance, which are structured around four key artistic processes: Creating, Performing/Presenting/Producing, Responding, and Connecting. These standards guide our instructional planning, project design, and assessment of student learning.

Thematic Integration and Interdisciplinary Learning

Performing arts are seamlessly integrated into thematic units to deepen students' understanding and expression of academic content. Example projects include:

- **Poetry for the Environment**: Students compose and perform original songs or spoken word pieces advocating for ocean conservation, integrating science literacy, persuasive techniques, and musical creativity.

- **History Through Performance**: Students research key moments in California history and collaboratively write and stage a short musical, blending historical inquiry, script writing, ensemble work, and artistic production.

Community Partnerships

As grants and fundraising make it possible, Oceanlight School hopes to collaborate with regional arts organizations to expand access to quality performing arts experiences. These partners could co-teach, mentor, and help students produce interdisciplinary performances. Example partners include:

- **SPARC Poetry** – Spoken word residencies that develop student voice and culminate in community performances.
- **Spindrift School of the Arts** – Movement and performance residencies that integrate SEL and cultural storytelling.
- **San Francisco Mime Troupe** – Workshops in script writing and social justice-themed theatre.
- **School of Rock or Green Room Music** – Performance-based music instruction embedded in school life.

These partnerships allow students to work alongside professional artists, building confidence, artistic fluency, and community connections.

Inclusion into Middle School Electives

In grades 6–8, performing arts are offered through elective workshops and intensives. These short-format, 2-week sessions allow students to try different types of performing arts like improvisation, hip-hop theatre, or musical composition. Taught by educators, community partners, or parents, these electives culminate in performances or exhibitions and support student voice, leadership, and creative exploration.

Equitable Access

All students, regardless of prior experience, will have equitable access to performing arts instruction. All students engage in performative expression aligned to their developmental readiness. The program is inclusive by design, supporting diverse learners and validating multiple modes of learning and expression.

HEALTH AND PHYSICAL EDUCATION

Our school's Health and Physical Education are integral to the development of the whole child. Our program empowers students to make healthy choices for lifelong wellness, physical fitness, and social-emotional health. Through a blend of classroom instruction, outdoor activities, and community engagement, students develop the knowledge, skills, and attitudes needed to lead healthy, active, and environmentally responsible lives. Environmental stewardship is woven throughout, encouraging students to connect personal and community health with the health of the planet.

Our Health and Physical Education curriculum is aligned with the California Health Education Content Standards, the Physical Education Model Content Standards for California Public Schools, and all relevant California Education Code requirements for physical education minutes and health instruction as applicable to charter schools.

- **Instructional Minutes:** Students in grades 1–6 receive approximately 200 minutes of physical education every 10 school days, and students in grades 7–8 receive approximately 400 minutes every 10 school days.

- **Credentialing:** All health and physical education instruction is delivered by teachers holding appropriate California credentials.
- **Sexual Health Education:** The curriculum for grades 6–8 includes age-appropriate sexual health education in compliance with the California Healthy Youth Act.

Physical and Health Education Core Competencies

Our program scaffolds skills and knowledge from Emerging Movers & Healthy Learners (TK–2), to Developing Movers & Health Advocates (3–5), and Independent Movers & Wellness Leaders (6–8). Each developmental stage is supported by targeted instruction and activities that build on students' growing abilities and understanding.

Core Competencies (TK-8)

- **Motor Skills & Movement Patterns:** Students progress from basic locomotor skills (TK–2) to proficiency in complex motor skills and movement strategies (6–8).
- **Personal & Social Responsibility:** Emphasis on safety, fair play, cooperation, leadership, and inclusion at all levels.
- **Health Knowledge & Awareness:** Instruction covers nutrition, body systems, personal hygiene, mental, emotional, and social health, and goal setting, deepening with each grade span.
- **Fitness & Wellness Practices:** Students engage in a range of physical activities, set and monitor fitness goals, and design personalized fitness plans by middle school.
- **Problem Solving & Strategy:** Students develop and apply strategies in games, collaborate to solve challenges, and lead wellness initiatives.
- **Interdisciplinary Integration:** Health and PE are connected to science, math, arts, history, and global issues, with interdisciplinary projects at every grade level.
- **Reflection & Self-Assessment:** Students reflect on their experiences, set improvement goals, and use feedback and data to adjust wellness plans.

Program Structure and Learning Experiences

- **Classroom Instruction:** Age-appropriate, standards-based lessons cover nutrition, mental health, substance abuse prevention, human growth and development, environmental health, personal safety, and sexual health education as required by law.
- **Physical Education:** Regular PE classes emphasize skill development, teamwork, sportsmanship, and lifelong fitness, including traditional sports, cooperative games, dance, yoga, and outdoor pursuits.
- **Outdoor and Environmental Activities:** The program leverages local parks and natural spaces for physical activity, environmental exploration, and wellness education.
- **Integrated Environmental Stewardship:** Lessons highlight the connections between personal health, nutrition, and environmental sustainability (e.g., farm-to-table nutrition, active transportation, air and water quality).
- **Family and Community Engagement:** Families are invited to participate in wellness events, health fairs, and community service projects. Input from families is solicited through surveys and forums to inform, improve, and support the program.

Sample Projects by Grade Band

- **Grades TK–2:** Focus on fundamental motor skills, basic nutrition, safety, and healthy habits.
  Sample Project: "Healthy Habitats"—Students explore local parks, learn about clean air and water, and create posters promoting healthy environments at home and school.
- **Grades 3–5:** Emphasize teamwork, emotional regulation, personal responsibility, and environmental health.
  Sample Project: "Garden to Table"—Students grow vegetables in a school garden, learn about nutrition, and share healthy recipes with their families.
- **Grades 6–8:** Develop advanced fitness skills, leadership, mental health awareness, and connections between global health and environmental issues.
  Sample Project: "Active for the Planet"—Students research the environmental impact of different physical activities and transportation choices, design a campaign to promote active, eco-friendly lifestyles, and organize a community walk or bike-to-school event.

Instructional Principles for Health and Physical Education

- **Inclusive and Differentiated Instruction:** All students, including English-language learners and those with disabilities, receive instruction tailored to their needs, ensuring full participation in health and physical education activities.
- **Experiential and Outdoor Learning:** Hands-on, outdoor, and service-learning experiences are central, connecting physical activity and health to real-world environmental stewardship.
- **Social-Emotional Learning (SEL):** SEL is embedded throughout, supporting students in developing resilience, empathy, and positive relationships.
- **Culturally Responsive Practices:** Curriculum and activities reflect the diverse backgrounds and traditions of our school community.
- **Technology Integration:** Digital tools support health education, track physical activity, and promote digital citizenship and online safety.

Assessment and Measurable Student Outcomes (see Element B)

Student mastery is assessed through:

- Standards-based rubrics for health knowledge, physical fitness, and skill development
- Portfolios of student work, including health journals, fitness logs, and project artifacts
- Peer and self-assessments reflecting on wellness goals, teamwork, and personal growth
- Teacher observation and formative assessments during activities
- Participation in required state fitness assessments

Measurable student outcomes for Health and Physical Education are aligned with state priorities and include mastery of health content standards, physical fitness benchmarks, social-emotional competencies, and engagement in environmental stewardship activities. These outcomes are measured by a combination of standards-based rubrics, fitness assessments, project portfolios, and participation in public exhibitions. Annual performance targets are set for all students and for each significant subgroup. Input from families and the community is used to inform continuous program improvement.

Supports for Physical Education

- **Early Years (TK–8):** Classroom teachers will lead physical education with the support of family volunteers.

- **Health Education:** Delivered through contracted providers
- **By Year 3:** A dedicated P.E. teacher will be hired for middle school grades. The program expands to include structured skill development, sports, and fitness opportunities.

Legal Compliance

The Health and Physical Education program is fully compliant with all applicable state and federal laws and regulations, health instruction (including sexual health education), and accommodations for students with disabilities. All students receive appropriate support in accordance with state and federal law. Instruction is delivered by appropriately credentialed teachers.

MIDDLE SCHOOL ELECTIVES

At Oceanlight School, we recognize adolescence as a transformative stage when students begin to explore their identity, interests, and role in the world. Our middle school elective program is designed to honor this developmental moment by offering diverse, meaningful learning opportunities that cultivate student voice, agency, and real-world skill building.

Through two-week intensive elective blocks, middle school students explore subject areas and interests that foster creativity, collaboration, innovation, and social-emotional growth. Our electives complement our core academics by providing choice and exploration, ensuring that each learner can engage with areas that feel purposeful and personally relevant.

This elective model reflects a growing body of research supporting deeper learning through immersive, project-based experiences. By structuring electives in short, intensive formats, we:

- Give students time to engage in sustained inquiry, practice, and production
- Support cognitive renewal between core academic blocks
- Promote authentic application of interdisciplinary skills
- Encourage risk-taking, curiosity, and iterative learning

The elective blocks align with best practices in adolescent motivation and engagement (Jensen, 2005; Barron & Darling-Hammond, 2008), offering students a chance to build confidence and connect their learning to the world beyond the classroom.

Elective offerings span the following categories:

- Entrepreneurship & Financial Literacy
- STEAM, Design & Technology
- Visual & Performing Arts
- Debate, Diplomacy & Civic Voice
- SEL, Diversity & Leadership
- Environment, Health & Wellness
- Real-World & Life Skills

Each elective is designed to be inclusive, developmentally appropriate, and aligned with our mission to grow *solutionaries*—young people with the heart, mind, and skills to make a meaningful difference in the world.

Elective Schedule: Two-Week Intensives

Oceanlight School's middle school program is organized around a purposeful instructional rhythm that alternates between six-week core academic blocks and two-week interims dedicated to thematic projects and elective exploration. This structure is grounded in evidence-based practices drawn from research on adolescent development, cognitive science, and experiential learning.

Six-Week Core Academic Blocks

During the core academic blocks, students engage in focused, uninterrupted study of the four core disciplines through our interdisciplinary units: English Language Arts, Mathematics, Science, and Social Studies. Research on block scheduling indicates that extended instructional time supports deeper engagement with content, reduces learning fragmentation, and improves academic performance (Queen, 2000). These blocks provide the foundation for building academic rigor, analytical thinking, and discipline-specific literacy.

Two-Week Interims

Following each core academic cycle, students transition into a two-week interim period that expands their learning through enrichment electives and interdisciplinary, real-world projects. This alternating schedule is intentionally designed to sustain engagement, support cognitive renewal, and integrate knowledge application. Elective periods will mostly be half-day during interims, leaving the other half day for solutionary projects.

Sample Elective Offerings

The list below provides a range of middle school elective ideas that align with our educational vision. Each of these courses is designed to be completed within a two-week intensive format, allowing for depth, creativity, hands-on learning, and authentic application.

Figure A-22: Sample Elective Offerings

Category	Elective Title	Description	Aligned State Standards
Entrepreneurship & Financial Literacy	Financial Literacy	Learn to budget, save, invest, and understand credit and banking.	CTE: Business and Finance; Health Ed: Consumer Health
	Entrepreneurship (e.g., Start an Etsy Store)	Design, create, and sell a product or service online.	CTE: Marketing & Sales; ELA (Speaking/Writing); Math (Ratios, Functions)
	Interactive Career Week (with Parents)	Explore careers through parent panels, site visits, and interviews.	CTE Anchor Standards; ELA (SL 6–8)
	Build a Business	Create a business plan, pitch, and launch a mock product.	CTE: Business; ELA (Writing); Math (Budgeting/Proportions)
STEM, Design & Technology	Mathematical Modeling	Solve real-world problems with data analysis and algebraic modeling.	Math (Modeling, Expressions); NGSS Practices
	Game Design & Logic	Design games while applying logic and coding concepts.	CTE: IT Pathway; Math (Logical Reasoning); ELA (SL 6–8)
	Maker Lab / Invention Studio	Build prototypes using recycled materials and tools.	NGSS (Engineering Design); CTE: Engineering and Design

	Drone Flight & Mapping	Learn drone tech and mapping through aerial photography.	CTE: Transportation; NGSS (ETS1); Geography Standards
	Architecture & 3D Modeling	Design and model small structures.	CTE: Engineering Design; Math (Geometry); VAPA: Visual Arts
	Stop-Motion Animation	Storyboard and create a short film using stop-motion.	VAPA: Media Arts; ELA (Storytelling); Technology Standards
	Urban Design Challenge	Redesign a neighborhood with sustainability and equity.	NGSS (ESS3.C, ETS1); Math (Geometry); HSS (Civics/Geography); VAPA
	Design a School/Community Space	Use design thinking to reimagine a school or community area.	CTE Anchor Standards; ELA (Interviewing); VAPA (Design)
	Sustainable Architecture & Tiny Homes	Design sustainable living spaces using models and CAD.	NGSS (Energy/Systems); Math (Measurement/Geometry); CTE (Architecture)
Visual and Performing Arts	Performing Arts (Short Play or Musical)	Create a performance with acting, singing, and design.	VAPA: Theatre/Music; ELA (RL 6–8, SL 6–8)
	Toastmasters / Give a TED Talk	Build public speaking skills through guided practice.	ELA (Speaking and Listening); SEL Competencies
	Podcasting	Record and edit original podcasts.	ELA (SL, W); Media Arts
	Poetry Workshop or Songwriting	Write and perform original poetry or lyrics.	ELA (W.6–8); VAPA: Music
	Fashion as Expression	Create upcycled fashion while exploring identity and sustainability.	VAPA: Visual Arts; CTE: Fashion & Interior Design
	Photography & Storytelling	Create visual stories through photo essays.	VAPA: Visual Arts; ELA (Narrative Writing); Media Literacy
	LARPing Historical Events	Role-play historical events to deepen understanding.	HSS (Historical Understanding); VAPA: Theatre
	Stage Tech & Set Design	Learn the technical aspects of stage production.	VAPA: Technical Theatre
Debate, Diplomacy & Civic Voice	Debate	Practice formal debate and argument development.	ELA (Speaking & Listening, Writing); HSS (Civics); SEL
	Civic Power & Local Government	Explore how local government works and propose youth policies.	HSS (Civics); ELA (Research/Informative Writing)
	Young Diplomats	Engage in diplomacy and negotiation simulations.	SEL; HSS; ELA
SEL, Diversity & Leadership	Diversity Week / Challenge Day / Peer Mediation	Engage in empathy and student leadership experiences.	SEL; Health Ed (Mental/Social Health); ELA (Reflection/Discussion)
	Restorative Practices Lab	Learn restorative communication techniques.	SEL; Health Ed; ELA (Speaking & Listening)
	“Walk in My Shoes” Empathy Lab	Conduct interviews and explore diverse lived experiences.	SEL; ELA (Speaking, Listening, Writing)
	Leadership Bootcamp	Practice leadership, goal-setting, and	SEL; Health Ed (Personal/Social Skills)

		team-building.	
Environment, Health & Wellness	Outdoor Physical Education	Participate in nature-based physical activity and sports.	PE Standards (Outdoor Education); SEL
	Outdoor Leadership & Navigation	Learn navigation and leadership in outdoor settings.	PE; Health Ed; SEL
	Backyard Botanists / Urban Farming	Grow and study plants and food systems.	NGSS (LS1, ESS3); CTE: Agriculture; Health Ed
	Kitchen Chemistry & Cultural Cooking	Explore science and culture through food.	NGSS (Chemical Reactions); Math; Health Ed (Nutrition)
	Health Hacks	Learn healthy habits and wellness strategies.	Health Ed (Nutrition, Stress, Sleep); SEL
	Hiking, Journaling & Mindfulness	Practice mindfulness, sketching, and guided reflection.	Health Ed; SEL; VAPA: Visual Arts
	Bike Shop	Learn bike maintenance and operate a student-run shop.	CTE: Transportation Pathways; PE; SEL
Real-World & Life Skills	"Adulting 101"	Practice essential life tasks and responsibilities.	Health Ed (Personal Health); CTE (Consumer Services); ELA (Functional Texts)
	DIY Home Repairs & Tools	Learn how make simple repairs and fix things.	CTE (Building Trades); SEL (Self-Efficacy)
	Public Transit Scavenger Hunt	Navigate public transit and explore communities.	Geography Standards; SEL (Problem Solving, Independence)
	Survival Skills & Emergency Prep	Learn emergency preparedness and first aid.	Health Ed (Safety); PE; SEL

Supports for Middle School Electives

Oceanlight School will support a rich and evolving middle school elective program designed to spark curiosity, build new skills, and leverage the strengths of our community. In the early years, electives will be facilitated primarily by middle school teachers and the Family Expertise Leadership Group, who will ensure offerings are aligned with our academic vision and responsive to student interests. This model also provides a meaningful opportunity for family partnership, where parents and guardians can share expertise, passions, and cultural knowledge with students.

As the school grows, we will actively pursue partnerships with local organizations, artists, businesses, and nonprofits to broaden elective opportunities and connect students to authentic community-based learning. Additionally, we will seek grant funding and other resources to expand elective programming, ensuring access to diverse courses in STEAM, arts, leadership, environmental education, and more.

ENROLLMENT

We consulted several sources to inform our enrollment projections. In July and August of 2025, we ran a family interest survey to gauge the interest of families in Northern San Mateo County. Within a period of 7 weeks, we had 239 families respond. 22% have pre-school page kids. 59% have kids in a public school. 7% have kids in a private school, 3% are currently homeschooling, and 7% with kids too young for school (Refer to Figure A-23).

Figure A-23: Oceanlight Family Interest Survey - Current Schooling of Responding Families

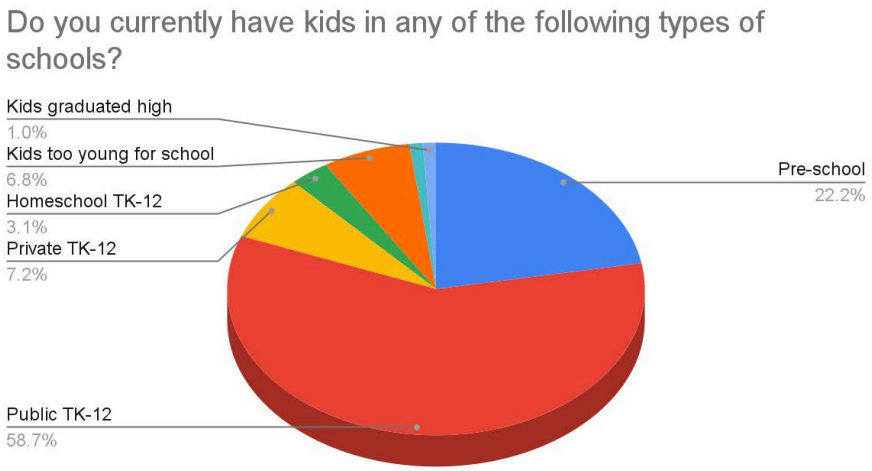
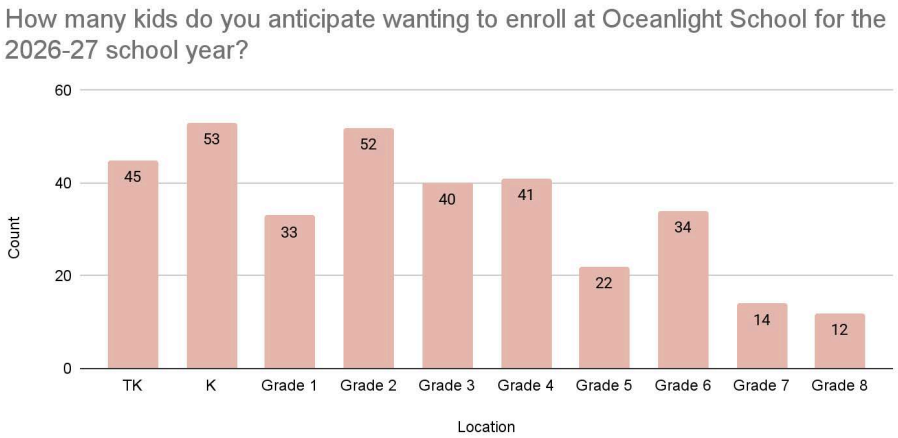


Figure A-24: Grade Distribution of Students Interested in Enrolling in Oceanlight for 2026-27.



These families represent 337 potential students interested in enrolling in Oceanlight School from 10 cities across San Mateo. Figure A-24 above shows the grade distribution of students who anticipate that they want or may want to enroll their students at Oceanlight School for the 2026-27 school year, pending charter authorization. Based on these responses, we feel confident that we can launch in year one with all grades from TK-8.

In addition to our own survey data, we reviewed extensive data from the California Department of Education's DataQuest site, as well as enrollment data from Bay Area charter schools, including KIPP Schools, Summit Public Schools, San Carlos Charter Learning Center, and the New School in San Francisco.

Based on the data gathered and reviewed, we plan to offer TK to 8th-grade classes. We will adjust this plan based on the actual mix of grade levels in the inaugural year of the school, utilizing combined classes to accommodate as many students as possible. This flexibility sets the stage for efficient use of resources and helps us to grow towards our goal of about 500 students at our first site.

Our class size will be TK - 20 students. K-3 grades - 24 students, 4-8 grades - 30 students

Figure A-25: Oceanlight School Enrollment Projections

Oceanlight School		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Enrollment		**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
	Grade	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**
Transitional Kindergarten (TK)	*TK*	20	20	20	20	20
Kindergarten (K)	*K*	24	48	48	48	48
1st Grade	*1*	24	36	48	48	48
2nd Grade	*2*	24	36	36	48	48
3rd Grade	*3*	24	36	36	36	48
4th Grade	*4*	30	30	30	42	48
5th Grade	*5*	30	30	30	30	48
6th Grade	*6*	30	60	60	60	60
7th Grade	*7*	15	30	60	60	60
8th Grade	*8*	15	30	30	60	60
Total Enrollment	***All***	**236**	**356**	**398**	**452**	**488**

Subgroups etc.	**Percentage**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**
English Learners	23.39%	55	83	93	106	114
Foster Youth	0.09%	0	0	0	0	0
Homeless Youth	1.92%	5	7	8	9	9
Migrant Education	0.13%	0	0	1	1	1
Students with Disabilities	13.57%	32	48	54	61	66
Socioeconomically Disadvantaged	41.55%	98	148	165	188	203
Special Education	13.67%	32	49	54	62	67
English Learner	23.39%	55	83	93	106	114
Homeless Students	2.04%	5	7	8	9	10

ATTENDANCE, SCHOOL CALENDAR & BELL SCHEDULE

ATTENDANCE AND INDEPENDENT STUDY POLICY

Oceanlight School recognizes that consistent daily attendance is essential to student learning and community engagement. We are committed to promoting strong attendance habits, intervening early when attendance becomes a concern, and providing flexible, legally compliant options for students who must miss school for any reason.

Compulsory Attendance

In accordance with California Education Code §48200, all students between the ages of 6 and 18 are required to attend school regularly. Oceanlight School maintains daily attendance records for all students and notifies families promptly in the case of unexcused absences. Absences may be excused for illness, medical or dental appointments, funeral services for an immediate family member, required court appearances, and other justifiable personal reasons as outlined in Education Code §48205.

Early Intervention and Truancy Prevention

Oceanlight School implements a tiered system of support to address absenteeism:

- **Tier 1**: Daily communication with families regarding absences.
- **Tier 2**: After three unexcused absences, families are contacted to participate in a re-engagement meeting.
- **Tier 3**: If absences continue, the school may initiate a Student Attendance Review Team (SART) meeting, followed by referral to a Student Attendance Review Board (SARB) if necessary or involuntary removal proceedings if appropriate.

Students who are chronically absent (defined as missing 10% or more of instructional days) will receive individualized support and monitoring to address barriers to attendance.

Independent Study for Absences

To ensure that students continue to make academic progress even when they are unable to attend in person, Oceanlight School offers a short-term independent study program, aligned with Education Code §§51745–51749.6 and Title 5, California Code of Regulations §11700–11703 and §11960.

Independent Study is available for any student absence. The program allows students to remain engaged in learning while traveling, ill, or managing family emergencies, and is designed to ensure academic continuity and attendance accountability.

Key elements include:

- **Voluntary Participation**: Independent study is always voluntary. Families may opt into independent study by signing a written agreement with the school.

- **Short-Term IS (1–15 days)**: Available for any planned or unplanned absences of up to 15 consecutive school days. Agreements may be signed within 10 days of the absence.

- **Long-Term IS (>15 days)**: For extended absences, agreements must be signed prior to the start of the independent study period and must include a transition plan back to in-person learning. Will be approved on a case-by-case basis.

- **Instructional Quality**: All independent study assignments are aligned with the student's grade-level curriculum and overseen by a credentialed teacher. Attendance credit is granted based on the time value of work completed, as evaluated by the supervising teacher.

- **Daily Engagement and Progress Monitoring**: Students are expected to submit completed assignments on a schedule defined in the agreement. Teachers monitor progress and provide support as needed. Missed assignments may trigger a review of the agreement and possible return to in-person instruction.

Compliance and Oversight

Oceanlight School maintains independent study ratios in compliance with EC §51745.6 and ensures that no student is assigned to independent study involuntarily, especially as a disciplinary measure. All independent study agreements include required elements such as learning objectives, methods of evaluation, and responsibilities of all parties, in accordance with EC §51747.

With respect to determining and recording attendance for independent study, OceanLight School shall adhere to guidance issued by the California Department of Education. Charter schools do not have daily instructional minutes requirements, unlike school districts. Accordingly, in determining the ADA generated by a student engaged in independent study, the Charter School shall calculate the instructional minutes provided to its classroom-based students each day during the independent study period, and the teacher of record for the independent study student shall determine whether the time-value of the student's independent study assignments and other live engagement was equivalent for that day to at least 80% of the instructional time offered to classroom-based students in academic subjects. If so, a student shall be marked present for that day for purposes of claiming ADA.

Attendance for independent study shall be tracked using both an engagement log and a work log. The engagement log will track whether the student engaged in learning for each instructional day the Charter School operated. The work log shall track the time-value of each assignment completed on each instructional day. Student work shall be maintained in an independent study portfolio for the student, along with the student's independent master agreement, so that it is susceptible to audit. The Charter School shall maintain records as required under 5 CCR Section 11703. The teacher of record shall mark the student as present in the student information system in the manner described in the section labeled "Attendance Reporting" below where the student engaged in sufficient educational activities for that day as defined above. The teacher of record shall evaluate the time-value of an assignment based on their professional experience and expertise regarding the time that the assignment would be expected to take to complete based on the student's effort as indicated in the work product.

For the avoidance of doubt, the Charter School shall assess whether the independent study student is engaged in the work by reviewing all assignments and assigning a time-value, as well as through the live engagement and interaction required under the Education Code and utilizing procedures for tiered reengagement where appropriate.

Under no circumstances will Oceanlight School provide nonclassroom-based instruction that would cause it to claim more than 20% of ADA as nonclassroom-based attendance.

The school maintains contemporaneous records of student work, daily engagement, and teacher evaluations for audit purposes and funding compliance. Transitions between independent study and in-person learning occur within five instructional days upon request.

Figure A-26: Table of Trimesters 2026 - 2027

Trimester	Start	End	# of Days
First	8/12/26	11/6/2026	58
Second	11/9/26	3/5/2027	59
Third	3/8/26	6/4/2027	58
	TOTAL		**175**
Regular Days			134
Minimum Days			41

*Minimum Days: All Wednesdays (37) and 8/12/26, 12/18/26, 4/2/27, 6/4/27

Holidays

- Independence Day: July 4, 2026
- Labor Day: September 7, 2026
- Indigenous Peoples' Day: October 12, 2026
- Veteran's Day: November 11, 2026
- Fall Recess: November 23-27, 2026
- Winter Recess: Dec 21, 2026– Jan 1, 2027
- Martin Luther King, Jr. Day: January 18, 2027
- Presidents' Week: February 15-19, 2027
- Spring Recess: April 5-9, 2027
- Memorial Day: May 31, 2027

Staff work days/Professional Development (no students)

- 7/31 New Teacher Orientation Day
- 8/3-8/7, 1/4, 3/29 Professional Development
- 8/10, 8/11 Teacher work day/collaboration
- 11/9-10 Fall Conference Days (full days)
- 3/12 Spring Conference Day (full days)

Middle School Interim/Thematic/Elective weeks

- 9/28-10/9
- 11/30-12/11
- 2/8-2/12 (note: this is one week due to it following President's week)
- 4/12-4/23

Figure A-27: Oceanlight 2026-27 Academic Calendar



Figure A-28: Oceanlight School Instructional Minutes and Schedule

Regular Day Bell Schedule (Mondays, Tuesday, Thursdays, Fridays)				
	TK	K	1-3	4-8
Start	8:30AM	8:30AM	8:30AM	8:30AM
End	12:30PM	1:30PM	2:45PM	3:10PM
Number of Minutes	240	300	375	400
Less Recess (minutes)	-30	-30	-20	-20
Less Lunch (minutes)	0	-40	-40	-40
Actual Daily Instructional Minutes	210	230	315	340
Number of Regular Days	134	134	134	134
Annual Minutes- Regular Days	28140	30820	42210	45560
Minimum Day Bell Schedule (All Wednesdays, 8/12/26, 12/18/26 ,4/2/27, 6/4/27)				
	TK	K	1-3	4-8
Start	8:30AM	8:30AM	8:30AM	8:30AM
End	12:30PM	12:30PM	12:40PM	1:00PM
Number of Minutes	240	240	250	270
Less Recess (minutes)	-30	-30	-20	-20
Less Lunch (minutes)	0	0	-30	-30
Actual Daily Instructional Minutes	210	210	200	220
Number of Min Days	41	41	41	41
Annual Minutes in a Year	8610	8610	8200	9020
Total Annual Minutes	**36750**	**39430**	**50410**	**54580**
Required Minutes	36,000	36,000	50,400	54,000

ATTENDANCE TRACKING

The Charter School will utilize a reputable cloud-based student information system (SIS) such as PowerSchool for purposes of taking accurate daily attendance. Each teacher will be assigned a laptop that enables them to log attendance in real time and confirm attendance reports. Teachers will receive annual training on procedures for tracking attendance. Administration, ultimately under the supervision of the Executive Director, will pull attendance reports from the SIS and calculate average daily attendance (ADA) at the reporting periods and deadlines (e.g., P1, P2) in alignment with the law regarding ADA (e.g., Education Code Section 47612 and 5 C.C.R. Section 11960) and CDE guidance regarding instructional time and time accounting. (*See, e.g.,* *https://www.cde.ca.gov/fg/it/#reqgcacsd*.)

Prior to reporting ADA to the State, the Charter School will review whether any students engaged in independent study during the reporting period. In that case, the Charter School will need to calculate the amount of ADA generated by

nonclassroom-based instruction. For purposes of making that calculation, administration will review daily attendance for each student as indicated in the SIS and the time value of the student's work during the reporting period as indicated in the student's independent study work portfolio.

The Charter School will also review and adhere to the standards for taking and reporting attendance as addressed in the Educational Audit Appeals Panel's (EAAP) annual audit guide. The Charter School will report and certify ADA information in the same manner as other local educational agencies using the Principal Data Apportionment Data Collection (PADC) software. Charter School staff and the Executive Director will annually review the tutorial videos and manuals posted on the CDE's website regarding the use of PADC.

A TYPICAL DAY FOR AN OCEANLIGHT SCHOOL STUDENT

At Oceanlight School, each day is designed to nurture students' academic, social-emotional, and creative development. Our interdisciplinary approach allows students to explore essential environmental themes through authentic, real-world inquiry. Students engage in core academics, the arts, and ecological study through multiple entry points, cultivating deep understanding and a sense of stewardship. The following illustrates a typical day in the life of an Oceanlight School student, differentiated by each grade band.

A Typical Day In Grades TK/K At Oceanlight School

Regular Schedule: 8:30 AM – 12:20/1:30 PM

Here is a "Typical Day in Grades TK/K at Oceanlight School" with time blocks reflecting a school day from **8:30 AM to 12:20/1:30 PM**, including a **30-minute recess** and **40-minute lunch for Kindergarten**. Thematic integration is modeled on the unit *Water: Source of Life* to demonstrate interdisciplinary alignment across core subjects and specialist blocks.

At Oceanlight School, each day is intentionally designed to nurture students' academic, social-emotional, and creative development. Our interdisciplinary approach allows students to explore essential environmental themes—such as *Water: Source of Life*—through authentic, real-world inquiry. Students engage in core academics, the arts, and ecological study through multiple entry points, cultivating deep understanding and a sense of stewardship.

8:30–9:00 AM — Morning Circle and Community Building

The day begins with a grounding practice that centers around connection and purpose. In Morning Circle, students build community through mindfulness, SEL routines, and collaborative dialogue. During a "Water" unit, a daily prompt might include: *How does water connect all living things?* Or *what did you notice about water in your life this week?* At these grade levels, the students might engage in water play, water-focused STEAM bins, and creative play around water.

9:00–10:00 AM — Thematic Interdisciplinary Learning Block with Garden/Science, Visual Arts, P.E., Performing Arts, STEAM integrated

Students explore project-based learning units integrating science, social studies, and English language arts. In a "Water" theme, they may examine the water cycle, study how we need water in our lives, or analyze the effect that water supply has on plants and animals in our immediate environment. Students read/listen to nonfiction texts, "write" stories with the help of an adult centered on water, the ocean, or local waterways, and work toward creating ways to be waterwise in our school and community..

10:00–10:30 AM — Recess

Students take a 30-minute recess to move their bodies, socialize, and play. Access to nature-rich play spaces supports physical health and emotional well-being.

10:30–11:15 AM — Integrated Literacy Time

During our Literacy block, students develop literacy skills through authentic reading and writing tasks with support from systematic instruction in foundational skills. They may read aloud many different stories to develop oral language and vocabulary surrounding how water is used and why water is such an important resource to all organisms, research where animals and plants in nature find the water they need, and use a variety of ways to express their learning including drawing, writing and labeling.

11:15 AM–12:00 PM — Math Block

Math instruction emphasizes reasoning, modeling, and problem-solving. During the water unit, students use water as a means of measurement and capacity, measuring how much water is needed to complete tasks and how this affects our world. Students will use standard and nonstandard units of measurement to complete these tasks.

12:00-12:30 PM — Closing Circle (for TK students)

The day concludes with reflection and gratitude. Students share highlights, set goals, or revisit the day's essential question: *What action can I take to protect water in my community?* This closing ritual reinforces belonging and cultivates purpose-driven learning.

12:00–12:40 PM — Lunch and Outdoor Play (for Kindergarten Students)

Students enjoy 40 minutes to eat, explore, and recharge. Unstructured time in nature cultivates joy, resilience, and connection to place.

12:40–1:15 PM — Free Play and SEL

Students have time to play together and work on their social-emotional well-being in a structured, supervised space where teachers have the opportunity to build relationships, learn emotional regulation, conflict resolution, and creative problem-solving.

1:15–1:30 PM — Closing Circle

The day concludes with reflection and gratitude. Students share highlights, set goals, or revisit the day's essential question: *What action can I take to protect water in my community?* This closing ritual reinforces belonging and cultivates purpose-driven learning.

Typical Day: Grades 1-3

Unit theme example: *Water: Source of Life*

Regular Schedule: 8:30 AM – 2:45 PM

8:30–9:00 AM — Morning Circle and Community Building. The day begins with a grounding practice that centers around connection and purpose. The teacher builds community with the class through mindfulness, SEL routines, and collaborative dialogue, which might include an emotion check-in, compliment share, or SEL read aloud.

9:00–10:00 AM — Thematic Interdisciplinary Learning Block. In a "Water" theme, students explore cross-curricular themes related to topics such as the water cycle, Indigenous water knowledge, or analyzing drought maps.

10:00–10:20 AM — Recess. Students take a 20-minute recess to move their bodies, socialize, and play. Access to nature-rich play spaces supports physical health and emotional well-being.

10:20–11:10 AM —Integrated Literacy Block. Students develop literacy through authentic reading and writing tasks with support from systematic instruction in foundational skills. Students visit the library or reading space, where the teacher or a parent reads aloud a water-themed book (fiction or nonfiction). Students then select their own books which have

been curated by water-related themes for free and supported reading. Or they may engage in free-write water-themed poetry or stories, often tied to advocacy, deepening both academic and civic literacy.

11:10 AM–12:00 PM — Math Block. Students emphasize reasoning, modeling, and problem-solving. During the water unit, students might graph local rainfall, calculate household water usage, or monitor changes in water meters in the community. Aligned with CCSS-M, students apply math to real-world, place-based challenges.

12:00–12:40 PM — Lunch and Outdoor Play. Students enjoy 40 minutes to eat, explore, and recharge. Unstructured time in nature cultivates joy, resilience, and connection to place.

12:40–1:30 PM — Specialist Block (Garden/Science, Visual Arts, P.E., Performing Arts, STEAM). This rotating block reinforces interdisciplinary learning through hands-on and creative experiences. For example, students use watercolor to paint scenes of the ocean, bay, or river; they create short skits emphasizing water conservation tips, or they create a model of an aqueduct using materials in the makerspace.

1:30–2:30 PM — Project Work and Reflection. Students return to collaborative projects particularly from the Thematic Interdisciplinary Block. Teachers provide targeted support and facilitate peer feedback. Projects emphasize student voice, real-world impact, and interdisciplinary synthesis.

2:30–2:45 PM — Closing Circle. The day concludes with reflection and gratitude. Students pair and share highlights or revisit their favorite part of the day. They end with a goodbye ritual emphasizing belonging and community, such as class chant, a secret handshake, or a self-hug.

Typical Day: Grades 4-5

Regular Schedule: 8:30 AM – 3:10 PM

Unit theme example: The Redwood Forest

8:30–9:00 AM — Morning Circle & SEL Integration**.** The day begins with community-building in Morning Circle. Students check in emotionally, share appreciations, and daily goals to build connection and self-awareness.

9:00–10:40 AM — Integrated Literacy and Social Studies Block

Students engage in thematic units that integrate reading, writing, and social studies. A project on redwood ecosystems might include reading *The Ancient One* by T.A. Barron, writing persuasive essays to protect old-growth forests, and researching Indigenous forest stewardship. Instruction combines whole-group mini-lessons, small group discussion, and independent reading and writing practice. Emphasis is placed on research, multiple perspectives, and real-world communication.

10:40–11:10 AM — Outdoor Recess

Students enjoy a 30-minute recess to run, climb, play, or relax in Oceanlight's natural play spaces. This break supports physical health, social interaction, and connection to place.

11:10 AM–12:00 PM — Math

Math instruction blends conceptual understanding, procedural fluency, and application. Students explore multi-step problems through the context of the redwood forest—for example, calculating the perimeter of a redwood grove, converting inches to feet to measure fallen logs, or comparing fractions and decimals when analyzing rainfall amounts that sustain the forest. Lessons may include small-group instruction, math journaling, and hands-on materials. For example, students might measure the length of shadows cast by trees at different times of day, then use ratios and multiplication to estimate tree heights, reinforcing both geometry skills and their understanding of the forest environment.

12:00–12:40 PM — Lunch and Outdoor Play

Students eat together and enjoy unstructured time outside in the garden, play yard, or quiet reflection zones. Social-emotional learning continues in these spaces as students build friendships, practice inclusion, and care for shared environments.

12:40–1:30 PM — Science and Engineering Block

Students engage in hands-on investigations aligned with the NGSS. In a unit on forest systems, students might construct food web models, analyze soil and canopy data from a local redwood grove, or design wildlife corridors. The Engineering Design Process is embedded in many units as students prototype and test real-world solutions.

1:30–2:10 PM — Arts, Garden, or Physical Education

This rotating block provides opportunities for creative and physical expression. Students might create landscape paintings, choreograph movement inspired by the redwoods, tend garden beds, or learn traditional games and team sports. Partnerships with local artists and environmental educators enrich this experience.

2:10–2:55 PM — Project Work & Reflection

Students work in teams or independently on ongoing projects. This might involve research, building models, rehearsing presentations, or collaborating across grade levels. Teachers confer with students, guide inquiry, and support goal-setting. Students reflect on their progress and refine their work based on feedback.

2:55–3:00 PM — Closing Circle

The day ends with gratitude, reflection, and community connection. Students may share highlights, pose lingering questions, or celebrate a classmate's accomplishment. This routine fosters belonging and helps students internalize what they've learned.

Typical Day: Grades 6-8, with Two-Week Interim Schedule

At Oceanlight School, middle school students are immersed in a dynamic learning environment that balances academic rigor with creativity, collaboration, and purpose. Here is a "Typical Day in Grades 6-8 at Oceanlight School" with time blocks reflecting a school day from **8:30 AM to 3:10 PM**, including a **20-minute recess** and **40-minute lunch**. Each day is designed to cultivate critical thinkers and changemakers through subject-specific instruction, environmental inquiry, and

community-based learning. Students build relationships, explore complex questions, and engage in projects that connect classroom learning to real-world issues.

The middle school year is structured around six-week instructional cycles focused on core academic subjects, followed by two-week interims that immerse students in interdisciplinary solutionary projects and electives. This structure allows students to dive deeply into standards-based learning while regularly applying their knowledge in real-world, collaborative contexts.

Regular Schedule: 8:30 AM – 3:10 PM

8:30–9:00 AM — Morning Circle & Advisory

Each morning begins in a supportive advisory space where students gather in community to center themselves socially and emotionally. Teachers facilitate mindfulness practices, restorative circles, and peer check-ins, building a foundation of trust. On any given day, students might reflect on their learning goals, discuss an ethical dilemma related to environmental justice, or co-create classroom norms to support inclusive leadership. Advisory also serves as a launchpad for student voice—planning community action projects, peer mentorship activities, or grade-wide initiatives. Morning Circle is also a time to explore current events and global issues, helping students stay informed and develop civic literacy through respectful dialogue and critical discussion.

9:00–9:50 AM — Flexible Support Block

This flexible block is intentionally structured to meet diverse learner needs. On some days, students serve as **peer mentors** to younger students, supporting them in academic, environmental, or social-emotional learning. On others, the time is used for **individualized support**—students set goals, receive targeted instruction from subject teachers, or work independently on long-term projects. It's also a space for **restorative practices**, collaborative planning for school events, or leadership development workshops.

9:50–10:40 AM — Language Arts

Students deepen their reading and writing skills through inquiry-driven units that connect literature to pressing social and environmental topics. In a unit on redwood forest conservation, students may read *The Overstory* by Richard Powers (adapted selections)—a novel that explores the interconnected lives of people and trees, illuminating the ecological and spiritual significance of ancient forests—and write persuasive essays, informational reports, and public service announcements. Emphasis is placed on research, rhetorical strategy, and real-world communication, aligned with Common Core standards for argumentative and informative writing.

10:40–11:00 AM — Recess

Students take a 20-minute break outdoors, often in nature-based play areas or walking paths. This unstructured time fosters wellness, creativity, and connection to place.

11:00–11:50 AM — Mathematics

Math instruction emphasizes applied investigations rooted in redwood forest conservation. In a seventh-grade unit, students engage in a pre-algebra project calculating the estimated carbon storage of a redwood grove. They begin by measuring tree diameters and heights during a field study, then use formulas to approximate volume and biomass. Students apply ratios and proportions to scale their findings and convert biomass to carbon estimates, comparing data

sets from young and old-growth forests. This hands-on investigation strengthens understanding of linear relationships, unit rates, and data analysis—all aligned with CCSS-M standards.

11:50 AM–12:40 PM — Science

Science instruction is hands-on, field-based, and grounded in NGSS. Aligned to the same redwood forest conservation theme, students investigate the structure and function of redwood ecosystems, analyze factors affecting redwood growth and longevity, and explore the carbon sequestration capacity of old-growth forests. This integration allows students to apply scientific inquiry and mathematical modeling to understand how redwoods function as carbon sinks and contribute to climate stability. Students synthesize their findings to propose forest stewardship strategies supported by ecological and quantitative evidence.

12:40–1:20 PM — Lunch and Outdoor Play

Students enjoy 40 minutes to eat, socialize, and explore the natural campus environment. They may tend to garden beds, take nature walks, or relax in outdoor classrooms designed for reflection and play.

1:20–2:10 PM — Social Studies

Social studies investigations explore the history of California's redwood forests, from Indigenous land stewardship to commercial logging and conservation. Students examine primary sources, maps, and policy debates to understand land use conflicts and develop proposals for sustainable redwood forest management.

2:10–3:00 PM — Physical Education and Wellness

Students engage in physical movement, outdoor exploration, and health education. Depending on the day, students might participate in team sports, practice yoga, hike local trails, or train for a “Green Challenge” that combines physical activity with environmental stewardship tasks like trail clearing or green campus projects. Periodically, this block includes wellness units on nutrition, mental health, media balance, and stress management.

3:00–3:10 PM — Closing Circle

The day ends with gratitude, reflection, and community connection. Students may share highlights, pose lingering questions, or celebrate a classmate’s accomplishment. This routine fosters belonging and helps students internalize what they’ve learned.

Two-Week Interim Schedule for Grades 6–8: 8:30 AM – 3:10 PM

Four times a year, Oceanlight’s middle schoolers step away from their regular schedule and dive into **two-week interims**—intensive learning experiences that emphasize environmental stewardship, design thinking, and creative exploration. The interim format allows students to engage in deep inquiry, real-world impact, and student-driven learning across disciplines.

8:30–11:30 AM — Interdisciplinary STEAM / Environmental Stewardship Block

Each morning, students participate in a hands-on, team-based project that addresses a pressing environmental question or challenge. Projects integrate science, engineering, math, and humanities through a solutionary lens.

Examples might include:

- Reimagining School Waste
- Watershed Restoration
- Designing for Climate Resilience
- Solar Cooking Challenge

During this block, there will be a 20-minute recess or outdoor break that gives students time to move, play, and socialize.

12:40–1:20 PM — Lunch & Outdoor Play

Students enjoy a 40-minute lunch period with time to eat, reflect, and unwind in the school's outdoor spaces. Informal play, quiet time, or tending to the garden offer opportunities for self-direction and restorative downtime.

1:20–3:10 PM — Student-Selected Elective Block

In the afternoon, students engage in **elective intensives**—courses chosen based on interest, guided by teachers and community partners. These electives deepen individual passions and allow for advanced skill-building. A flavor of electives students might take

- EcoFashion: Sustainable Textile Design & Upcycling
- Coding or Robotics course
- Spoken Word & Environmental Justice Poetry
- Visual art and advocacy

Interims culminate in a final product—whether a short film, performance, product prototype, or digital portfolio—and is shared during a schoolwide **Celebration of Learning**.

MEETING THE NEEDS OF ALL STUDENTS

Oceanlight School is dedicated to providing a high-quality, equitable, and inclusive education for every student. We recognize that students arrive with diverse backgrounds, abilities, and needs, and we are committed to ensuring that all learners-including English Learners, students with disabilities, socio-economically disadvantaged students (including homeless and foster youth), and both academically low- and high-achieving students-receive the targeted support, resources, and opportunities necessary to thrive. Through a combination of rigorous academic programming, robust support systems, and a culture of inclusion, the school ensures that every child is empowered to reach their full potential.

Through a comprehensive, data-driven, and student-centered approach, Oceanlight School ensures that all students-regardless of language proficiency, ability, economic status, or academic achievement, are provided with equitable access to rigorous instruction, robust supports, and meaningful enrichment. By fostering a culture of inclusion and high expectations, the school prepares every student to succeed in school and beyond, fulfilling its mission to serve the diverse needs of the community.

The combination of local performance data and national research provides strong assurance that the core elements of Oceanlight School's educational model will meet the needs of English Learners (EL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD).

While some of the highest-performing schools with Oceanlight-like models—such as Bullis Charter (3.7% SED, 9% EL) and San Carlos Charter (4.6% SED, 5.4% EL)—serve relatively low proportions of high-need students, there are compelling examples showing the model's effectiveness in more diverse and economically varied contexts.

Quail Lake Environmental Charter in Clovis serves 31.2% socioeconomically disadvantaged (SED) students, 4.2% English Learners, and 3.2% students with disabilities. Despite a higher SED percentage than most high-performing peers, Quail Lake implements a fully integrated environmental education and project-based learning model, paired with STEAM problem-solving, service learning, and family collaboration. This school's performance in the blue rating as indicated in the California Dashboard in Figures A-29 and A-30, while serving a more economically diverse population, demonstrates that the key elements of the model—experiential learning, interdisciplinary curriculum, and strong family engagement—can be successfully adapted beyond affluent or homogenous communities.

Similarly, Ocean Shore School prior to its 2025 reconfiguration, served 14.2% SED, 7.7% EL, and 8.7% SWD—demographics more reflective of Northern San Mateo County's mixed-income coastal and suburban communities. Under this demographic profile, Ocean Shore achieved a Blue rating (refer to Figure A-29) on the California Dashboard for English Learner Progress and maintained strong overall academic placement while closing the achievement gap significantly for SED students (refer to Figure A-31). This local example confirms that the model can produce excellent results in communities with varied socioeconomic and linguistic backgrounds.

These cases—Quail Lake and Ocean Shore—are important because they disprove the notion that integrated PBL/STEAM/Environmental Education models only succeed in low-need or high-resource settings. Instead, they demonstrate the model's transferability and resilience: with the right professional development, community engagement, and implementation fidelity, it can be adapted to serve more economically and linguistically diverse populations without losing instructional quality or academic rigor.

Nationally, multiple large-scale studies confirm these results. Rigorous project-based learning improves content mastery and language development for ELs by embedding academic vocabulary and communication in multimodal tasks. Integrated STEAM and place-based environmental education have been shown to increase achievement and engagement for SED students, particularly when coupled with structured family involvement (Epstein, 2018). For SWD, research highlights that PBL and STEAM frameworks—when implemented with Universal Design for Learning principles—provide multiple pathways for demonstrating mastery, foster self-efficacy, and improve collaborative skills (CAST, 2018).

Taken together, the local evidence and national research affirm that Oceanlight's integrated, whole-child approach is not only academically rigorous but also highly adaptable to the needs of diverse learners. By bringing this model to Northern San Mateo County's highest-need communities, Oceanlight will close the gap between where these students are served and where the most effective instructional models are available.

Figure A-29: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - English Learners

Source: 2024 California Dashboard

2024 Overall Performance Data Source: California Dashboard										
Indicator	**Ocean Shore School**	**San Carlos Charter School**	**Bullis Charter School**	**Quail Lake Env. Charter School**	**Jefferson Elementary**	**Pacifica**	**San Bruno Park**	**S San Francisco**	**Brisbane**	**BayShore**
English Learner Progress	Blue	N/A	N/A	N/A	Orange	Orange	Orange	Yellow	Orange	Blue
Chronic Absenteeism	Yellow	Green	Green	Green	Orange	Yellow	Yellow	Yellow	Yellow	Yellow
Suspension Rate	Green	Yellow	Blue	Green	Yellow	Green	Green	Green	Green	Green
English Language Arts	Orange	Blue	Blue	Blue	Orange	Red	Red	Orange	Red	Orange
Mathematics	Yellow	Blue	Blue	Blue	Orange	Red	Red	Orange	Red	Yellow

California Dashboard Color Key:



Table A-30: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - Economically Disadvantaged Students

Source: 2024 California Dashboard

2024 ECONOMICALLY DISADVANTAGED - MATH PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH					***Quail Lake Environmental Charter Schools (Clovis)**
MEDIUM					
LOW		Brisbane SD	Jefferson El SD Pacifica SD San Bruno Park SD	Bayshore SD	***Ocean Shore School (Pacifica)** S. San Francisco Unified
VERY LOW (LOWEST STATUS)					

2024 ECONOMICALLY DISADVANTAGED - LANGUAGE ARTS PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH				***Quail Lake Environmental Charter Schools (Clovis)**	
HIGH					
MEDIUM					
LOW		Jefferson El SD	Pacifica SD Brisbane SD Bayshore	San Bruno Park SD S. San Francisco Unified	***Ocean Shore School (Pacifica)**
VERY LOW (LOWEST STATUS)					

Figure A-31: Comparison of How Schools Similar to Oceanlight School Performed on California State Testing in 2024 - Students with Disabilities

Source: 2024 California Dashboard

2024 Students with Disabilities - MATH PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH				***Bullis Charter (Los Altos)**	
MEDIUM					
LOW					Jefferson El SD
VERY LOW (LOWEST STATUS)		Pacifica SD San Buno Park SD S. San Francisco USD			

2024 Students with Disabilities - LANGUAGE ARTS PLACEMENT REPORT Data Source: California Dashboard					
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH					
HIGH				***Bullis Charter (Los Altos)**	
MEDIUM					
LOW					
VERY LOW (LOWEST STATUS)		Pacifica SD S. San Francisco USD		Jefferson Elementary SD	**San Bruno Park SD**

AFTER-SCHOOL PROGRAMMING

Oceanlight will offer safe, enriching before- and after-school programs so working parents know their children are cared for and engaged. Subject to funding, we will operate an **Expanded Learning Opportunities Program (ELO-P)** in compliance with Education Code Section 46120, and guidance from the California Department of Education. We will provide homework help, enrichment activities, physical play, and social-emotional support. These wraparound services will ensure every child—especially those from socio-economically disadvantaged backgrounds—has access to extended learning, positive relationships, and a consistent, supportive environment from morning to evening. Based on the availability of funding, Oceanlight's Board of Directors would approve an ELO-P plan prior to operation.

ENGLISH LEARNERS

Oceanlight School is committed to meeting the needs of English Learners (ELs) and students at risk of becoming long-term English learners. The School will fully comply with all applicable legal requirements for ELs as outlined in California Education Code Section 47605.6, relevant federal laws (Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act), and the Every Student Succeeds Act (ESSA).

Legal Compliance and Non-Discrimination

- **No Barriers to Enrollment:** EL status will never impede enrollment; all students have equal access to the school's educational program.
- **Compliance:** The School will comply with all state and federal mandates regarding EL education and services.

Identification and Assessment

- **Home Language Survey:** Administered at enrollment to identify students whose primary language is not English.
- **Intake Interview:** Conducted with new students and families to assess educational background, language skills, and individual needs, informing placement and support services.
- **ELPAC Testing:**
    - *Initial Assessment*: For those flagged by the Home Language Survey to determine EL status.
    - *Summative Assessment*: Annual reassessment for identified ELs to track progress toward proficiency.
- **Ongoing Assessment:** Additional tools such as reading inventories (Reading Inventory, DIBELS, Accelerated Reader) and classroom-based assessments will monitor language development and academic progress. These multiple measures will inform targeted instruction and interventions.
- **Proficiency Level Classification:**
  Students are classified per California ELD standards (California Department of Education, 2012) into three proficiency levels:
    - *Emerging*: Beginning to use English for immediate needs and to access academic language.
    - *Expanding*: Increasing ability to apply English in a range of contexts.
    - *Bridging*: Able to use advanced language in academic and non-academic settings, participating fully in the classroom.

Instructional Program and Teacher Qualifications

Oceanlight School employs a comprehensive instructional approach for ELs, rooted in current research and best practices. All instruction aligns with the California ELD Standards and is designed to ensure language growth as well as access to rigorous academic content.

All teachers must hold an English Learner (EL) authorization. In California, this is most commonly the **CLAD (Crosscultural, Language, and Academic Development)** authorization, which is now embedded in all preliminary teaching credentials. This ensures teachers can provide **Integrated and Designated ELD** and appropriate supports for multilingual learners.

Oceanlight School acknowledges its responsibility to provide access to grade-level core curriculum for ELs. Oceanlight School will utilize the proficiency level descriptors in alignment with the ELPAC, e.g., well-developed, moderately developed, somewhat developed, and minimally developed. An EL curriculum we are considering is EL Achieve https://www.elachieve.org/

Designated and Integrated ELD Instruction

Consistent with state expectations, Oceanlight School provides both Designated and Integrated ELD:

- **Designated ELD:**
  Designated ELD may be delivered via sheltered classes or pull-out support, flexibly grouped by proficiency level (Emerging, Expanding, Bridging). The curriculum emphasizes purposeful use of English, meaningful peer interaction, and explicit instruction on how English works. All identified ELs receive targeted instruction as needed focused on English language development, provided by credentialed staff, and fulfilling the requirements for instructional minutes.
- **Integrated ELD:**
  All teachers embed ELD strategies within their core content instruction throughout the school day. The CA ELD Standards are used in tandem with academic content standards, ensuring that ELs develop academic English as they learn content. Integrated ELD occurs across content areas—ELA, math, science, social studies—and includes language objectives, academic discourse, and scaffolds for all modalities (listening, speaking, reading, writing).

Six Key Strategies for English Learner Support

Instruction for ELs incorporates the following research-based strategies (adapted from Project GLAD, SIOP Model, and the Alliance for Excellent Education):

1. **Vocabulary and Language Development**
   - Key concepts are introduced with focused academic vocabulary; units open with explicit vocabulary instruction drawing on students' home languages and background knowledge.
   - Classrooms display language-rich content (charts, shared writing, student work).
2. **Guided Interaction (Collaborative Learning)**
   - Lessons are structured for students to work collaboratively (speaking, listening, reading, writing about core concepts).
   - Flexible grouping (heterogeneous and homogeneous) builds peer negotiation skills and content mastery.
3. **Metacognition and Authentic Assessment**
   - Teachers model "thinking aloud," explicitly teaching metacognitive strategies for approaching tasks.

    - Varied assessment options are provided to allow ELs to demonstrate understanding (not solely dependent on advanced language skills).
4. **Explicit Instruction**
    - Direct teaching of language structures, comprehension strategies, and academic skills (organization, sentence frames, decoding, writing formats).
5. **Meaning-Based Contexts and Universal Themes**
    - Lessons are contextualized in students' real-world experiences, activating prior knowledge and cultural connections.
    - Inquiry charts, brainstorming, and authentic projects provide a basis for language and content development.
6. **Modeling, Graphic Organizers, and Visuals**
    - Teachers regularly use visual supports, graphic organizers, diagrams, and other scaffolds to clarify complex information.

Specially Designed Academic Instruction in English (SDAIE)

Teachers deliver content using SDAIE methods, including:

- Planned objectives aligned with State Standards;
- Linking new content to students' experiences;
- Using controlled vocabulary and visual context (gestures, graphics);
- Providing structured supports for understanding/retaining content (organizers, note-taking);
- Collaborative group work and opportunities to use new language skills in context;
- Assessing with both content- and language-based measures.

Additional Supports and Practices

- **Translanguaging:** Students are encouraged to draw on their full linguistic repertoires to access content and build English academic language.
- **Differentiated and Scaffolded Instruction:** Supports such as visuals, modeling, sentence frames, and targeted materials ensure access to grade-level content; groupings and supports are flexible and based on ongoing assessments.
- **Culturally Responsive Curriculum:** All students see their cultures and languages reflected in curriculum and instruction.
- **Student Voice and Leadership:** ELs are empowered as leaders in the classroom and school community.
- **Data-Driven Planning:** Continuous analysis of assessment data informs targeted supports and interventions.

Reclassification Criteria

Students are reclassified as Fluent English Proficient (RFEP) when they meet all state and local criteria:

- **ELPAC Performance:** Overall ELPAC level 4, with scores of 3+ in each domain (listening, speaking, reading, writing).
- **Academic Achievement:** Meets/exceeds ELA standards (grade 3/4 on a 1-4 scale, or C or above).
- **Teacher and EL Specialist Judgment:** Agreement that the student no longer requires additional EL support, based on observations, work samples, MAP Growth, and report cards.

- **Parental Consultation:** Families are informed of their rights and involved in the decision; their input is actively sought.
- **Basic Skills Comparison:** The student's skills are compared with English-only peers using standardized assessment (e.g., CAASPP for ELA).
- **Additional Measures:** Reading inventories or other school-adopted assessments may be used as supporting evidence. Students continue to be monitored post-reclassification to ensure continued academic success.

Measurable Goals for English Learners (See Element B)

- ELs will demonstrate annual growth in English proficiency (ELPAC).
- ELs will demonstrate annual growth on other measures (reading assessments).
- The reclassification rate for ELs will meet or exceed the state average.
- The achievement gap in ELA and Math between EL and non-ELs will decrease by at least 5 percentage points annually.
- EL families receive timely notifications and access to translation/interpretation services.
- Increase the number of ELs participating in school leadership and events each year.

Family Engagement and Support

- All communication is provided in the family's primary language when possible; Diversity Leadership Group (DLG) will support families who need interpretation support.
- The School encourages active participation from EL families, including in the Diversity Leadership Group
- Connect families to community resources to help with family literacy to support at-home language development.
- Resources are provided to help families support their children's language growth and academic success.

Program Monitoring and Evaluation

- Ongoing review of student data and program effectiveness using multiple measures, English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), Measures of Academic Progress Growth (MAP).
- Regular verification of teacher credentials and implementation fidelity.
- Annual review of reclassification, academic achievement data, and stakeholder feedback for continuous program improvement.
- Parents are kept informed and involved in placement and service decisions.

Through a structured, inclusive, and experiential approach anchored in both state and research-based best practices, Oceanlight School ensures all English Learners receive the targeted instruction, academic access, and community support needed to achieve English proficiency, academic growth, and civic leadership.

STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

General Assurances

Oceanlight recognizes its responsibility to enroll and support students with disabilities. It pledges to work in cooperation with the County and its Special Education Local Plan Area ("SELPA") to ensure that a free and appropriate education is provided to all students with exceptional needs. Oceanlight will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to IDEA, Section 504, ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). In short, Oceanlight will comply with applicable guidelines and all California laws pertaining to special education students.

The following is intended to provide a reasonably comprehensive description of the special education program in this petition. The language is not meant to preclude alternative arrangements.

SELPA Affiliation

Oceanlight shall be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a). Oceanlight intends to apply to become a member of the San Mateo County SELPA or the El Dorado County Charter SELPA, but will consider other SELPAs as appropriate under the circumstances. The San Mateo County SELPA serves charter schools in San Mateo County and El Dorado County Charter SELPA serves charter schools throughout California, and Oceanlight is thus eligible for membership. Oceanlight affirms that it shall notify the SELPA director of its intent to participate in the SELPA **prior to February 1** of the preceding school year. Oceanlight School notes that it has already engaged in consultation with the El Dorado County Charter SELPA and indicated Oceanlight School's interest in joining the SELPA and intends to begin conversations with the San Mateo County SELPA shortly after submission of its charter. Oceanlight will provide a copy of the original charter petition and any amendments to the SELPA.

In the event Oceanlight seeks membership in a different state-approved SELPA, Oceanlight shall provide notice to the County Office, the SELPA, and the California Department of Education ("CDE") before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, Oceanlight shall **provide the County with evidence of membership**. Oceanlight's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, Oceanlight shall receive state and federal revenues directly, in accordance with the **SELPA's allocation plan.** (See, e.g., Appendix I.)

In the event that Oceanlight does not gain membership in a SELPA for its first year of operation, it shall, by default, be categorized as a "school of the county" for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation. For year one of operation, Oceanlight shall then enter into a Memorandum of Understanding (MOU) with the County related to the delineation of duties between the County and Oceanlight. Under this scenario, Oceanlight anticipates the MOU shall include the following arrangements, whereby the County shall forward all state and federal special education revenues generated by the school's enrollment to Oceanlight and Oceanlight shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the County. Oceanlight shall use the LCFF to make up any shortfalls from the special education revenues received. Oceanlight is ready to discuss

this arrangement, or a mutually agreed-upon reasonable alternative, in our discussions with the County to develop the MOU.

To the extent legally applicable, Oceanlight understands that it is fiscally responsible for its fair share of any encroachment on general funds.

Oceanlight shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall use appropriate SELPA forms.

Oceanlight may seek related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Oceanlight may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Oceanlight shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Oceanlight shall be **accessible for all students with disabilities,** i.e., ADA-compliant. **All instruction will occur in a safe environment**. For the avoidance of doubt, Oceanlight acknowledges its full responsibility to address the needs of all of its students with respect to appropriate accommodations. For the avoidance of doubt, Oceanlight acknowledges its responsibility to provide special education, instruction, and related services to the students enrolled in Oceanlight regardless of the students' district of residence. Oceanlight will **provide all specialized instruction and services at the Charter School** as indicated in the student's IEP or 504 Plan, including but not limited to Designated Instruction and Services (DIS), and transportation for students whose IEPs indicate that service is necessary for the provision of FAPE.

Oceanlight School does not have a "Current Operating Budget," but you may refer to Appendix H for the projected budget as it relates.

Section 504 of the Rehabilitation Act

Oceanlight will ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Oceanlight. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. Oceanlight shall ensure that all eligible enrolled students eligible for services and accommodations under Section 504 will receive appropriate accommodations and modifications consistent with Section 504. The Charter School affirms that it will **assume full responsibility** for appropriate accommodations, modifications, and services as indicated under Section 504 to address the needs of any student, regardless of the student's district of residence

A 504 team will be assembled by the Executive Director or Head(s) of School and shall include parents or guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individuals with Disabilities Education Act (IDEA) but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level for whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Oceanlight's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and paraprofessionals, must have a copy of each student's 504 Plan. The 504 Plan will address staffing requirements, and the Charter School shall take all steps necessary to ensure that those staffing requirements are implemented in the Charter School's operations. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she review the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the 504 Plan, continued eligibility, or readiness to discontinue the 504 Plan.

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is included by Oceanlight for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition. It is not binding on the County or the SELPA. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of Oceanlight and the SELPA. A copy of the MOU shall be made available to the County upon request.

Oceanlight shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Oceanlight shall provide services for enrolled special education students. It shall follow SELPA policies and procedures, and use SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Oceanlight will promptly respond to SELPA inquiries, comply with reasonable SELPA directives, and give the SELPA access to the school's students, staff, facilities, equipment, and records as required or imposed by law.

Staffing

All special education services at Oceanlight shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. The school's staff shall participate in SELPA in-service training relating to special education.

Oceanlight shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Oceanlight shall ensure that all special education staff hired or contracted by Oceanlight are qualified pursuant to SELPA policies, as well as meet all legal requirements. Oceanlight is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the school's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Oceanlight shall follow SELPA policies as they apply to all SELPA schools for responding to the implementation of special education services. Oceanlight shall adopt and implement policies relating to all special education issues and referrals.

Identification

Oceanlight shall have the responsibility to identify, refer, and work cooperatively in locating the school's students who have or may have exceptional needs that qualify them to receive special education services, including through best practices for "child find" and "search and service." Oceanlight shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized..

Oceanlight shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. Oceanlight shall also disseminate to stakeholders the availability of special education services and information on identifying students who may have special needs and processes for assessment, e.g., in the student handbook and communications to families

Oceanlight's Student Study Team (SST) shall support Oceanlight's obligation to identify students who may be eligible for services and support pursuant to IDEA, ADA, and/or Section 504, and make appropriate referrals.

Student Success Team (SST) Process

As part of Oceanlight School's Multi-Tiered System of Supports (MTSS), the Student Success Team (SST) provides a structured, collaborative process for addressing individual student needs. The SST convenes regularly—at least once per month—and is composed of the school principal, counselor, school psychologist, intervention specialist, classroom teacher(s), and other relevant staff or family members. Teachers or staff may initiate an SST referral when a student demonstrates academic, behavioral, or social-emotional concerns that persist despite Tier 1 and Tier 2 supports. At each meeting, the team reviews multiple data points, including classroom performance, formative assessments, attendance, behavioral records, and input from families, to identify barriers to learning and determine appropriate interventions. The

SST develops and documents an action plan with targeted supports, monitors student progress, and reconvenes to assess effectiveness. If concerns persist after documented interventions at multiple tiers, the SST may recommend a referral for a comprehensive special education evaluation, consistent with the school's "child find" obligations. This process ensures that all general education supports are fully considered and implemented while safeguarding students' rights to timely identification of disabilities and appropriate services.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Oceanlight determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. Oceanlight obtains the parent or guardian's consent to assess the school's students.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Oceanlight will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

Upon completion of the assessment, an Individualized Education Plan (IEP) team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Oceanlight will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents or guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

IEP Development

Oceanlight understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements are provided to all eligible Oceanlight students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Implementation

Oceanlight shall be responsible for all school site implementation of the IEP. As part of this responsibility, Oceanlight shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Oceanlight's non-special education students. Oceanlight also provides all home-school coordination and information exchange. Oceanlight is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings

Oceanlight shall arrange and notify the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Oceanlight shall be responsible for having the following individuals in attendance at the IEP meetings: Oceanlight designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other school representatives who are knowledgeable about the general education program at Oceanlight and/or about the student. Oceanlight arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

Interim and Initial Placements of New Oceanlight Students and Serving Students Who Transfer to and from Oceanlight

Oceanlight shall comply with Education Code Section 56325 with regard to students transferring into Oceanlight within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Oceanlight from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Oceanlight provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Oceanlight shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Oceanlight from a district-operated program under the same special education local plan area of Oceanlight within the same academic year, Oceanlight shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Oceanlight agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Oceanlight with an IEP from outside of California during the same academic year, Oceanlight shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Oceanlight conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Oceanlight, and develops a new IEP, if appropriate that is consistent with federal and state law.

Oceanlight will comply with all applicable laws, regulations, and policies regarding its responsibilities, as applicable, to **notify a student's district of residence and the County** by mail with delivery confirmation when a special education student enrolls, becomes eligible, ineligible and/or leaves Oceanlight, and as required in order to transition a student with an IEP who transitions in or transfers away from Oceanlight. Oceanlight will cooperate in providing applicable records to receiving school districts and information as indicated by law and as useful to ensuring a smooth transition for the student at their new school.

Non-Public Placements/Non-Public Agencies

Oceanlight shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

All children shall have access to Oceanlight, and no student shall be denied admission nor counseled out of Oceanlight due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services. Similarly, no student shall be denied admission based on a lack of available resources.

Parent/Guardian Concerns and Complaint Procedures

Oceanlight shall adopt and implement policies for responding to parental concerns or complaints related to special education services. Oceanlight shall receive any concerns raised by parents and guardians regarding related services and rights. Oceanlight's designated representative shall investigate as necessary, respond to, and address the parent or guardian's concern or complaint.

Due Process Hearings

Oceanlight may initiate a due process hearing or request for mediation with respect to a student enrolled in Oceanlight if it determines such action is legally necessary or advisable. In the event that the parents or guardians file for a due process hearing or request mediation, Oceanlight shall defend the case.

SELPA Representation

Oceanlight shall represent itself at all SELPA meetings.

Funding

Oceanlight shall be subject to the allocation plan of the SELPA. Refer to Appendix I: El Dorado SELP Allocation Plan.

Miscellaneous

Oceanlight acknowledges its responsibilities for any legal fees related to the SELPA application and assurance process.

Oceanlight affirms that it will comply with the terms of its applicable agreement with the SELPA regarding the organization, implementation, administration, and operation of the SELPA.

Should a dispute arise around the provision of special education services in the charter school, Oceanlight will follow the Dispute Resolution process outlined in Element L

SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Oceanlight School is committed to providing equitable educational opportunities and comprehensive support for all socio-economically disadvantaged students, including those experiencing homelessness and those in foster care. The school complies with all relevant state and federal laws, including the Every Student Succeeds Act (ESSA), the McKinney-Vento Homeless Assistance Act, and California Education Code provisions regarding foster and homeless youth, to ensure every student can thrive academically and socially.

- **Socio-Economically Disadvantaged Students:** Identified primarily through eligibility for the Free & Reduced Price Lunch (FRPL) program and family surveys. The school also analyzes demographic data and community indicators to ensure all eligible students are identified.
- **Homeless Students:** Per the McKinney-Vento Act, students' families will be connected to a designated liaison (Wellness and Community Coordinator) to ensure the student is immediately enrolled in school. The Wellness and Community Coordinator will also connect students' families to community resources.
- **Foster Youth:** Identified through CALPADS, notifications from child welfare agencies, and county data systems.
- **Monitoring:** The school regularly tracks academic progress, attendance, and social-emotional well-being for all identified students. Data analysis and feedback from students and families inform ongoing adjustments to support strategies and interventions.

Academic and Technology Support

- **Technology Access:** All identified students will have access to necessary technology, including devices, internet connectivity, and digital resources, to support learning both at school and at home.
- **Targeted Academic Interventions:** The school provides academic intervention programs such as tutoring, after-school help, small-group instruction, tailored lessons, and scaffolded learning to help students close achievement gaps and reach grade-level proficiency.
- **Access to School Supplies and Basic Needs:** Through donation drives and partnerships with local organizations, the school ensures all students have the supplies, food, clothing, and learning materials they need for success.
- **Access to District and Community Programs:** Students are connected to additional support and enrichment programs available through the county or community partners, such as summer math support.

Social-Emotional and Counseling Support

- **Applying the Multi-Tiered Systems of Support (MTSS) framework,** we will be using an SEL program (to be selected from several options) as our Tier One intervention. At Tier Two, small groups of students needing additional support for SEL competencies (such as self-regulation) will be led by either the Community & Wellness Coordinator or a contracted counselor. Tier Three services for students needing individualized mental health (and other forms of guidance such as "check-and-connect") will be referred to a contracted school counselor and/or through referrals to local agencies. We recognize that effective Tier One and Tier Two interventions reduce the need for Tier Three services, which are the most costly and often difficult to arrange.
- **Mental Health and Counseling Services:** The school will connect students to counseling and mental health services to address emotional or psychological challenges related to socio-economic stressors, homelessness, or foster care.
- **Mentorship and Guidance:** Contracted counselors and liaisons provide targeted support, including mentorship and guidance for academic and social-emotional needs.

Additional Supports for Socio-Economically Disadvantaged Students:

- **Academic Supports:**

    - Targeted small-group instruction and intervention programs to address learning gaps.
    - Access to after-school tutoring and homework help, funded by ELOP.
    - Supplemental materials and differentiated lessons to meet individual academic needs.
- **Technology and Resources:**
    - Provision of devices and internet connectivity for students who lack reliable access at home.
    - Extended library or computer lab hours for students needing a quiet place to study or complete assignments.
- **School Supplies and Meals:**
    - Distribution of free school supplies through school-based drives or partnerships with community organizations.
    - Guaranteed access to free or reduced-price breakfast and lunch programs.
- **Enrichment and Extended Learning:**
    - Priority access to summer learning, enrichment camps, and extended day programs.
    - Free or low-cost participation in extracurricular activities, clubs, and field trips.
- **Family Support and Community Connections:**
    - Regular communication with families about available resources and support.
    - Parent workshops on supporting student learning at home and navigating school systems.
    - Referrals to local agencies for assistance with healthcare, housing stability, and public benefits.
- **Social-Emotional Supports:**
    - Referral to contracted counseling or community resources for stress, anxiety, or other challenges related to financial hardship.
    - Programs to build resilience, self-advocacy, and a positive school identity.

Specific Supports for Homeless Students

- **Immediate Enrollment:** Homeless students are enrolled immediately, even if lacking typical documentation (e.g., proof of residency, immunization records, or previous school records).
- **School Stability:** Homeless students may remain in their school of origin for the duration of homelessness and, if their status changes, through the end of the academic year.
- **Transportation:** The school provides or coordinates transportation as needed to maintain school stability and regular attendance.
- **Priority Enrollment:** The school eliminates barriers to enrollment and provides priority on waitlists as required by law.

Specific Supports for Foster Youth

- **School Stability and Immediate Enrollment:** Foster youth may remain in their school of origin when in their best interest and are enrolled immediately, regardless of missing documents or outstanding fees.

- **Partial Credits and Graduation:** The school awards partial credits for coursework completed at previous schools and ensures foster youth are on track for grade promotion and graduation, in compliance with applicable laws.

- **Educational Liaison:** Our Wellness and Community Coordinator will serve as the designated foster youth liaison to coordinate with county agencies, monitor progress, and facilitate access to services and supports.

Inclusive School Culture

- **Culturally Responsive Curriculum:** The school implements a curriculum that reflects the backgrounds and lived experiences of all students, including socio-economically disadvantaged students, homeless students, and foster youth, to increase engagement and foster a sense of belonging.

- **Extracurricular Access:** All students are encouraged and supported to participate in extracurricular activities, clubs, and sports. Low-cost or free participation is offered to eliminate financial barriers and help students build confidence and community connections.

Family and Community Engagement

- **Communication and Outreach:** The school provides regular communication with families, including translation and interpretation services or technology as needed, to ensure all families are informed and engaged.

- **Family Workshops and Resources:** The school offers workshops and resources as described in the Family Partnerships section, to all families to support their children's academic and social-emotional development. We will also connect families to community services when appropriate.

Professional Development

- **Staff Training:** All staff receive ongoing professional development to support the needs of socio-economically disadvantaged students, homeless students, and foster youth. (See the Professional Development Plan for more details.)

Program Evaluation

- **Continuous Improvement:** The effectiveness of supports and interventions is evaluated annually through analysis of academic outcomes, participation rates, stakeholder feedback, and other relevant data. The school uses these findings to refine and strengthen its programs to best meet student needs.

Annual Goals and Liaisons

- The school establishes explicit annual goals for academic growth, attendance, and engagement for each subgroup, including socio-economically disadvantaged students who are neither homeless nor in foster care.
- The school designates liaisons for homeless and foster youth, whose contact information and responsibilities are communicated to families and posted on the school website, ensuring all rights and supports are accessible.

Through this comprehensive and responsive approach, Oceanlight School ensures that all socio-economically disadvantaged students, homeless students, and foster youth have the resources, support, and opportunities necessary to succeed academically and personally.

HIGH/LOW PERFORMING STUDENTS

Oceanlight School is committed to the academic growth and success of every student, regardless of their starting point. Our mission is to provide a rigorous, inclusive, and innovative educational environment where all students are challenged and supported to reach their full potential. The school's approach integrates a Multi-Tiered System of Supports (MTSS) and an inclusive enrichment model to address the needs of students performing significantly above or below grade level.

Measurable Student Outcomes And Annual Goals (See Element B)

- **Low-Achieving Students:**
    - Students receiving Tier 2 or Tier 3 support will demonstrate at least one year's growth in reading and math, as measured by state and local assessments (e.g., CAASPP, i-Ready, curriculum-based measures).
    - Students identified for intervention will have documented progress monitoring data reviewed at least monthly.
- **High-Achieving Students:**
    - Students identified as high-achieving will meet or exceed grade-level standards in core subjects.
    - High-achieving students will participate in at least one advanced enrichment project or assignment per trimester.
- **All Students:**
    - All students will participate in annual universal screening in reading, math, and social-emotional learning (SEL).
    - The school has a low suspension rate and high attendance rate reflecting a supportive and inclusive environment.

Support For Academically Low-Achieving Students

Universal Screening and Early Identification

Our school implements a proactive approach to identifying student needs through universal screening and early identification. All students participate in annual screenings in math, reading, and social-emotional learning (SEL), conducted at least three times per year—fall, winter, and spring—to ensure timely and accurate support. These screenings utilize brief, standardized assessments with alternate forms for repeated administration, allowing for reliable progress monitoring over time. In addition to assessment data, we incorporate teacher observations and parent input to create a comprehensive understanding of each student's needs, enabling early intervention and support before challenges become entrenched.

Multi-Tiered Support Structure (MTSS)

- Tier 1:
    - Provide high-quality, differentiated core instruction for all students, incorporating proactive classroom management and SEL strategies.
    - Curriculum includes standards-aligned materials.
- Tier 2:
    - Offer targeted small-group interventions (e.g., evidence-based reading/math support, behavioral tools) alongside core instruction for students needing additional support.
- Tier 3:

- Deliver intensive, individualized interventions for students with persistent challenges, including one-on-one instruction, specialized programs, and potential referral for comprehensive evaluation.
- All interventions are documented, and progress is monitored weekly.

Collaborative Team Approach

A collaborative team approach is at the heart of our Multi-Tiered System of Supports (MTSS). Teachers, counselors, psychologists, intervention specialists, and families work together to design and monitor interventions that meet the unique needs of each student. MTSS team meetings are held at least monthly to review data, refine instructional strategies, and ensure that interventions are being implemented with fidelity. Active parent volunteers further enrich this model by supporting one-on-one and small-group instruction, allowing students additional opportunities to engage with content and receive personalized support.

Data-Driven Decision Making

At Oceanlight School, our Multi-Tiered System of Supports (MTSS) relies on ongoing, data-driven decision making. Teachers use both formative and summative assessments to monitor progress: formative assessments—such as quick word checks, small-group math observations, or exit tickets—inform day-to-day instruction, while summative assessments at the end of units or projects demonstrate cumulative learning. Intervention decisions are documented and reviewed systematically, ensuring accountability and timely adjustments to support plans.

Early Identification and Intervention

When data and teacher observations indicate that a student is not meeting benchmarks, their name is elevated to the MTSS team—a group that includes classroom teachers, specialists, and administrators. This team meets monthly, with teachers participating during prep periods, to discuss each student comprehensively. If additional services are warranted, targeted intervention plans are designed. Students may receive short-term, small-group, or one-on-one support (typically 30 minutes a few times per week) to address specific skill gaps. Progress is reviewed every 4–6 weeks to determine whether interventions should be continued, adjusted, or faded out once growth is demonstrated.

Family Engagement and Communication

Families are active partners in the MTSS process. They receive regular updates on their child's progress through conferences, written reports, and intervention updates. Parent workshops and resources provide strategies for supporting learning at home, reinforcing the skills and mindsets nurtured in the classroom.

Professional Development and Collaborative Practice

Teachers and staff receive ongoing professional development in formative assessment, data interpretation, scaffolding strategies, and evidence-based interventions. MTSS meetings also function as collaborative learning sessions, where educators refine strategies together, ensuring that classroom instruction and interventions remain aligned with student needs. Please refer to the Professional Development Plan for more details

Support for High-Achieving Students

Oceanlight's MTSS framework reflects current research that defines giftedness as broad and dynamic. Renzulli's (2016) model and the NAGC (2019) emphasize that advanced ability can appear across creativity, leadership, or problem-solving, not just academics. We also recognize, as Baum, Schader, and Owen (2017) note, that twice-exceptional students need both enrichment and targeted support. Rather than isolating students into a separate track, Oceanlight integrates enrichment directly into the project-based classroom, ensuring equity of access while keeping advanced learners challenged and engaged.

High-achieving students are identified through a range of measures, including performance data, teacher observations, family input, and evidence of creative or leadership strengths. Rather than isolating students in a separate track, Oceanlight embeds enrichment opportunities within the project-based classroom. Advanced learners extend projects through independent research, complex problem-solving, and solutionary challenges tied to real-world issues. This inclusive approach ensures equity of access while also honoring the diverse ways students may demonstrate giftedness.

Personalized Enrichment in Project-Based Learning

Differentiation is embedded in our PBL framework. During student-teacher-parent conferences, individualized goals are set that may include advanced reading lists, passion-driven projects, or extracurricular challenges. In the classroom, strategies such as curriculum compacting, open-ended assignments, and choice-based tasks allow students to accelerate at their own pace, dive deeper into areas of interest, and express their learning in innovative ways.

Integrated Enrichment, Not Tracking

Oceanlight's enrichment model is grounded in equity and in current understandings of giftedness. We reject outdated notions that "gifted" students are a fixed group identifiable only through standardized testing. Instead, we recognize that advanced ability can emerge in many forms—academic performance, artistic expression, creative problem-solving, leadership, or social-emotional insight—and that these strengths may fluctuate over time or coexist with learning challenges (as in twice-exceptional students).

For this reason, we do not implement a separate Gifted and Talented Education (GATE) program or track students into rigid pathways. Instead, instructional practices traditionally associated with gifted education—such as open-ended inquiry, independent research, and flexible pacing—are made available to all students within the project-based learning environment. Flexible, interest-based groupings allow students to pursue areas of strength, learn from peers with different abilities, and contribute meaningfully to collaborative work. This inclusive model ensures that every student has equitable access to enrichment and avoids segregating students by perceived ability.

Project- and Inquiry-Based Foundation

Because our core pedagogy is rooted in project-based and inquiry-driven learning, the classroom itself becomes the most powerful tool for both remediation and enrichment. Struggling students receive scaffolds and targeted skill support within authentic, hands-on projects, while advanced learners pursue independent extensions, deeper inquiry, and public exhibitions of their work. This model ensures that every student—whether needing temporary intervention or advanced challenge—remains fully engaged in meaningful learning.

Supportive and Inclusive Environment

Oceanlight School fosters a supportive and inclusive environment where all students—particularly high-achievers—are challenged without being isolated. We cultivate a school culture that values intellectual risk-taking, innovation, and high expectations. Enrichment is not an exclusive offering; instead, it is integrated into the school's inclusive ethos. Parent volunteers with specialized expertise are invited to co-teach or mentor during specific lessons, such as a civil engineer assisting in a STEAM-based bridge design challenge, thereby enriching the classroom experience for all students.

Progress monitoring and communication with families is a regular and transparent part of our approach. Student growth and participation in enrichment activities are assessed and shared through parent-teacher conferences, report cards, and digital portfolios. This ensures families stay informed and engaged in their child's educational journey, while also enabling school staff to ensure that enrichment opportunities remain equitably distributed.

Finally, curriculum and instructional materials are thoughtfully selected to support both intervention and enrichment. Oceanlight School will use criteria to select the adoption of standards-aligned core curricula in English Language Arts, Mathematics, Science, and Social Studies. Supplementary materials are chosen for their connection to our learning model and focus on environmental stewardship. These tools enable teachers to deliver content that is both rigorous and responsive to the diverse needs of high-performing students.

Through this comprehensive, inclusive, and data-driven approach, Oceanlight School ensures that all TK-8 students–regardless of their current achievement level–are supported and challenged to reach their full academic potential.

PROFESSIONAL DEVELOPMENT PLAN

Oceanlight School is committed to cultivating dynamic and reflective teachers equipped to implement our interdisciplinary, project-based, and environmentally grounded program. Our professional development (PD) and staff support systems are structured to ensure instructional excellence, equity, innovation, and whole-child learning. This comprehensive plan integrates staff development across all instructional domains and student needs.

Time and Structure

Oceanlight School exceeds the minimum state requirements for teacher development and planning time by embedding it within the school calendar and daily schedule. Our model includes:

- **10 full professional development days** per year for schoolwide training, collaborative design, and reflection.
- **Weekly early-release Wednesdays** are reserved for professional learning communities (PLCs), interdisciplinary planning, and structured collaboration.
- **Dedicated common planning time** for cross-grade collaboration, interdisciplinary integration, and co-planning for multi-age classes and looping.

As needed, the school year may be extended for staff (while maintaining required student instructional minutes) to provide additional training during summer institutes or mid-year retreats.

Professional Development Priorities

In our first year, we hope to hire experienced teachers who have significant experience in experiential project-based learning. Professional development in the first year will depend on teacher experience. We also have teachers on the founding team who are equipped to provide mentoring to teachers with less experience in key areas.

Oceanlight School will provide structured, ongoing professional development in the following key areas:

- **Project-based and interdisciplinary instruction:** Training in authentic, standards-aligned learning that fosters inquiry, creativity, and collaboration across disciplines.
- **Environmental literacy and place-based learning:** Equipping teachers to integrate local environmental themes, civic engagement, and sustainability into all subject areas.
- **Equity-centered instructional design:** Grounding pedagogy in inclusive, culturally responsive, and anti-bias principles to ensure all students feel seen and valued.
- **Universal Design for Learning (UDL)**: Providing access to learning through multiple means of engagement, representation, and expression for all learners, and accommodation training
- **Culturally responsive and linguistically affirming pedagogy:** Training educators to honor student backgrounds and language practices as assets in the learning environment.
- **Multi-tiered systems of support (MTSS)** and inclusive practices: Building capacity to identify and support academic, behavioral, and socio-emotional needs through evidence-based intervention models.
- **STEAM and digital literacy integration:** Ensuring teachers can design interdisciplinary STEAM projects that embed NGSS and CCSS, while building computational thinking and media fluency.
- **AI literacy and ethical technology use:** Introducing tools, frameworks, and best practices for teaching students to understand, evaluate, and use artificial intelligence responsibly in line with initiatives like Stanford's HAI CRAFT.
- **Subject-areas (ELA, Math, Science, Social Studies):** Ongoing, subject-area-specific professional development for teachers to deepen content knowledge, enhance instructional practices, and align pedagogy with current standards and research-based strategies in each discipline.

Collaborative Professional Culture

The school fosters a professional culture of shared leadership and continuous improvement through:

- **Weekly Grade-Level and Interdisciplinary Team Meetings**: Aligned to student needs, curriculum coordination, and cross-grade project development.
- **Peer Coaching and Buddy Teacher Models**: Creating systems of mutual feedback, co-observation, and professional support.
- **Teacher-Led Workshops and Lesson Study**: Encouraging internal expertise-sharing and iterative instructional refinement. Specialty-focused Oceanlight staff members lead Professional Development Days, as well as model PD concepts in teachers' classrooms.
- **Annual Professional Growth Plans**: Developed collaboratively between each teacher and instructional leadership, aligned to both school goals and individual aspirations.

Community-Based Professional Learning Partnerships

Oceanlight School's founding team and board are actively seeking out partnerships to leverage with local universities, environmental organizations, and expert practitioners to deepen teacher content knowledge and pedagogical skills. The partnerships we are seeking include:

- **University-Led Learning**: Partnerships with institutions such as Stanford, UC Berkeley, and San Francisco State University to provide access to teacher-led workshops, curriculum co-design opportunities, and summer institutes.
- **District-Led Learning:** Partner with other schools in the county to provide co-observation opportunities, especially for first- and second-year teachers.
- **Field-Based Training**: Collaboration with organizations like San Mateo County Parks, Golden Gate National Parks Conservancy, and local naturalists to model ecological literacy and place-based instruction.
- **Student Teaching:** Partnering with local universities to mentor and train student teachers with classroom and academic best practices.
- **Environmental Education Networks**: Access to certifications and workshops through organizations such as Heal Project, Project Learning Tree, Ten Strands, and NOAA's B-WET initiative.
- **Teacher Fellowships**: Encouraging teacher participation in national fellowships such as NOAA Teacher at Sea and National Geographic Educator Certification, with expectations to share learning schoolwide.

These partnerships will be coordinated and guided by our Community Expertise Leadership Group. This group may advise on curriculum alignment, recommend resources, and support strategic planning for teacher learning. Through this structure, Oceanlight School ensures that faculty are not only well-trained but also continually engaged in meaningful, real-world professional growth aligned with the school's mission.

Equity, Transformative Social-Emotional Learning (T-SEL), and School Culture

To cultivate a school culture that is prosocial, intellectually rich, and grounded in equity and empathy, we provide ongoing professional development in SEL and restorative practices.

Key focus areas include:

- Integrating SEL across all subject areas and grade levels
- Embedding SEL competencies into academic instruction and project-based learning
- Implementing the school's selected SEL curriculum with fidelity and adaptability
- Using Restorative Practices to build, maintain, and repair community relationships

To support these objectives, Oceanlight School will have a Community & Wellness Coordinator position. This staff member will have expertise in restorative practices, social-emotional learning, and family engagement. They will lead a *train-the-trainer* model and facilitate ongoing Professional Learning Communities (PLCs), equipping staff—and parents, when appropriate—with the tools and training to build a cohesive, empathetic, and supportive school culture. The Community & Wellness Coordinator will receive robust training to sustain this work and guide the school community toward its prosocial and inclusive vision.

Leadership Development

Oceanlight School provides professional development to support teachers in facilitating youth leadership across grade levels.

Staff training includes:

- Culturally responsive leadership models
- Developing leadership skills within project-based learning (PBL) and advisories
- Mentoring student peer leaders and supporting student goal-setting and reflection
- Strategies for involving families and planning community-based projects with external partners.

Environmental Education and Stewardship

All involved teachers and staff participate in ongoing professional learning focused on these topic areas:

- Embedding environmental literacy content into interdisciplinary PBL units.
- Environmental literacy integration with NGSS, CCSS, and EP&Cs
- Field-based pedagogy and outdoor classroom management
- Place-based, inquiry-driven science and engineering
- Culturally responsive environmental teaching
- Environmental justice
- Marine Science Deep Dive program
- Garden-based learning

STEAM, Digital Literacy, and AI Literacy

- **STEAM Integration Across Disciplines**: Teachers receive training to embed science, technology, engineering, arts, and mathematics into interdisciplinary, hands-on learning experiences that emphasize creativity, design, and inquiry.
- **Standards Alignment**: PD ensures integration with NGSS, CCSS, the California Public Schools' Computer Science Standards, and the International Society for Technology in Education (ISTE) Standards, enabling teachers to create standards-based units that mirror real-world problem-solving.
- **Digital Literacy and Media Fluency**: Educators participate in workshops focused on digital citizenship, media literacy, responsible tech use, and media creation, supporting students' critical engagement with digital tools.
- **AI Literacy and Emerging Technologies**: Staff are introduced to age-appropriate approaches for exploring artificial intelligence, including tools and best practices developed by initiatives such as AI4K12.org. Teachers learn to guide students in understanding the ethical use of AI, risks and student safety, and how to incorporate AI to best support teaching and learning.

Experiential Project-Based Learning (PBL)

- **Training in Gold Standard PBL**: Staff engage in foundational and advanced training in the design and facilitation of high-quality project-based learning aligned to academic standards, leveraging the resources of Buck Institute's PBL Works.
- **Coaching Cycles and Peer Mentorship**: New and returning teachers participate in structured coaching cycles and collaborative planning sessions to refine PBL implementation, with support from experienced PBL educators.
- **Designing for Depth and Authenticity**: Workshops guide teachers in developing rigorous driving questions, planning exhibitions of learning, crafting performance assessments, and embedding student voice, reflection, and revision throughout the project cycle.
- **Integration Across Disciplines**: supports teachers in embedding PBL within interdisciplinary units that incorporate STEAM, environmental education, and equity-based inquiry.
- **Use of Protocols and Planning Tools**: Teachers learn to apply tools such as project planning forms, reflection rubrics, and tuning protocols to collaboratively design and improve PBL units.

Thematic Interdisciplinary Teaching

- **Backward Design and Standards Alignment**: Teachers engage in collaborative planning using backward design principles to align interdisciplinary units with California state standards (CCSS, NGSS, HSS).
- **Cross-Grade Planning Protocols**: Professional development supports the vertical and horizontal alignment of thematic units across grade bands, ensuring cohesion and deep learning across developmental stages.
- **Co-Teaching Models and Shared Tools**: Staff are trained in co-teaching structures that foster shared instructional leadership, and in the development of shared rubrics, interdisciplinary performance assessments, and collaborative curriculum mapping tools to support team-teaching and student-centered learning.

Meeting the Needs of English Language Learners

- Ongoing professional development for all teachers and staff focuses on effective English Language Development (ELD) strategies, culturally responsive teaching, project-based learning, translanguaging, and best practices for supporting English Learners. This ensures staff are equipped to meet the diverse needs of English learners and to integrate environmental themes and experiential learning into instruction.
- The school will be intentional in recruiting and hiring bilingual teachers and those with TESOL certification or equivalent experience, to further support language development and cultural responsiveness.

Meeting the Needs of Students with Disabilities

Teachers receive training in flexible instructional practices that promote access for all learners, including co-planning, shared instruction, and collaborative behavior support.

- **UDL and Accommodations Training:** Staff are equipped to design learning environments that offer multiple means of engagement, representation, and expression, while also implementing appropriate modifications and accommodations based on IEPs or 504 plans.

- **MTSS Processes and IEP Implementation Fidelity:** Professional development ensures educators understand and apply tiered intervention systems, collect and respond to student data, and fulfill all legal and instructional responsibilities related to special education services and

Supporting Socio-Economically Disadvantaged, Homeless, and Foster Youth

All staff receive ongoing professional development on trauma-informed practices, cultural competency, and effective strategies for supporting socio-economically disadvantaged students, homeless students, and foster youth.

- Professional development on trauma-informed practices and cultural humility, emphasizing the intersection of identity, lived experience, and resilience.
- Training on the educational rights of homeless and foster youth, as well as referral protocols for health, housing, and mental health resources.
- Strategies to build relational trust and strong partnerships with marginalized families, including home visits, multilingual communication, and asset-based engagement.
- Workshops on how to create inclusive learning environments that respond to the socio-emotional and cultural contexts of students' lives.
- Integration of these practices into advisory structures, restorative circles, and family-school conferences to ensure equity in both academic and social-emotional outcomes.

Meeting the Needs of Low and High-Performing Students

- Training in evidence-based strategies for both academic acceleration and targeted intervention, ensuring all students make meaningful progress.
- Use of universal screening tools, formative assessment, data interpretation, scaffolding strategies, and evidence-based intervention to track growth and identify emerging needs.
- Collaborative MTSS (Multi-Tiered System of Supports) team structures that meet regularly to analyze student data, coordinate interventions, and personalize support for both high-achieving and struggling learners.
- Professional learning on how to extend learning for advanced students through project enrichment, deeper inquiry, and leadership opportunities, while also addressing foundational gaps for students below grade level.

CHARTER SCHOOL GOALS AND ACTIONS

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

ELEMENT B: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." Education Code § 47605.6(b)(5)(B).

Oceanlight School establishes clear, developmentally appropriate, and measurable pupil outcomes that reflect our whole-child, experiential, and nature-based TK-8 educational model. Our pupil outcomes represent the full range of skills, knowledge, and attitudes that we believe are essential for success in school, life, and civic participation. They are rooted in California academic standards, the California Preschool Learning Foundations (TK), and research on social-emotional and environmental learning.

Student achievement is measured through a balance of standardized assessments, authentic performance tasks, and holistic indicators of well-being and growth. Our framework supports equity by tracking the progress of all students, with specific attention to English Learners, students with disabilities, socioeconomically disadvantaged students, and foster and homeless youth.

Oceanlight School defines an "educated young person" as one who consistently demonstrates the following exit outcomes:

Figure B-1: Core Student Learning Outcomes (SLOs)

Outcome Area	Description
Language & Literacy Development	Demonstrates developmentally appropriate reading, writing, speaking, and listening skills across content areas, with attention to language acquisition for English Learners.
Mathematical Thinking	Applies mathematical reasoning, problem-solving, and quantitative literacy in real-world contexts across grade levels.
Scientific Inquiry & Design Thinking	Uses observation, investigation, systems thinking, and engineering design to explore and explain natural and human-made phenomena. Extending thinking into new scenarios by extrapolating known phenomena?
Social-Emotional Learning (SEL)	Demonstrates age-appropriate competencies in identity development, , belonging, collaborative problem-solving, curiosity, and agency, aligned to the CA T-SEL framework.
Prosocial Behavior	Exhibits empathy, kindness, inclusion, collaboration, and restorative conflict resolution in classroom and school settings.

Leadership and Mentorship	Takes initiative in peer mentorship, collaborative projects, classroom and schoolwide leadership to promote equity, empathy, and civic engagement.
Civic & Global Awareness	Understands historical, cultural, and social systems; demonstrates ethical reasoning; participates in school and community life with a sense of responsibility and justice.
Environmental Stewardship	Demonstrates environmental literacy and the capacity to take informed, responsible action for sustainability and ecological well-being.
Creative Expression	Uses the arts, performance, and multimedia to express ideas, explore identity, and engage in meaningful communication.
Physical Wellness	Practices habits that support physical health, coordination, movement, and personal care.

At Oceanlight School, **benchmark skills** in literacy, mathematics, science, and social-emotional learning will be explicitly identified at each grade level, alongside **classroom-level skills and learning targets** that scaffold students toward mastery. These benchmarks ensure that all students progress through a coherent sequence of essential knowledge and skills. Furthermore, Oceanlight's **exit outcomes**—including solutionary thinking, environmental stewardship, collaboration, and innovation—are intentionally aligned with the School's mission, integrated curriculum, and mastery-based assessments. This alignment guarantees that daily instruction, project-based learning, and cumulative demonstrations of learning all work in concert to prepare students to thrive academically and to lead meaningful contributions in their communities and beyond.

More specific grade level skills and outcomes can be found in Appendix C - Assessment and Student Outcomes and the tools that will used to measure these outcomes can be found in Element C

Academic Achievement and Subgroup Progress

Oceanlight School is committed to ensuring that every student makes meaningful academic progress. We monitor and disaggregate student achievement data across all student subgroups defined in Education Code § 52052(a), including:

- English Learners
- Students with Disabilities
- Socioeconomically Disadvantaged Students
- Foster Youth
- Homeless Youth
- Students by Ethnicity and Race

Pupil academic achievement is measured through:

- **State-mandated assessments**, including CAASPP (grades 3-8) and ELPAC (for English Learners), including science in grades 5 and 8.
- **Authentic assessments**, such as portfolios, exhibitions of learning, and project-based tasks

- **Classroom-based formative and summative assessments** aligned with the Common Core, NGSS, and History-Social Science standards
- **Student Learning Objectives (SLOs)** are developed by teachers to measure targeted growth
- **Exit benchmarks** at key grade levels (3rd, 5th, 8th) to evaluate readiness for transition

This approach ensures multiple, valid ways for students to demonstrate achievement, growth, and mastery over time, and allows the school to provide differentiated support for students who need it.

Holistic Measures of Growth and Attainment

To assess whether students are demonstrating the full range of knowledge, skills, and attitudes in our program, Oceanlight School also uses:

- **Student portfolios** to capture academic, social-emotional, and creative work over time
- **Teacher-created rubrics** aligned to state standards and school competencies (refer to Appendix C)
- **T-SEL-aligned rubrics** to assess competencies such as Identity, Belonging, Collaborative Problem-Solving, Curiosity/Empathy, Agency
- **Climate and belonging surveys** are administered to students and families once a year to assess school culture, inclusion, and emotional safety
- **Reflections, peer feedback, and student-led conferences** to foster metacognition, leadership, and agency
- **Participation data** from restorative circles, peer mentorship programs, and family-school events
- **Student reflections and action plans** on values, leadership, and community impact through journals, digital portfolios, and performance tasks
- **Family feedback and observational data** to assess community engagement and student well-being
- **Trimester-based reporting documents** to families showing how student is meeting benchmarked and grade-level expectations (“report cards”)

Figure B-2: Additional School Priorities, Goals, and Actions

School Priority	Goal	Annual Actions
Equitable School Climate	Ensure all students and families feel emotionally safe, valued, and connected.	Daily class meetings; annual survey on school climate (California Healthy Kids Survey); multi-cultural celebrations; student feedback councils; family SEL workshops.
Social-Emotional Learning (SEL) and Prosocial Behavior	Cultivate a school culture that supports the social and emotional development of all students. Foster inclusive, compassionate behavior across the school community.	Implement T-SEL-aligned curriculum; staff PD on CASEL/T-SEL competencies; restorative circles; classroom emotional check-ins; SEL-aligned project work. Classroom-based peer mediation and cooperative learning activities.
Leadership and Mentorship	Develop student leadership through structured mentorship and opportunities for voice and responsibility.	Cross-age buddy programs; student-led conferences; student participation in service learning and school events; mentoring roles for grades 5–8.

Nature-Based and Outdoor Learning	Integrate nature-based experiences into the curriculum to foster environmental stewardship and enhance student well-being.	Weekly outdoor learning sessions; teacher training in outdoor education.
Arts Integration	Enhance student learning and creativity through the integration of arts across the curriculum.	Integrate arts into core curriculum; student exhibitions
Community Engagement and Service Learning	Develop students' civic responsibility and connection to the community through active engagement and service.	Service-learning in every grade; participation in community events; local partnerships with environmental stewardship organizations like Pacifica Beach Coalition.
Personalized Learning and Student Agency	Empower students to take ownership of their learning through personalized educational experiences.	Student-led conferences; student choice in projects.
Family Partnership	Strengthen collaboration between schools and families to support student learning and well-being.	Family education workshops; family collaboration opportunities inside and outside of the classroom; volunteer and governance participation.
Staff Development	Ensure that all educators are supported in implementing Oceanlight School's mission through high-quality, relevant, and sustained professional learning.	Professional development in PBL, SEL, environmental education; STEAM, and Professional Learning Communities;
Collaboration and Professional Community	Foster a collaborative school culture in which educators, students, and families co-create learning experiences and solutions.	Teacher collaboration structures; planning protocols; and inclusive improvement processes.

Oceanlight School affirms that it will fully participate in all statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of the Education Code, or any subsequent assessments as certified by the State Board of Education. The results of these assessments will be reported transparently and incorporated into the School Accountability Report Card (SARC), consistent with state requirements, to ensure accountability to students, families, and the broader community.

School-wide elements (such as teaching qualifications, facility safety, CAASPP scores, absenteeism, projected attendance, dropout, or graduation rate goals, and other important factors) and student progress and achievement will be regularly reported to the parent community, the Board of Directors, the School Site Council, and the school community through meetings and newsletters. Annually, as instructed by the California Department of Education, the School Accountability Report Card (SARC) will be completed and data reported via assorted meetings to the school community. (Refer to Appendix C for the SARC Report template for all included categories for school-wide goals)

Through regular communication and conferences, parents will be kept abreast of their children's academic progress and achievement. Students, as appropriate, will participate in student-led conferences two times a year and will receive written notification, three times per year, of the achievement of their student based on grade-level benchmark and completion standards. Other school-community methods for reporting and use of data will include daily and weekly meeting agendas, a web page, a web-based newsletter and communication, community building activities, and ongoing parent education opportunities.

Please see the Appendix C for more information regarding grade-level content standards and grade-level skills that will show measurable outcomes for students as they progress through Oceanlight School.

Oceanlight School affirms its commitment to implementing clearly defined **exit outcomes and performance goals** that are fully aligned with its mission, curriculum, and mastery-based assessment framework. At the same time, the School recognizes that student needs, state standards, and community priorities may evolve. Accordingly, **exit outcomes and performance goals will be reviewed regularly and may be modified over time** to ensure they remain rigorous, equitable, and responsive to the educational, social, and environmental context in which Oceanlight operates.

GOALS AND OUTCOMES ALIGNED TO THE EIGHT STATE PRIORITIES

Oceanlight School is committed to achieving the goals articulated in California Education Code § 52060(d), which outlines the eight state priorities that guide the development of Local Control and Accountability Plans (LCAPs) and charter petition evaluations. The table below outlines how Oceanlight School will establish annual goals, take strategic actions, and measure outcomes aligned to each of the eight priorities.

Charter School Goals, Actions and Measurable Outcomes that Align With the State Priorities
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). Although the development of subgroup goals will depend on actual enrollment. for purposes of setting goals in this petition, the Charter School anticipates that it may serve the following numerically significant student subgroups: Latino students, EL students, students with disabilities, socioeconomically disadvantaged students, Asian students, white students, and students identifying as two or more races. **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.
State Priority #1— Basic Services *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

Subpriority A – Teachers	
Goal to Achieve Subpriority	Recruit and retain a diverse, highly qualified, and mission-aligned staff committed to experiential and environmental learning.
Actions to Achieve Goal	● Outreach to colleges that train teachers in project-based teaching practices ● Attend hiring fairs to recruit teachers and staff ● Implement a rigorous and fair hiring process for all employees ● Review credentialing prior to interviewing candidate ● Interview by team in a two-tier process ● Include a demonstration lesson that shows alignment with Oceanlight School's mission. ● Provide staff with high-quality professional development in project-based learning, environmental education, social-emotional learning, and equity and justice practices in schools.
Measurable Outcome	● 100% of teaching staff are appropriately credentialed and assigned. ● Less than 10% staff attrition rate ● Recruit a minimum of 5 qualified applicants for each posted position

	● 90% of staff report that professional development is relevant and impactful after each training session ● Exit surveys that reflect a positive experience
Methods of Measurement	● Annual audits of Human Resources systems ● Annual audits of data related to hiring and attrition rates ● Surveys by employees ● Review of Human Resources data points by leadership and Oceanlight School Board annually ● Data collected and entered into the School Accountability Report Card Annually (SARC)* (*See appendix for SARC reference of detailed data to be collected and submitted to community, parents and guardians, and to the Board of Education and the California Department of Ed)
Subpriority B – Instructional Materials	
Goal to Achieve Subpriority	Ensure all students have access to current, standards-aligned instructional materials.
Actions to Achieve Goal	● Conduct annual curriculum audits to ensure instructional materials are California state standards-aligned ● Conduct an annual audit of the number of materials in each curricular area in order to ensure that all students have equal access to all materials and curriculum. ● Adopt a continuous cycle of improvement to align curriculum, materials, and project-based learning in order to support TK-8 interdisciplinary learning.
Measurable Outcome	● 100% of classrooms use up-to-date, standards-aligned materials. ● 100% of students have equal access to all necessary materials and curriculum.
Methods of Measurement	● Annual review and count of materials by staff and leadership ● Purchasing as needed to replace lost or damaged materials ● Annual budget planning as related to supporting the integrated instruction model ● Data collected and entered into the School Accountability Report Card annually
Subpriority C – Facilities	
Goal to Achieve Subpriority	Maintain clean, safe, and environmentally sustainable school facilities.
Actions to Achieve Goal	● Utilize green facility maintenance practices ● Complete proper training as mandated by State and Federal Guidelines ● Utilize an Integrated Pest Management Control protocol ● Create clear and delineated policies and practices between the school as the tenant and the owner of the building ● Conduct regular campus walkthroughs with leadership and the fire department per requirements of the District or County
Measurable Outcome	● 100% approval of District, County, Fire Department, or other Entity in terms of safety ratings. ● 90% of families agree the campus is clean and safe on an annual survey. ● Monthly facilities walkthroughs rate campus as “good” or “excellent.”
Methods of Measurement	● Reports from partner agencies such as District, County or Fire ● Surveys ● Data collected and entered into the School Accountability Report Card annually

State Priority #2— Implementation of State Standards

Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or former Section 60811.4, as that section read on June 30, 2016, for purposes of gaining academic content knowledge and English language proficiency

Subpriority A – State Standards Implementation	
Goal to Achieve Subpriority	Full implementation of the Common Core, the Next Generation Science Standards, and other state-adopted content standards across all grade levels. Include additional implementation of California's Environmental Principles and Concepts.
Actions to Achieve Goal	● Ongoing training and professional development opportunities for staff in all subject areas ● Budget alignment that supports materials and training ● Ongoing common meeting and preparation times for staff to work towards high-leverage integration of subjects ● Development of inquiry-based practices that align with project-based learning
Measurable Outcome	● Instructional rounds show evidence of standards-based curriculum as taught through an integrated and inquiry-based model in 80% of classrooms visited by the leadership team ● Creation of a report on the creation or improvement of projects that support themed, integrated, and project-based learning and the impact on learning in TK-8 students as defined by outcomes such as assessments, portfolios, and presentations.
Goal and Outcomes for Subgroup: English Learners	● 100% of Students will have access to standards-aligned curriculum and annually trained teachers of new and updated curriculum.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of Students will have access to standards-aligned curriculum and annually trained teachers of new and updated curriculum.
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of Students will have access to standards-aligned curriculum and annually trained teachers of new and updated curriculum.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of Students will have access to standards-aligned curriculum and annually trained teachers of new and updated curriculum.
Methods of Measurement	● Classroom visits and observations ● Standards-based report cards that reflect students meeting or exceeding standards. ● Data collected and entered into the School Accountability Report Card annually
Subpriority B – EL Students & Academic Content Knowledge	
Goal to Achieve Subpriority	English Learners (ELs) access and engage deeply with core content standards
Actions to Achieve Goal	● Develop and revise interdisciplinary curriculum projects that embed English Language Development standards and practices. ● Provide training for staff on scaffolding techniques while teaching all curricular areas. ● Offer professional development and time for teachers to reflect on their ELD and scaffolding practices, learn from one another, implement a cycle of inquiry, and better their practices.

Measurable Outcome	● 100% of integrated and thematic project-based learning projects include specific English Language Development strategies ● 90% of teachers report confidence in implementing integrated ELD strategies on the annual PD feedback survey
Methods of Measurement	● Students who are considered English Learners, Reclassified English Learners, or Long-term English Learners show knowledge and continual progress as reported on their standards-based report cards ● Data collected and entered into the School Accountability Report Card annually
Subpriority C – EL Students & English Language Proficiency	
Goal to Achieve Subpriority	English Learners will show confidence in the classroom when working with students and adults, and feel valued and celebrated for their dual language abilities
Actions to Achieve Goal	● Students who demonstrate a need for ELPAC assessment will be given the initial or annual ELPAC each year as mandated by law. ● Students will be given leveled support as determined by their score on the ELPAC ● Support will be taught through explicit instruction, small group, and/or embedded instruction in English Language development skills.
Measurable Outcome	● 90% of ELs demonstrate growth on the ELPAC annually.
Methods of Measurement	● ELPAC ● Standard-based Report Cards ● Anecdotal information from Teachers through observation and classroom assignments.

State Priority #3— Parental Involvement and Family Engagement

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Families feel a strong culture of school/family partnership grounded in trust, shared purpose, and inclusion.
Actions to Achieve Goal	● Development of a Family Partnership Plan that outlines multiple entry points for engagement, leadership, and communication. Include a communication plan for supporting documents and communication in multiple languages. ● Created parent leadership opportunities through advisory councils, event committees, and sustainability action teams.
Measurable Outcome	● The Family Partnership Plan is updated annually with input from parent leaders. ● The Family Partnership Plan is written in multiple languages ● 95% of families report feeling welcomed and valued in the school community.
Goal and Outcomes for Subgroup: English Learners	● The Family Partnership Plan is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● The Family Partnership Plan is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Goal and Outcomes for Subgroup: Students with Disabilities	● The Family Partnership Plan is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective

Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● The Family Partnership Plan is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Methods of Measurement	● Families who participate in leadership roles generally reflect the population of students who attend the school and represent diversity in all ways ● Surveys (both school-wide, informal, and utilization of the parent component of the California Healthy Kids Survey) ● Data is collected and entered into the School Accountability Report Card annually
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Empower families to participate in school governance Empower families to play an active role in their pupil's learning
Actions to Achieve Goal	● Host regular parent learning events aligned with environmental education, project-based learning, social-emotional learning, and academic support programs. ● Provide interpretation, translation, and culturally responsive outreach. ● Provide mentorship as new families join the school community
Measurable Outcome	● At least 75% of families attend one or more school-wide events or workshops annually. ● Annual surveys reflect 90% satisfaction with communication, partnership, and leadership opportunities.
Goal and Outcomes for Subgroup: English Learners	● At least 75% of families attend one or more school-wide events or workshops annually. ● Annual surveys reflect 90% satisfaction with communication, partnership, and leadership opportunities.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● At least 75% of families attend one or more school-wide events or workshops annually. ● Annual surveys reflect 90% satisfaction with communication, partnership, and leadership opportunities.
Goal and Outcomes for Subgroup: Students with Disabilities	● At least 75% of families attend one or more school-wide events or workshops annually. ● Annual surveys reflect 90% satisfaction with communication, partnership, and leadership opportunities.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.

Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● At least 75% of families attend one or more school-wide events or workshops annually. ● Annual surveys reflect 90% satisfaction with communication, partnership, and leadership opportunities.
Methods of Measurement	● Conduct annual feedback surveys ● Provide focus-group conversations ● Reflect on the Parent Section of the Healthy Kids Survey ● Data collected and entered into the School Accountability Report Card Annually
Subpriority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	
Goal to Achieve Subpriority	Inclusion and representation of parents and guardians of unduplicated students and students with exceptional needs are embedded throughout all levels of leadership in the parent organizational structure.
Actions to Achieve Goal	● Ensure that engagement efforts are accessible and responsive to families of unduplicated students through special monthly outreach by school counselor, wellness counselor, or school leadership to discuss students' and family needs. ● Ensure inclusion opportunities for families of students with exceptional needs at all levels of the school community ● Host four focus-group events with learning opportunities and communication opportunities for families of exceptional needs students in order for the school leadership to gain insight into the needs of these families and students.
Measurable Outcome	● 75% of families of unduplicated students attend at least one engagement activity for parents or guardians ● 75% of families of exceptional needs students and/or unduplicated students reflect that their child and their needs are being met on annual surveys
Goal and Outcomes for Subgroup: English Learners	● The Parent Teacher Organization is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● The Parent Teacher Organization is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Goal and Outcomes for Subgroup: Students with Disabilities	● The Parent Teacher Organization is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● The Parent Teacher Organization is inclusive of members from families who identify with all subgroups in order to have balanced representation and perspective.

Methods of Measurement	● Attendance and rosters at parent and guardian events ● Surveys ● Data collected and entered into the School Accountability Report Card annually

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

A. *California Assessment of Student Performance and Progress statewide assessment*
B. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements*
C. *The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study*
D. *Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California*
E. *EL reclassification rate*
F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program*

Subpriority A – CAASPP	
Goal to Achieve Subpriority	● 100% of students will take CAASPP assessments annually in third through 8th grades ● 75% of all students will demonstrate growth in ELA and math on CAASPP annually ● 75% of students will score proficient or higher on the science assessment given in 5th and 8th grades
Actions to Achieve Goal	● Students will practice for CAASPP tests using interim benchmark assessments in third through 8th grades ● 90% of students will continuously be earning proficiency scores on quarterly report cards in the areas of ELA, Math, and Science ● Intervention systems will be put into place for students who fall below proficient in the areas of ELA, Math, and Science
Measurable Outcome	● All students will practice using the interim benchmark assessments ● Report cards, rubrics, and other tools will inform of students dropping below proficiency, who will then access intervention services ● Completion rates for the CAASPP assessments
Goal and Outcomes for Subgroup: English Learners	● 100% of students will practice using the interim benchmark assessments ● 100% will be able to access intervention services if performing below proficiency ● 100% will complete the CAASPP assessments
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will practice using the interim benchmark assessments ● 100% will be able to access intervention services if performing below proficiency ● 100% will complete the CAASPP assessments
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will practice using the interim benchmark assessments ● 100% will be able to access intervention services if performing below proficiency ● 100% will complete the CAASPP assessments
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.

Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of students will practice using the interim benchmark assessments ● 100% will be able to access intervention services if performing below proficiency ● 100% will complete the CAASPP assessments
Methods of Measurement	● Assessments, Report Cards, and Rubrics ● Data collected and entered into the School Accountability Report Card annually
Subpriority B – UC/CSU Course Requirements [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	
Subpriority C– CTE Course Requirements [or state "Not Applicable"]	
Goal to Achieve Subpriority	**NOT APPLICABLE**
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Subpriority D – EL Proficiency Rates	
Goal to Achieve Subpriority	Systematic process for assessing and monitoring the English Learner population as they enter school and as they progress through school, with metrics and data points monitored as the student moves toward reclassification
Actions to Achieve Goal	● ELPAC testing following mandated timelines ● Clear Information sent to families in their home language ● Embedded and explicit English Language programming, both in small groups and in classroom instruction
Measurable Outcome	● 50% of English Language students who take the ELPAC annually will reclassify within four years
Goal and Outcomes for Subgroup: English Learners	● 100% of English Learners will be assessed annually and reclassified as determined by State and Federal mandates. ● 100% of English Learners will be annually monitored for progress and working towards language proficiency ● 100% of English Learners will have scaffolded instruction by teachers trained in supporting English Learners.
Subpriority E – EL Reclassification Rates	

Goal to Achieve Subpriority	Have compliant systems for reclassifying English Learners Bolster achievement through best practices for providing instruction for the English Learner population
Actions to Achieve Goal	● Provide targeted supports ● Small group instruction ● Embedded EL supports in the integrated curriculum
Measurable Outcome	● Strong reclassification rates, as shown by 50% of English Learner students reclassifying within four years ● Systematic data points that include the ELPAC score, ELA scores on reading, writing and speaking, and communication in formal and informal settings, teacher recommendation, and parental input
Methods of Measurement	● Systematic process for exiting a student to the reclassification process ● Continuously monitoring reclassified students and their progression through 8th grade ● Data collected and entered into the School Accountability Report Card annually
Subpriority F – AP Exam Passage Rate [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	
Subpriority G – College Preparedness/EAP [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	

State Priority #5— Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates

B. Chronic absenteeism rates

C. Middle school dropout rates

***D.** High school dropout rates*

***E.** High school graduation rates*

Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	Students are consistently present, engaged, and feel a strong sense of belonging at school.

Actions to Achieve Goal	Establish strong advisory programs and cross-grade “crew” or “POD” structures to strengthen student belonging. Allow leadership opportunities as students grow older in the school. Initiate early intervention for at-risk students having attendance issues Celebrate attendance milestones and reinforce positive habits.
Measurable Outcome	95% Average Daily Attendance (ADA) Student surveys show 90% report feeling connected to the school community.
Goal and Outcomes for Subgroup: English Learners	● No less than 95% positive attendance rate ● 90% or higher report feeling positive about belonging at school
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● No less than 95% positive attendance rate ● 90% or higher report feeling positive about belonging at school
Goal and Outcomes for Subgroup: Students with Disabilities	● No less than 95% positive attendance rate ● 90% or higher report feeling positive about belonging at school
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● No less than 95% positive attendance rate ● 90% or higher report feeling positive about belonging at school
Methods of Measurement	● Healthy Kids Survey ● In-School Surveys by Teachers done two times per year ● Data collected and entered into the School Accountability Report Card Annually
Subpriority B – Student Absenteeism Rates	
Goal to Achieve Subpriority	Chronic absenteeism is proactively addressed through community, relationships, and tiered supports.
Actions to Achieve Goal	School leadership to partner with families to co-create attendance improvement plans Offer communication in multiple languages Provide flexible, standards-aligned independent study options for excused absences such as extended travel Offer blended learning opportunities for students with barriers such as extended illness
Measurable Outcome	Chronic absenteeism rate is under 3% annually 100% of students with more than five absences have a documented support plan which is written by school leadership in conjunction with the family and followed up and supported through wellness counseling
Goal and Outcomes for Subgroup: English Learners	● 100% of students missing 5 or more days of school will be assigned to the wellness coordinator for monitoring, consultation and meetings with family as well as school avoidance support.

Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students missing 5 or more days of school will be assigned to the wellness coordinator for monitoring, consultation and meetings with family as well as school avoidance support.
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students missing 5 or more days of school will be assigned to the wellness coordinator for monitoring, consultation and meetings with family as well as school avoidance support.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of students missing 5 or more days of school will be assigned to the wellness coordinator for monitoring, consultation, and meetings with family, as well as school avoidance support.
Methods of Measurement	● Weekly attendance monitoring by school administrative assistants and by school leadership ● Data collected and entered into the School Accountability Report Card annually
Subpriority C – Middle School Dropout Rates [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	
Subpriority D – High School Dropout Rates [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	
Subpriority E – High School Graduation Rates [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE

Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	

State Priority #6— School Climate
School climate, as measured by all of the following, as applicable: ***A.*** *Pupil suspension rates* ***B.*** *Pupil expulsion rates* ***C.*** *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

Subpriority A – Pupil Suspension Rates	
Goal to Achieve Subpriority	Responsive, trauma-informed, and restorative activities in place of suspension Documented collaborative process with family to achieve changes in behaviors that had created the need for suspension
Actions to Achieve Goal	● Implement a schoolwide multi-tiered system of support, inclusive of social-emotional learning curriculum ● Integrate community-building practices into daily routines through classes such as advisory or morning meetings ● Training for all staff in trauma-informed practices
Measurable Outcome	● Fewer than 10 suspension days per year ● Fewer than 2 students are suspended per year
Goal and Outcomes for Subgroup: English Learners	● 100% of students will have access to a tiered intervention system for behavioral challenges that is based on trauma-informed practices. ● 100% of students will have access to alternatives for suspension unless suspension is mandated by law.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will have access to a tiered intervention system for behavioral challenges that is based on trauma-informed practices. ● 100% of students will have access to alternatives for suspension unless suspension is mandated by law.
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will have access to a tiered intervention system for behavioral challenges that is based on trauma-informed practices. ● 100% of students will have access to alternatives for suspension unless suspension is mandated by law.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian **Filipino** **Hispanic** **Two or More Races**	● 100% of students will have access to a tiered intervention system for behavioral challenges that is based on trauma-informed practices. ● 100% of students will have access to alternatives for suspension unless suspension is mandated by law.

Pacific Islander White	
Methods of Measurement	● Report of suspension rates ● Report of alternate methods used for managing disciplinary issues ● Report of family meeting and documented plan for improving behavior when the student is suspended ● Data is collected and entered into the School Accountability Report Card annually
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	No annual expulsions
Actions to Achieve Goal	● Implement a schoolwide social-emotional learning curriculum ● Integrate community-building practices into daily routines through classes such as advisory or morning meetings ● Training for all staff in trauma-informed practices ● Create a fair process if a student is under expulsion investigation that includes school leadership meeting with family and student, and wellness counselor and other staff members as needed, clear explanation of education code mandates, a deep dive into the student's social and emotional needs, and an investigation into alternative programming if needed. ● All steps will be taken to work toward resolution without full expulsion if able.
Measurable Outcome	Less than 1% expulsion rate
Goal and Outcomes for Subgroup: English Learners	● 0 Students will be expelled
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 0 Students will be expelled
Goal and Outcomes for Subgroup: Students with Disabilities	● 0 Students will be expelled
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & **American Indian**	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian **Filipino** **Hispanic** **Two or More Races** **Pacific Islander White**	● 0 Students will be expelled
Methods of Measurement	● Report of expulsion rates ● Report of alternative actions ● Data collected and entered into the School Accountability Report Card annually
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	

Goal to Achieve Subpriority	Foster a safe, inclusive, and emotionally supportive and restorative environment for all students and staff.
Actions to Achieve Goal	● Explicitly teach social-emotional learning curriculum ● Build a community of relationships that foster cross-grade connections ● Allow children and teens ownership of developing the school through leadership opportunities ● Have students utilize reflection and T-SEL rubrics to share in their student-led conferences with families.
Measurable Outcome	● More than 75% of students demonstrate growth on T-SEL rubrics annually ● More than 85% of students and families report feeling safe and connected on annual surveys. ● More than 80% of students agree that peers demonstrate core values of the school ● Fewer than 10% of students transfer year over year.
Goal and Outcomes for Subgroup: English Learners	● More than 75% of students demonstrate growth on T-SEL rubrics annually ● More than 85% of students and families report feeling safe and connected on annual surveys. ● More than 80% of students agree that peers demonstrate core values of the school ● Fewer than 10% of students transfer year over year.
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● More than 75% of students demonstrate growth on T-SEL rubrics annually ● More than 85% of students and families report feeling safe and connected on annual surveys. ● More than 80% of students agree that peers demonstrate core values of the school ● Fewer than 10% of students transfer year over year.
Goal and Outcomes for Subgroup: Students with Disabilities	● More than 75% of students demonstrate growth on T-SEL rubrics annually ● More than 85% of students and families report feeling safe and connected on annual surveys. ● More than 80% of students agree that peers demonstrate core values of the school ● Fewer than 10% of students transfer year over year.
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● More than 75% of students demonstrate growth on T-SEL rubrics annually ● More than 85% of students and families report feeling safe and connected on annual surveys. ● More than 80% of students agree that peers demonstrate core values of the school ● Fewer than 10% of students transfer year over year.
Methods of Measurement	● Locally created annual climate surveys for students, families, and staff. ● California Healthy Kids Survey ● Data collected and entered into the School Accountability Report Card Annually

State Priority #7— Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable: *<u>Grades 1-6</u>: English (including instruction in cursive or joined italics in the appropriate grade levels), mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *<u>Grades 7-12</u>: English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education, automobile driver education, and other studies that the governing board may prescribe. (E.C. §51220(a)-(k))*	
Goal to Achieve Subpriority	All students will have access to and be enrolled in a broad and rigorous course of study across all required content areas, including ● Environmental Literacy ● (STEAM) Integrated Science Technology Engineering Arts (Visual and Performing Arts) Math ● English Language Arts and English Language Learning ● Leadership and Civic Responsibility ● All students, including unduplicated pupils and those with exceptional needs, will be supported to fully participate in core and enrichment learning experiences.
Actions to Achieve Goal	● Provide English Learner and English Language Arts State-Adopted Curriculum ● Provide and develop Integrated projects in STEAM that reflect each grade-level standards which will be met ● Provide integrated real-world learning through project-based and inquiry-based teaching strategies ● Host field trips and two-week elective interims in a variety of curriculum areas ● Ensure staff are trained in Universal Design for Learning for the creation and review of interdisciplinary projects. ● Provide learning supports, intervention, individualized instruction, small group instruction, and scaffolded instruction to serve the needs of all students in every classroom.
Measurable Outcome	● 100% of students are enrolled in all courses and subject areas ● Over 90% of students achieve a proficiency or above, or satisfactory or above scores or grades on all projects, on rubrics, on report cards, and on assessments. ● 90% of students and parents surveyed reflect positive feedback regarding the courses offered
Goal and Outcomes for Subgroup: English Learners	● 100% of students are enrolled in all courses and subject areas ● 90% of students achieve a proficiency or above, or satisfactory or above scores or grades on all projects, on rubrics, on report cards, and on assessments. ● 90% of students and parents surveyed reflect positive feedback regarding the courses offered
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students are enrolled in all courses and subject areas ● 90% of students achieve a proficiency or above, or satisfactory or above scores or grades on all projects, on rubrics, on report cards, and on assessments. ● 90% of students and parents surveyed reflect positive feedback regarding the courses offered
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students are enrolled in all courses and subject areas ● 90% of students achieve a proficiency or above, or satisfactory or above scores or grades on all projects, on rubrics, on report cards, and on assessments. ● 90% of students and parents surveyed reflect positive feedback regarding the courses offered
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same.
Goal and Outcomes for Subgroup: African American &	● Likely fewer than 30 students, however, the goal remains the same.

American Indian	
Goal and Outcomes for Subgroup: Asian **Filipino** **Hispanic** **Two or More Races** **Pacific Islander White**	● 100% of students are enrolled in all courses and subject areas ● 90% of students achieve a proficiency or above, or satisfactory or above scores or grades on all projects, on rubrics, on report cards, and on assessments. ● 90% of students and parents surveyed reflect positive feedback regarding the courses offered
Methods of Measurement	● Enrollment Data ● Trained Teaching Staff ● An Annual audit of course offerings confirms compliance with Sections 51210 and 51220 ● A survey for parents that reflects satisfaction with the variety and quality of learning experiences. ● Data collected and entered into the School Accountability Report Card Annually

State Priority #8—Other Student Outcomes *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
Subpriority A – English	
Goal to Achieve Subpriority	Our English Language Arts program, rooted in experiential project-based learning, emphasizes real-world application, empathy through literature, environmental responsibility, and student-driven inquiry. These guiding principles shape every aspect of instruction, fostering a diverse, inclusive, and engaging environment where all learners can thrive. Key instructional principles include.
Actions to Achieve Goal	● **Experiential and Project-Based Learning:** Every unit culminates in hands-on projects, fieldwork, or public presentations, allowing students to apply ELA skills in authentic, meaningful contexts. Students learn through direct experience, reflection, and collaboration. ● **Literature as a Lens for Empathy and Action:** Fiction and literary texts are intentionally integrated throughout the curriculum to foster empathy, imagination, and a personal connection to environmental and social justice issues. ● **Environmental Stewardship:** Environmental themes are intentionally integrated across the curriculum, fostering a sense of responsibility and agency as students address ecological challenges in their community and beyond. Stewardship is a guiding value in every project and inquiry. ● **Inquiry and Civic Engagement:** Students' questions and interests drive learning, with opportunities to engage in research, service, and advocacy that have tangible impacts on their community. ● **Progress Communication:** Student progress is communicated regularly to students and families through conferences, portfolio reviews, and public exhibitions of learning. ● **Diverse Perspectives:** Texts and projects reflect cultural, linguistic, and social diversity, ensuring all voices are valued.

	● **Support for All Learners:** Instruction is guided by Universal Design for Learning (UDL) principles and a Multi-Tiered System of Supports (MTSS), ensuring access and participation for English learners, students with disabilities, and all students, in alignment with English Language Development standards. ● **Technology Integration:** Technology is used selectively in the curriculum to support research, collaboration, and multimedia communication. ● **Family and Community Engagement:** Families are regularly informed of student progress and invited to participate in exhibitions and school events.
Measurable Outcome	● Adoption of Highly-recommended ELA curriculum, such as: ○ Bookworms K - 5 Reading and Writing ○ Amplify Core Knowledge Language Arts ○ Wit and Wisdom by Great Minds ○ Open Court Reading
Goal and Outcomes for Subgroup: English Learners	● 100% of students will have access to and utilize highly-recommended and State-adopted ELA curriculum
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will have access to and utilize highly-recommended and State-adopted ELA curriculum
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will have access to and utilize highly-recommended and State-adopted ELA curriculum
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of students will have access to and utilize highly-recommended and State-adopted ELA curriculum
Methods of Measurement	Materials that support relevance to environmental stewardship, social justice, and community engagement ● Representation of diverse cultures, perspectives, and voices ● Inclusion of high-quality, age-appropriate fiction and literary works to foster empathy and imagination ● Appropriateness for grade-level complexity and rigor ● Support for differentiation and accessibility for all learners ● Data collected and entered into the School Accountability Report Card annually

	● Standards-based reporting to parents, guardians and students on the trimester system
Subpriority B, C, D, E, I, J – Mathematics, Social Science, Science, Visual and Performing Arts, Applied Arts, CTE	
Goal to Achieve Subpriority	*Please see sections related to specifics of these curriculum and instruction areas in the petition document for more information.* Every student has at minimum two or more fully-integrated and immersive, thematic learning opportunities per year which include field trip opportunities for real-life experience and exposure to content they are learning.
Actions to Achieve Goal	● Each project allows for the integration of learning math, social science, science, visual and performing arts, applied arts such as 'making' and involves one field trip or immersive real-life experience with the project-based learning unit of study. ● Each project is designed with the state standards for each grade level in mind and flows in curriculum sequence with the learning being done at that point in the year. ● Career Technical Education (while typically applied to grades 6 - 12) will be done through experiences on field trips where students learn about content-related education fields and job opportunities for their future. ● Marine Science project-based learning unit includes all elements stated above ,as well as leadership opportunities through building lessons and teaching to younger students.
Measurable Outcome	Exhibition of project-based learning units through speaking, project boards, website development, and artistic components such as two and three-dimensional art, music, singing, or dance, and teaching out of what has been learned.
Goal and Outcomes for Subgroup: English Learners	● 100% of students will showcase a minimum of 3 project-based learning units
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will showcase a minimum of 3 project-based learning units
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will showcase a minimum of 3 project-based learning units
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of students will showcase a minimum of 3 project-based learning units
Methods of Measurement	● Evaluation of the student's immersive project-based learning outcome by teacher, staff, peers, or community. ● Standards-based reporting to parents, guardians and students on the trimester system ● Math and Science: Data collected and entered into the School Accountability Report Card annually

Subpriority F – Physical Education	
Goal to Achieve Subpriority	Per State Mandate: Every student grades 1 - 6 will have 200 minutes of physical education every 10 days, and every student in grades 7 and 8 will have 400 minutes of physical education every 10 days. TK and Kinder Teachers provide daily exercise opportunities for children
Actions to Achieve Goal	● Hire a credentialed physical education teacher ● School Leadership and Physical Education teachers create a school-wide schedule in which all students have physical education minutes as guided by law. ● Physical Education teacher monitors student progress and informs classroom teachers of progress based on the timeline established for report cards
Measurable Outcome	All students in grade 5 will test on the California State FitnessGram Assessment and place average or better than average in health and physical well-being.
Goal and Outcomes for Subgroup: English Learners	● 100% of students will have access to and participate in physical education requirement
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will have access to and participate in physical education requirement
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will have access to and participate in physical education requirement
Goal and Outcomes for Subgroup: Foster & Homeless	● 100% of students will have access to and participate in physical education requirement
Goal and Outcomes for Subgroup: African American & **American Indian**	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: Asian **Filipino** **Hispanic** **Two or More Races** **Pacific Islander White**	● Likely fewer than 30 students, however, the goal remains the same
Methods of Measurement	● School Schedule that reflects physical education minutes ● FitnessGram results ● Data collected and entered into the School Accountability Report Card annually ● Standards-based reporting to parents, guardians, and students on the trimester system
Subpriority G – Health (grades 1-6 only) [or state "Not Applicable"]	
Goal to Achieve Subpriority	All students get weekly health instruction, whether explicit or embedded, in order to achieve California State recommended and mandated guidelines.
Actions to Achieve Goal	Scaffolded instruction based on the California State Framework for Health for grades TK - 3, Grades 4 - 5, and Grades 6 - 8 in the areas of nutrition, foods, physical activity, injury prevention, personal health, mental health, drugs, alcohol, and substance abuse.

	Instruction (contracted services) for the instruction of growth, development, and sexual health in grades 4 - 5. Instruction (contracted services) in 7 - 8 scaffolded "comprehensive sexual health education and HIV prevention education".
Measurable Outcome	All students will receive accurate and informed information needed to learn to make healthy life choices as they grow.
Goal and Outcomes for Subgroup: English Learners	● 100% of students will show increasing knowledge of nutrition, healthy choices, positive decision-making skills, as well as physical health, mental health, and understanding of comprehensive sexual health and HIV understanding as they progress through school, as shown by the Healthy Kids Survey
Goal and Outcomes for Subgroup: Socioeconomically Disadvantaged	● 100% of students will show increasing knowledge of nutrition, healthy choices, positive decision-making skills, as well as physical health, mental health, and understanding of comprehensive sexual health and HIV understanding as they progress through school, as shown by the Healthy Kids Survey
Goal and Outcomes for Subgroup: Students with Disabilities	● 100% of students will show increasing knowledge of nutrition, healthy choices, positive decision-making skills, as well as physical health, mental health, and understanding of comprehensive sexual health and HIV understanding as they progress through school, as shown by the Healthy Kids Survey
Goal and Outcomes for Subgroup: Foster & Homeless	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: African American & American Indian	● Likely fewer than 30 students, however, the goal remains the same
Goal and Outcomes for Subgroup: Asian Filipino Hispanic Two or More Races Pacific Islander White	● 100% of students will show increasing knowledge of nutrition, healthy choices, positive decision-making skills, as well as physical health, mental health, and understanding of comprehensive sexual health and HIV understanding as they progress through school, as shown by the Healthy Kids Survey
Methods of Measurement	● Report of contracted services ● Teacher-embedded lessons on health and well-being ● Healthy Kids Survey ● Standards-based reporting to parents, guardians, and students on the trimester system
Subpriority H – Foreign Languages (Grades 7-12 only) [or state "Not Applicable"]	
Goal to Achieve Subpriority	NOT APPLICABLE
Actions to Achieve Goal	
Measurable Outcome	
Goal and Outcomes for Subgroup #1	
Methods of Measurement	

ELEMENT C: STUDENT PROGRESS MEASUREMENT

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Education Code § 47605.6(b)(5)(C).

MASTERY-BASED ASSESSMENT FRAMEWORK FOR MEASURING STUDENT PROGRESS

Oceanlight School will implement a **mastery-based assessment framework** as the foundation for measuring and reporting student progress. This approach is fully aligned with the Oceanlight School's mission to prepare all students—particularly English Learners, socioeconomically disadvantaged students, and students with diverse learning needs—to become solutionaries who are equipped to meet the demands of high school, college, and the future workforce.

Equity and Opportunity

Traditional grading systems often mask inequities by averaging performance or advancing students with gaps in understanding. Oceanlight's mastery-based model ensures that **every student demonstrates proficiency on clearly defined standards**, thus guaranteeing equitable access to rigorous learning outcomes. This system prevents students from being penalized for the pace of their learning and instead emphasizes the **achievement of knowledge and skills for all learners**.

Alignment With State Standards And Competencies

The framework is directly aligned with the **California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California ELD Standards, and other adopted frameworks**. Each standard is broken down into measurable learning targets, which are assessed in multiple ways. Student performance will also be tied to Oceanlight's schoolwide competencies—collaboration, critical thinking, environmental stewardship, and solutionary action—ensuring coherence between daily instruction, projects, and both short-term and long-term outcomes.

Integration with Project-Based Learning

As a project-based learning (PBL) school, Oceanlight requires an assessment system that can authentically measure deeper learning. Mastery-based assessment provides this by allowing students to **demonstrate understanding through projects, presentations, portfolios, performances, and traditional measures**. Rubrics will be aligned to both state standards and PBLWorks frameworks, ensuring that mastery reflects academic rigor, applied skills, and real-world problem solving.

Growth Mindset and Student Agency

A mastery-based system emphasizes **progress and growth over traditional grading**. Students receive continuous, standards-aligned feedback and multiple opportunities to show proficiency. This fosters a growth mindset, helps students take ownership of their learning, and builds the confidence necessary for them to set goals, track progress, and achieve mastery.

Transparency and Accountability

For students, families, and teachers, mastery-based reporting provides **clear, actionable data on what each student has mastered and also shows where growth is still needed**. Progress will be communicated in family-friendly formats that identify specific skills and competencies achieved, ensuring transparency and accountability to Oceanlight families and to the County Office of Education.

Continuous Improvement

The mastery framework supports Oceanlight's commitment to **continuous improvement** by identifying patterns of strength and challenges across grade levels, subgroups, and subject areas. This allows the School to provide timely interventions for students and families, as well as allows for teachers to adjust instructional practices in order to ensure that all students are on track to meet or exceed grade-level standards.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES

Oceanlight School will implement a balanced assessment system to monitor student progress toward the outcomes described in Element B. This includes formative and summative tools, performance-based tasks, and verified data sources consistent with California School Dashboard and SARC requirements. Assessments are responsive to the needs of English Learners, students with disabilities, and socioeconomically disadvantaged students.

Oceanlight will use a variety of assessments (see Figure C-1), including:

Figure C-1: Student Progress Management Tools and Assessments

Assessment	Purpose	Frequency	Outcomes Measured	Verified Data
CAASPP (SBAC, CAST)	State testing in ELA, math, science	Annual (3-8) (Spring) Benchmark (January) Grades 5,8 Science (Spring)	Academic performance, subgroup data	Yes
ELPAC	English proficiency for ELs	Initial + Annual Initial ELPAC - First 30 days of school Summative ELPAC (April)	English language development	Yes
i-Ready or equivalent (K-8)	Growth monitoring in ELA and math	2-3x/year	Academic growth, differentiated instruction	Yes

DIBELS	Literacy screening (TK–5)	2-3x/year	Reading levels, early intervention	Yes
Desmos Tasks	Interactive assessments for mathematical reasoning (K-8)	Periodic	Conceptual understanding, problem-solving	No
Portfolios	Mastery of interdisciplinary projects	Ongoing	Critical thinking, collaboration	No
Performance Assessments	Project-based assessments tied to units/interims	End of unit	Integration, real-world problem solving	No
T-SEL Rubrics*	Development in CASEL-aligned SEL competencies	Trimesterly	Agency, empathy, equity	No
Leadership Rubrics**	Communication, decision-making, and collaboration	Trimesterly	Leadership, initiative	No
Env. Literacy Rubrics***	Systems thinking, sustainability, civic action	Per project	Environmental literacy	No
Formative Tools	Exit tickets, reflections, checks for understanding, Notebook checks	Daily/Weekly	Pacing, feedback, and scaffolding	No

*Adapted from California T-SEL Guiding Principles.
**Based on Corey Seemiller's Student Leadership Competencies.
***Aligned to NGSS and CA Environmental Principles & Concepts.

USE OF ASSESSMENT DATA

Assessment data will be used across all levels of the school community to inform instruction, monitor progress, and support continuous improvement. Teachers will analyze data to differentiate instruction and provide targeted support, while grade-level teams and instructional coaches will use student work to guide collaborative planning and professional learning communities (PLCs).

School leadership will utilize data to monitor progress toward Local Control and Accountability Plan (LCAP) goals and guide strategic decision-making. The governing board will review key performance indicators for accountability and oversight.

Families and students will engage with data through trimester progress reports, student-led conferences, and public exhibitions of learning.

All data—including academic, social-emotional learning, and attendance—will be collected and tracked in a centralized system, disaggregated by subgroups (e.g., English learner, students with disabilities, socioeconomically disadvantaged,

foster/homeless) to ensure equity. Data will be used to drive instructional decisions, inform Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) groupings, guide quarterly program evaluations, and communicate progress through conferences, dashboards, and the School Accountability Report Cards (SARC).

Assessment data will be analyzed at multiple levels and intervals:

- **Weekly Professional Learning Communities (PLCs)** will review formative assessment data to inform immediate instructional adjustments.

- **Monthly grade-level data meetings** will analyze interim assessments, disaggregate results by student subgroups (including English Learners, socioeconomically disadvantaged students, and students with disabilities), and identify instructional responses.

- **Quarterly leadership reviews** will synthesize schoolwide trends and ensure alignment to measurable pupil outcomes and State Priorities.

Teachers will use this data to plan differentiated instruction, implement targeted interventions within the Multi-Tiered Systems of Support (MTSS) framework, and document student progress through portfolios and standards-based rubrics. Students not meeting expected benchmarks will be reviewed through the Student Success Team (SST) process prior to any referral for special education assessment, consistent with the School's "child find" obligations.

Staff Training on Data Use: Oceanlight School will train all instructional staff to interpret and apply data effectively. Initial professional development each year will cover the School's assessment system and protocols for reviewing results. Ongoing PLCs and data meetings will use structured analysis protocols, supported by instructional coaches and school leaders, to translate findings into concrete instructional adjustments. Professional development days will also focus on building assessment literacy, designing and scoring performance-based tasks, and addressing subgroup performance gaps through evidence-based strategies.

Families will be provided regular updates on student progress through report cards, parent-teacher conferences, and digital platforms, with translation provided as needed. Assessment results will also be incorporated into the School Accountability Report Card (SARC) and reported to the charter authorizer as required.

This continuous improvement cycle—gathering evidence of learning, analyzing performance trends, training staff in effective data use, adjusting instruction, and reporting transparently—ensures that assessment data serves as a cornerstone of Oceanlight School's instructional program and its commitment to equity, accountability, and excellence.

Assessment and Reporting

- **Assessment Policy**:
    - TK Normed Kindergarten Readiness Assessment (such as the DRPD) and ongoing feedback for parents and guardians.
    - K– 5 Rubric-based; Standards-aligned narrative feedback; Based on a growth model.
    - 6–8: Rubric-based, Standards-aligned narrative feedback; Based on a grading-for-equity model with opportunity for improvement, Use of a 4-point grading scale model.

- **Progress Reporting**:
    - Trimester report cards
    - Biannual student-led conferences

    - Regularly updated digital portfolios

- **Promotion/Retention**:
    - Based on academics, social-emotional learning, and attendance
    - Decisions made collaboratively with the Student Support Team (SST)
    - Families may appeal to the Head of School

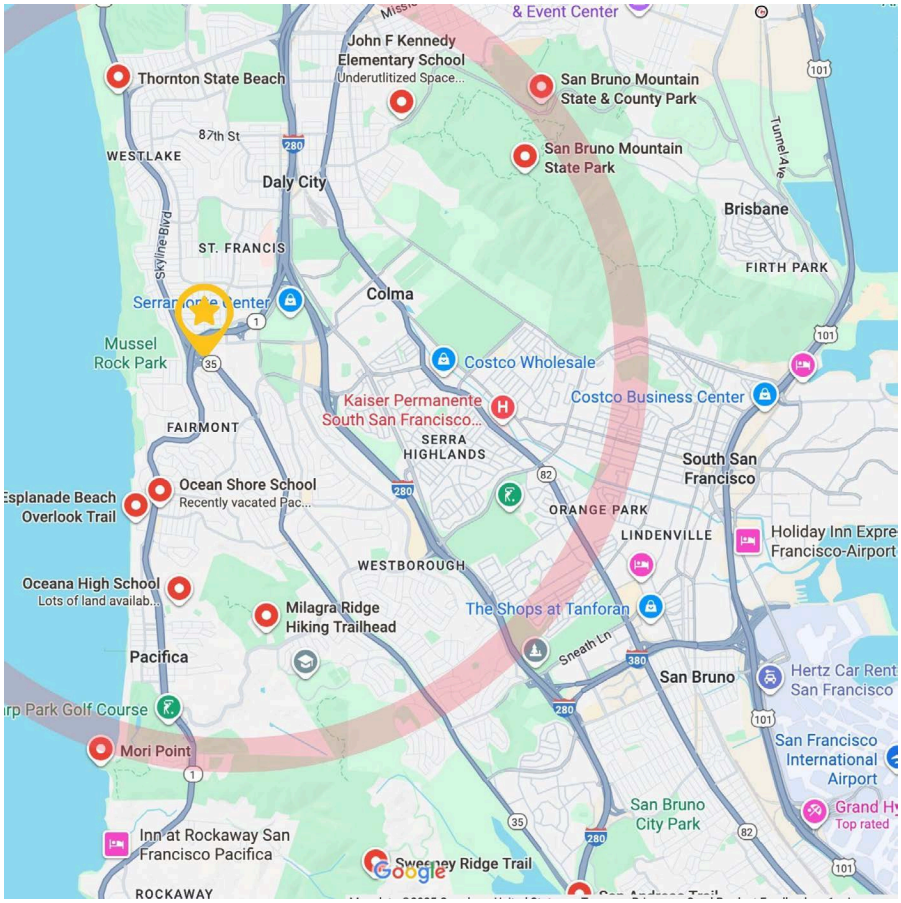
ELEMENT D: LOCATION OF EACH CHARTER SCHOOL FACILITY

"The location of each charter school facility that the petitioner proposes to operate." Education Code § 47605.6(b)(5)(D).

INITIAL LOCATION AND FACILITIES

Oceanlight School hopes to locate within 2-3 miles of the strategic intersection of Hickey Boulevard and Skyline Boulevard (CA-35), on the border of Daly City and Pacifica (most likely within the geographic boundaries of Pacifica School District or Jefferson Elementary School District, and Jefferson Union High School District). This crossroads is within minutes of I-280, Highway 1, and major arterials, enabling quick, equitable access from Daly City, Pacifica, Colma, San Bruno, and South San Francisco. Figure D-1 shows a map of the region we want to be located in and nearby natural green and blue spaces.

Figure D-1: Initial Location on Map

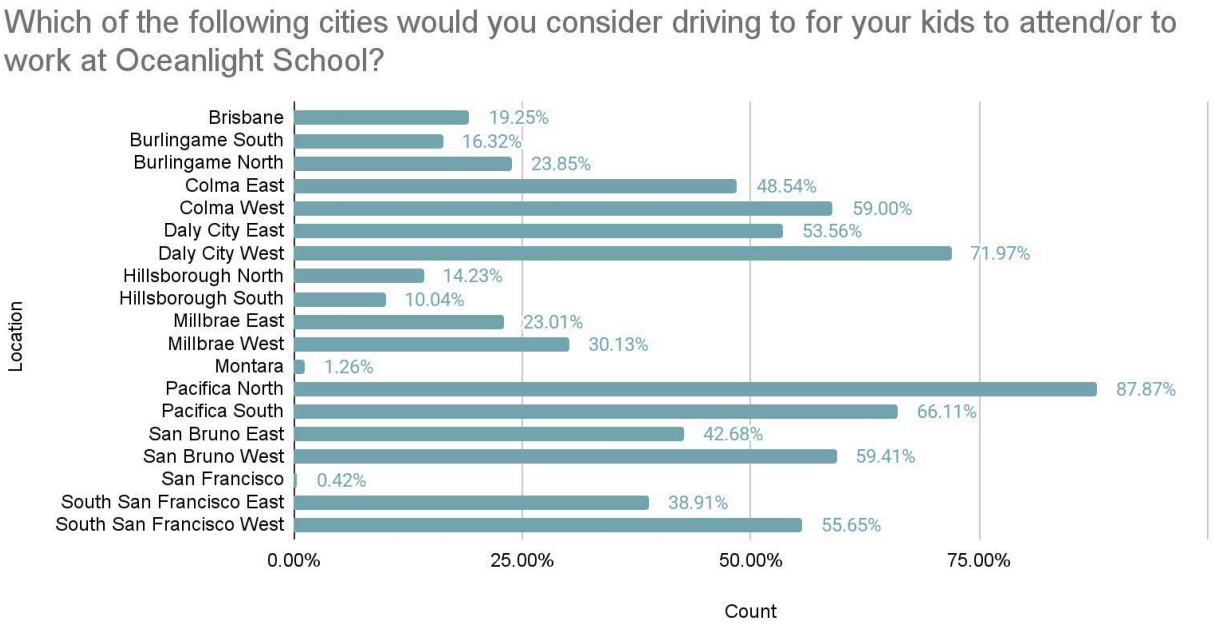


1) **Direct Alignment with Oceanlight's Environmental Mission**
   Surrounded by the Golden Gate National Recreation Area, the location offers unparalleled proximity to green spaces and the Pacific Ocean, which are essential to Oceanlight's experiential learning and environmental education curriculum. Within this area, there are Milagra Ridge, Sweeney Ridge, Mori Point, San Bruno Mountain, and the Pacific coastline stretching across Pacifica to San Francisco. These destinations, all within a short drive or walk, provide year-round opportunities for marine science, environmental restoration, and place-based learning. Being located near these natural resources ensures students can engage in frequent, low-cost, local fieldwork without long commutes, making environmental integration a daily reality rather than an occasional event.

2) **Alignment with Demonstrated Family Demand**

The Oceanlight Interest Survey represents **244 students who are "likely to enroll" and 100 students who "maybe will enroll"** as of August 25, 2025. Figure D2 shows the results of where responding families are willing to travel to in order for their children to attend Oceanlight School. The highest concentration of families are willing to commute to **Pacifica North (88%), Daly City West (72%), Pacifica South (66%) Colma West (59%), San Bruno West (59%) and**—all within a short drive of the Skyline/Hickey intersection. This location directly overlaps with our **primary interest zones**, ensuring accessibility for the largest number of committed families. By placing the school where interest is most concentrated, we maximize enrollment potential, equity in access, and the likelihood of a thriving, diverse student body from the start.

Figure D2: Oceanlight Family Interest Survey - Locations families are willing to drive to



3) **Strategic Regional Access for Multiple Communities**

The Skyline/Hickey location sits at the confluence of Daly City, Pacifica, Colma, San Bruno, and South San Francisco, directly connecting to:

- Skyline Blvd (CA-35) and Hickey Blvd for local access
- Interstate 280 for regional reach
- Proximity to Highway 1 for coastal communities

This central positioning allows the school to serve a broad cross-section of Northern San Mateo County families without being bound to a single district's boundaries, fully aligning with Oceanlight's countywide mission. Families from multiple cities can access the school within a reasonable commute, making it a genuine regional resource rather than a neighborhood-exclusive option.

Oceanlight School intends to secure space through a lease or facilities use agreement, but reserves the right to apply for Proposition 39 facilities as appropriate.

We plan to start with 236 TK-8 students in 2026–27 and grow to about 488 by 2033–34. (See the Enrollment Section in Element A for more detail.)

Classrooms & Core Spaces:

- TK–3: 20–24 students per room; 4–8: 24–32 students.
- Flexible, scalable classrooms—single sections early, expanding to two+ per grade.
- Breakout rooms for small group instruction (preferred)
- Small-group rooms for special education, English learner support, and counseling.
- Administrative offices and staff conference room

Specialized Learning Spaces:

- STEAM/Science Labs and Makerspace for engineering, robotics, and arts.
- Outdoor learning areas for gardens, native habitats, and field-study access.
- Multipurpose Room for exhibitions and community events.
- Art Room for art and ceramics
- Library/media center with digital literacy resources.

Student Support & Family Spaces:

- Before/after school enrichment areas.
- Wellness room.
- Family engagement room.

Accessibility & Inclusion:

- ADA-compliant facilities.
- Sensory-friendly spaces.
- Assistive technology in classrooms.

Site & Growth Considerations:

- Indoor/outdoor flow for project-based and environmental learning.
- Near natural resources to support the environmental education program.
- Scalable design, with potential K–5 / 6–8 split or satellite campus as enrollment grows.

The following table in Figure D-3 lays out our anticipated facility needs over the next five years as we grow to full capacity

Figure D-3: Facilities Growth Plan

School Year	Total Enrollment	TK–5 General Classrooms	6–8 General Classrooms	Total General Classrooms	Specialized Spaces	Notes
2026–27	236	7 (1 per grade TK–5)	2 (1×6th, shared 7/8)	**9**	1 Makerspace/Design Lab, 1 Small-Group Room, 1 Flex/Arts Room, multipurpose for arts/performance	TK–3 @ 20–24 students, 4–8 @ 32; small-group space for SPED/EL (≈37% combined)
2027–28	356	9 (K–3: 2 each; 4–5: 1 each)	4 (2×6th, 1×7th, 1×8th)	**13**	+ Science Lab, 2 Small-Group Rooms,	Middle school growth begins—full sections for 6th grade
2028–29	398	10 (K–3: 2 each; 4: 2; 5: 1)	5 (2×6th, 2×7th, 1×8th)	**15**	+ 3 Small-Group Rooms	SPED/EL enrollment exceeds 150 students—dedicated pull-out space critical
2029–30	452	11 (K–4: 2 each; 5: 1)	6 (2 per grade 6–8)	**17**	+ Upper Elementary Science Lab, Media Center	All middle grades at 2 sections; need for departmentalized 6–8 classrooms
2030–31	476	12 (K–5: 2 each)	6 (2 per grade 6–8)	**18**	+ 1 Larger Makerspace, 4 Small-Group Rooms, Music Room	TK–5 all dual-section; enhanced arts/STEAM infrastructure

The Charter School is in the process of identifying suitable facilities in the following school districts (See Appendix M):

1. Jefferson Elementary School District
2. Jefferson Union High School District
3. Pacifica School District
4. San Bruno Park School District
5. South San Francisco School District

EXPANSION TO MORE LOCATIONS

Our multi-campus strategy will leverage a countywide benefit charter authorization to ensure that **no single region or demographic dominates enrollment**, reinforcing our commitment to serve the **full spectrum of Northern San Mateo County's families** and meet the definition of a countywide benefit charter.

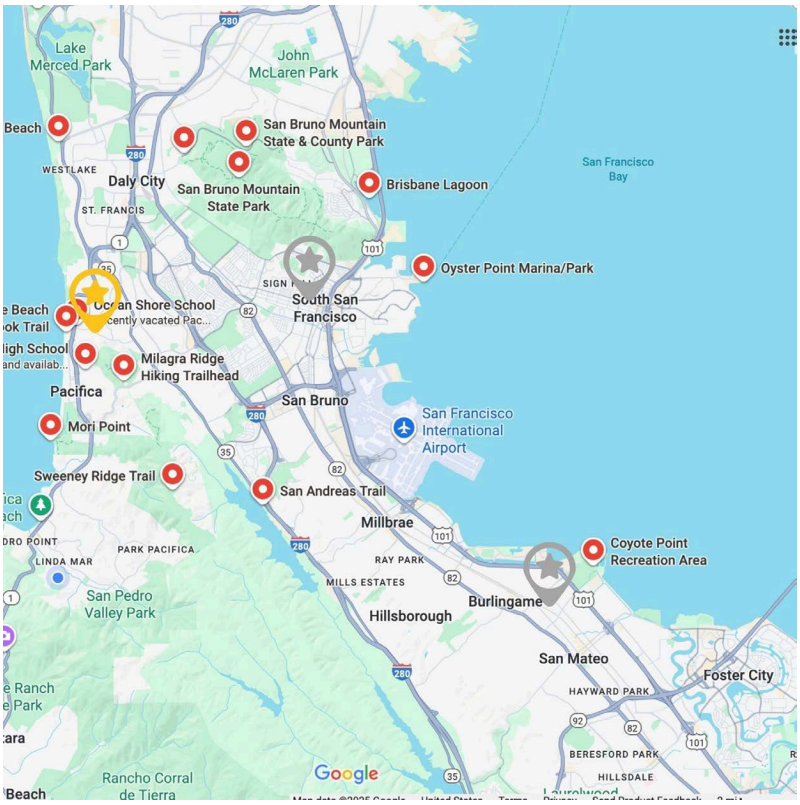
Oceanlight School's approach to site selection is guided by our mission to provide **equitable, countywide access** to our project-based, environmental learning model while maintaining the close-knit community feel of a small school.

Each campus location will be chosen with the same criteria as our initial location—to serve a geographically and demographically diverse population, increase access for historically underserved students, and leverage natural spaces, parks, trails, or waterfronts.

Additionally, we we hope to maximize Community Partnerships by locating campuses where there is strong potential for collaboration with nonprofits, civic agencies, and industry partners, deepening real-world learning and expanding resources for students.

Figure D-4 shows two locations we are considering expanding into that, upon initial research, meet this criteria.

Figure D-4: Map of Secondary Locations



Downtown South San Francisco Campus

A second Oceanlight campus near downtown South San Francisco would advance our mission by serving one of the region's most ethnically and socio-economically diverse areas. Local schools like Spruce (97.9% minority), Martin (98.9%), and Parkway Heights (98.3%) enroll large Hispanic majorities alongside significant Filipino, Asian, and Pacific Islander populations, with more than 70% of students qualifying for free or reduced-price lunch. This campus would make

Oceanlight's innovative, project-based, and environmental education accessible to families historically underrepresented in such programs.

The location offers excellent connectivity—minutes from Highway 101, I-280, Caltrain, and BART—while opening new environmental learning opportunities at Brisbane Lagoon, Oyster Point Marina, and San Bruno Mountain. Combined with the Skyline/Hickey site, it ensures equitable access for both coastal and Bay-side communities, expands our environmental curriculum, and strengthens partnerships with biotech, nonprofit, and civic organizations.

Together, the two campuses would serve the full geographic and demographic spectrum of Northern San Mateo County, bridging coastal and Bay-side communities while maintaining small-school intimacy and strong family partnerships.

Burlingame Campus

Another possible second or third location would be a Burlingame campus near Coyote Point. Burlingame School District is currently the lowest-funded district in San Mateo County. This location would expand Oceanlight's reach to Bay-side communities and a few neighboring districts without access to TK-8 options that integrate project-based learning, environmental education, and STEAM. This location would improve access for families east of I-280 who face longer commutes to our coastal and downtown South San Francisco campuses.

Coyote Point itself is a premier environmental learning site, offering tidal marshes, wetlands, and migratory bird habitats within walking distance. These ecosystems provide rich opportunities for fieldwork in marine science, climate adaptation, and urban shoreline restoration, complementing the coastal ecosystems at Skyline/Hickey and the wetlands/urban systems at downtown South San Francisco.

The site's proximity to Highway 101, Caltrain, and the Bay Trail ensures commuter convenience and bike-friendly access. Its location near the CuriOdyssey science center, county park facilities, and local environmental nonprofits creates strong partnership potential for hands-on STEM programs, student internships, and collaborative conservation projects.

By adding a Burlingame campus, Oceanlight would serve the full geographic and socio-economic spectrum of Northern San Mateo County—coastal, urban/bay, and mid-Peninsula communities—while preserving small-school intimacy, deep family partnerships, and equitable access to environmental learning.

ELEMENT E: GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code § 47605.6(b)(5)(E).

Non-Profit Public Benefit Corporation

The Charter School shall be operated by the Corporation, a California **non-profit public benefit corporation** formed pursuant to California law and qualified as a **501(c)(3) tax exempt organization**[1] under federal law. The Charter School shall be governed by the Corporation's Board of Directors pursuant to its bylaws.

The Charter School shall be a directly-funded independent charter school and operate autonomously from the County, with the exception of the supervisory oversight by the authorizing agency as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the **County shall not be liable for the debts and obligations** of a charter school that is operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached are the Articles of Incorporation (Appendix D), Board Bylaws (Appendix E), and Conflict of Interest Code (Appendix F).

ORGANIZATIONAL CHART

The following organizational charts in FIgures E-1 and E-2 show the proposed relationship among the governing board, executive leadership, site leadership, and site staff at full scale. We note that not all roles will be filled until necessary based on the grade levels served, the number of sites that are established, and the need to transition responsibilities based on the growth of the Charter School in terms of the number of students enrolled and the number of employees, which may require additional instructional and administrative roles. Although the five-year budget assumes replication of existing roles at each campus for purposes of conservative budgeting, it is expected that due to economies of scale that certain administrative roles can serve all campuses, thus freeing up the budget to hire roles in other areas. For example, instead of hiring three business managers upon expansion, the Charter School can hire one business manager, one director of human resources, and one director of technology. It is also expected that the Executive Director can fulfill Head of School and Assistant Head of School roles until scale justifies segmenting those roles.

[1] The Corporation has applied for tax exempt status with the IRS, which is pending as of the submission of this petition. It is expected that the IRS will issue a letter confirming tax exempt status shortly.

Figure E-1: Single Campus Organizational Chart

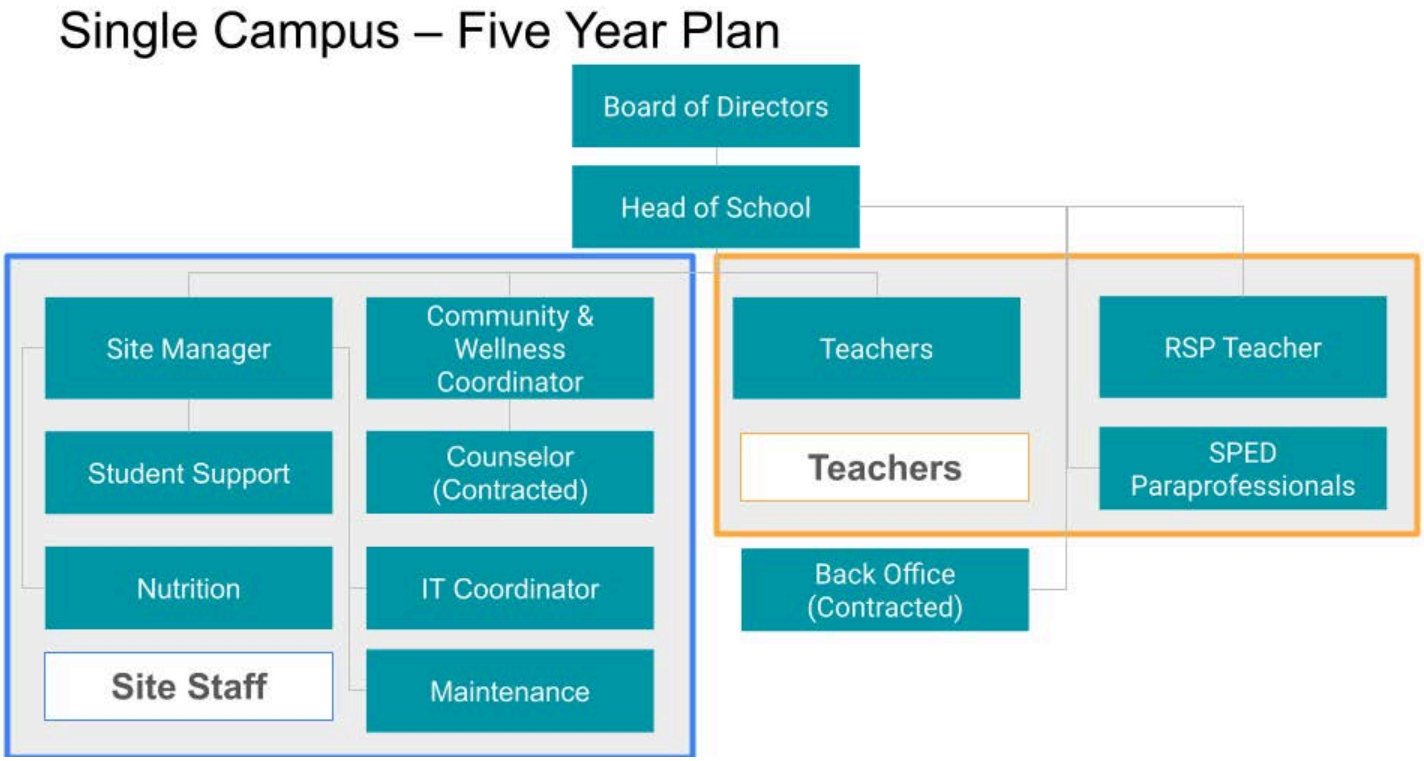
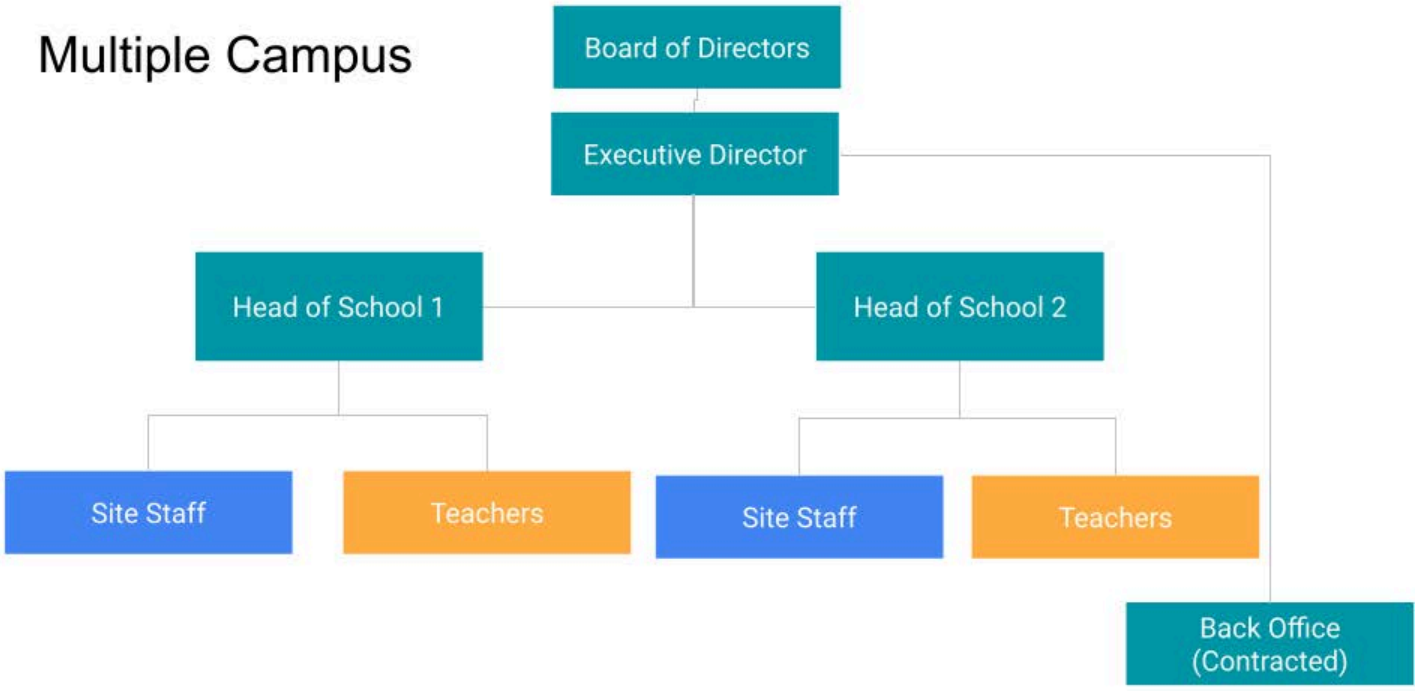


Figure E-2: Multiple Campus Organizational Chart



List of Teachers

Classroom Teachers	
TK	Year 1 (Pending Actual Enrollment)
Elementary (K-5)	Year 1 (Pending Actual Enrollment)
Middle School (6-8)	Year 1 (Pending Actual Enrollment)
Resource Services Provider (RSP)	Year 1
Physical Education	Year 3
Art	Year 4
Environmental & STEAM	Year 4
Music	Year 5

FOUNDING BOARD OF DIRECTORS

Oceanlight School's Board of Directors brings together an exceptional balance of professional expertise, educational leadership, and deep community engagement—precisely the mix required to launch and sustain a high-quality, mission-driven charter school. The Board's composition ensures that every facet of governance—from fiscal oversight to instructional excellence—is backed by proven experience and a record of results. More extensive Bios can be found in Appendix B: Bios

Strategic, Organizational, and Financial Leadership

Shivani Ganguly, a seasoned CFO and COO in the renewable energy sector, brings over 25 years of high-level experience in finance, operations, and sustainable growth. Her expertise in building fiscal systems for dynamic organizations ensures Oceanlight will operate with strong financial stewardship, operational efficiency, and long-term sustainability.

Jennifer Hsu, a technology leader at Amazon Web Services, offers 18 years of experience in product management, corporate strategy, and technology partnerships. With prior leadership at Walmart GlobalTech and Deloitte Consulting, she has led large-scale initiatives and cross-functional teams, bringing the expertise needed to build innovative systems and scale Oceanlight effectively.

LiLing Pang, an accomplished entrepreneur and product strategist, adds a track record in organizational growth, cross-functional leadership, and data-driven decision-making. Her deep understanding of stakeholder engagement and strategic planning is critical for managing resources, building consensus, and driving the school's mission forward.

Legal, Governance, and Policy Expertise

Christina Lee, an attorney with extensive legal and analytical expertise, strengthens the Board's governance capacity. Her skills in policy analysis, compliance, and organizational management—paired with her on-the-ground experience as a

parent volunteer—ensure the Board navigates complex legal and regulatory requirements while staying responsive to the school community.

Don Burdette, a veteran educator and former teachers' union president, brings decades of leadership in policy negotiation, labor relations, and curriculum development. His deep advocacy for inclusion, equity, and teacher collaboration positions the Board to create policies that directly support student and staff success.

Deep Educational and Community Roots

The Board's members are not just professionals—they are community-embedded leaders. Each brings personal investment in the success of Northern San Mateo County's students, with decades of combined experience in public school classrooms, district leadership, and parent participation models. This lived commitment ensures that decisions are grounded in both best practices and the real needs of local families.

The Team Behind the Board

Oceanlight's capabilities and experience is amplified by a **founding team, advisors, and professional collaborators** whose expertise fills out every dimension what is required to launch and sustain an excellent charter school.

- **Instructional Leadership**: Dr. Kelly Mendoza (innovative curriculum development, SEL, and digital citizenship), Randy Ross (nationally recognized SEL and equity leader), and Sandy Mills (environmental and hands-on science education) bring nationally recognized expertise in designing transformative learning experiences.

- **Operational and Administrative Expertise**: Former district superintendent Dr. Jim Lianides and former SMCOE Executive Director Karen Gnusti provide guidance on finance, facilities, compliance, and strategic program development.

- **Specialized Program Strengths**: Advisors like Jonathan Harris (experiential outdoor education and project-based learning) and Dr. Mike Vasey (environmental science and civic engagement) ensure Oceanlight's environmental and place-based learning model is robust, authentic, and well-connected to the region.

- **Creative and Growth Capacity**: Collaborators in marketing, design, and community partnerships—such as Stephanie Barrueto (marketing strategy) and Jake Metzler (marketing communications)—extend Oceanlight's reach and strengthen enrollment growth.

Appendix B includes bios of the founding team and their support structure around them. But below in Figure E-3 is a skills table that gives a snapshot of the team behind Oceanlight School.

Figure E-3: Founding Board, Team, and Advisor Skills Table

Name *Board Members	TK-8 Curriculum	TK-8 Instruction	TK-8 Assessment	Environmental Education	Research	School Administration	Finance	Business Management	Non-profit Management	Partnership Development	Organization	Governance	Community Engagement	Marketing & Communication	Legal	IT, Technology & Engineering	Fundrising & Grants	PTO Leadership
Shivani Ganguly*							✔	✔	✔	✔	✔	✔			✔	✔	✔	
LiLing Pang*					✔			✔		✔	✔		✔	✔				
Don Burdette*	✔	✔	✔									✔	✔					
Christina Lee*											✔	✔	✔		✔			
Jen Hsu*								✔		✔						✔		
Kelly Mendoza, PhD	✔				✔			✔	✔	✔		✔	✔	✔				
Randy Ross	✔	✔	✔		✔	✔												
Joan Weideman	✔	✔	✔			✔			✔		✔	✔	✔				✔	
Rebecca Howarth	✔	✔	✔	✔									✔	✔		✔		✔
Sandy Mills	✔	✔	✔	✔									✔					
Karen Kee, MD										✔	✔		✔				✔	✔
Rachel Reimers	✔	✔	✔								✔							
Ryan Long	✔	✔	✔															
Jen Ly					✔						✔		✔	✔		✔		
Chris Romero																✔		
Eric Chávez			✔		✔				✔	✔	✔	✔	✔	✔			✔	
ADVISORS																		
Jim Lianides, PhD	✔	✔	✔			✔	✔					✔						
Karen Gnusti	✔	✔	✔			✔	✔			✔								✔
Mike Vasey, PhD				✔	✔						✔	✔	✔					
Jonathan Harris	✔	✔	✔	✔		✔							✔					

Oceanlight's Board and extended leadership team collectively hold these competencies at the highest levels. This breadth and depth of expertise ensures the school will be governed with professionalism, led with vision, and sustained through both strong operations and strong community support.

General Policies Regarding Board Composition

According to the Corporation's Bylaws, the number of directors shall be no less than five (5) and no more than fifteen (15). Each director shall hold office unless otherwise removed from office for three (3) years and until a successor director has been designated and qualified. At the end of their term, directors are eligible to be reappointed by a majority of the board.

In accordance with Education Code Section 47604(c), the County Board may at its election appoint a representative to sit on the Board who will have the right to participate on the Board of Directors as a full voting member. The County Board will have the sole right to appoint and remove such member. If the County Board chooses to do so, the Charter School shall appoint an additional member as necessary to ensure that the Board is maintained with an odd number of directors.

Method for Selecting Board Members and Relevant Qualifications

Whenever any vacancy occurs in the Board, it shall be filled without undue delay by the affirmative vote of a majority of the current directors at a regular or special meeting of the Board. The Board accepts applications on the Charter School webpage and seeks candidates who support the Charter School's curriculum, mission, vision, and philosophy.

Board Duties

The Board is responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:

- Approval of the annual budget, calendar, salary schedules, major fundraising events, and grant writing;
- Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Review and revise the school's Local Control Accountability Plan (LCAP)
- Approval of contracts over a certain threshold, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal);
- Approval of the Bylaws, resolutions, and policies of the Charter School's operations;
- Approval of all material revisions to the charter to be submitted to the County as necessary;
- Long-term strategic planning for the Charter School;
- Establishing Board committees as needed;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Hiring, supervising, and disciplining the Executive Director;
- Monitoring the performance of the Charter School and taking necessary actions to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School's independent fiscal audit;
- Participation as necessary in student expulsion matters;
- Increasing public awareness of the Charter School; and
- Fundraising efforts

The Board of Directors may initiate and carry out any program or activity that is not in conflict or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter School shall have no authority to enter into contracts for or on behalf of the County. All contracts entered into by the Charter School shall be the Charter School's sole responsibility. The County shall have no authority to enter into contracts on behalf of the Charter School without the Charter School's approval.

Board Meetings

The Board meets at least monthly (except for summer months) to review and act on its responsibilities. All meetings are held in accordance with the Brown Act and Education Code Section 47604.1(c).

All Board meetings are open to the public and each agenda includes time for parent, student, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality are held in closed session as provided under the Brown Act. Decisions made in closed session are reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the Bylaws and the Charter School agrees to adhere to the Brown Act.

The Board will adopt and adhere to a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 87100 et seq., Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, applicable conflict restrictions required by the Corporations Code, and which shall be updated with any charter school-specific conflict of interest laws or regulations conflicts restrictions that may be adopted in the future as applicable to the Charter School. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval. The Charter School shall also comply with the Public Records Act.

The Board meetings are led by a Board President, who is elected annually by the Board at the annual organizational meeting of the Board of Directors.

As long as a quorum exists as defined by the corporate Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board participates in training regarding ethics, board governance, the Brown Act, and conflict of interest laws, including as required by AB 1234 and AB 2158. (See Appendix E: Board By Laws)

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties with the exception of employment of the Head of School(s) or, once multiple school sites are open, the Executive Director (or equivalent), approval of Board policies, approval of the budget or budget revisions, approval of the fiscal audit, or purchases over $10,000. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board will not delegate management of the Corporation to any other Corporation. The Board intends to contract with a for-profit corporation for fiscal back-office services (i.e., accounts receivable/payable services, budget support, audit support, payroll). Under no circumstance may owners/shareholders, officers, directors, or employees of the back office service provider serve on the Board. The backoffice provider shall be contracted at commercially reasonable rates

typical of rates charged to charter schools throughout California. Negotiations for such contracts shall be at arms-length. Such contracts shall be available for inspection by the public and the County and shall be approved by the Board at a public meeting in compliance with the Brown Act.

Fiscal Policies and Controls

The Board shall adopt policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest, and to ensure the implementation and monitoring of such policies and controls, a copy of which is proposed to be adopted, is attached as Appendix G. The Board shall review these policies regularly and assess compliance with the same.

Executive Director

The Executive Director reports directly to the Board. The Executive Director will implement the strategy of the Corporation, and his/her key duties and responsibilities will include:

- Ultimate oversight and responsibility for efficient management, staff, and infrastructure, including the annual operating budget, supervision of Head(s) of School, and implementation of the multi-site model
- Attracting, developing, and retaining results-oriented, high-performing teachers and employees, and developing a productive, self-motivated, and inspiring work environment of empowerment;
- Working with the Board and leadership team to design multi-year programmatic, strategic plan, business plan, and subsequently, implementing them;
- Securing sources of funding from foundations, corporations, and individual donors;
- Facilitating communication and coordinating efforts between various possible Charter School groups, parents, and elected officials; and
- Serving as the face of the Charter School by representing it and the cause to key stakeholders, developing strategic partnerships, and leading marketing and development of a regional presence and reputation
- Attend meetings at the County as requested by the County and stay in direct contact with the County to assist the County in its oversight duties;
- Subject to Board action, hire, supervise and discipline all employees of the Charter School.
- Provide performance evaluations of all executive-level employees at least once annually;
- Prepare proposals of policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other Charter School matters;
- Communicate with the Charter School's legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;

- Write applications for grants;
- Provide all legally required financial reports to relevant bodies;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide leadership in the implementation of the curriculum;
- Oversee student disciplinary matters involving suspension or expulsion;
- Attend all Charter School Board meetings and attend as necessary County Board meetings;
- Foster an amicable relationship between the County on the one hand and the Charter School on the other, and facilitate the sharing of resources between both entities;
- Establish a communication model to facilitate communication among all the groups within the Charter School, between the Charter School and the County, and between the Charter School and the community at large;
- Develop the Charter School's annual performance report, School Accountability Report Card (SARC), and Local Control Accountability Plan (LCAP); and
- Present performance report to the Charter School Board and, upon review by the Charter School Board, present report to the County Board and the County Executive Director.

Head(s) of School/Principal(s)

The Head of School at each campus ensures that the curriculum is implemented in order to maximize student-learning experiences.[2] Each Head of Schoo works to ensure the orderly operation of the campus to which they are assigned and the supervision of all employees at their campus.

The Head of School is responsible for administering the day-to-day operations of the campus to which they are assigned, working with the Executive Director, on-site support services team, the County, parents, community members, and the other governing bodies specified by local and state law. Each Head of School's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Charter School and at their assigned campus in particular
- Supervise all employees of the Charter School at their assigned site and make recommendations to the Executive Director regarding the hiring of all Charter School employees at the site;
- Provide performance evaluations of all Charter School employees at their assigned site at least once annually;
- Prepare proposals of Charter School and site-specific policies for consideration by the Executive Director;

[2] Until the Charter School operates more than one campus, the Executive Director will serve the role of Executive Director and Head of School.

- Participate in the dispute resolution procedure and the complaint procedure when necessary, as applicable to their assigned campus;
- Provide assistance and coordination in the implementation of the curriculum;
- Oversee parent/student/teacher relations;
- Ensure that the needs of special education students are being met;
- Ensure that the needs of EL students are being met;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters at their assigned campus, subject to coordination with and supervision by the Executive Director;
- Coordinate the administration of standardized testing;
- Plan and coordinate student orientation;
- Site safety;
- Support the development of the Charter School's annual performance report, SARC, and LCAP;
- Facilitate Open House events.

The above duties may be delegated to the Support Services Team (see below) or contracted as approved by the Executive Director to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Support Services Team

Under the leadership of the Board and the direction of the Executive Director, the support services team will provide support services to the Charter School in the following areas: Finance, Compliance, Facilities, Human Resources, Safety, and Information Technology.

The support service team's duty is to serve the Charter School in a way that allows the Charter School to focus on student education.

The Charter School does not have nor does it plan to enter into any partnership with a for-profit organization or **Charter Management Organization (CMO)** that will influence the governance of the school.

Process for Parent or Guardian Involvement and Input in Governance

The Charter School shall utilize an Advisory Council that functions school-wide, with sub-councils at each site, functioning like a School Site Council, to ensure that parents and teachers are regularly consulted about the educational program and operations of the Charter School and have the ability to participate actively in the governance of the Charter School as a whole and at each site. The Charter School Advisory Council's actions shall be advisory to the Executive Director, Heads(s) of School and Board.

It is anticipated that the Charter School Advisory Council (Charter School-wide) shall be comprised of:

- Up to five (5) parents;
- Up to four (4) teachers;
- One (1) classified employee;
- Up to four (3) community members who are neither staff nor teachers at the Charter School;
- Executive Director of the Charter School or designee.

It is anticipated that Site Advisory Councils shall be comprised of:

- Up to three (3) parents;
- Up to two (2) teachers;
- One (1) classified employee;
- Up to one (1) community members who are neither staff nor teachers at the Charter School;
- Head of School of the Charter School or designee.

The Charter School Advisory Council, with input from the Site Advisory Councils, shall assist in developing the LCAP and provide advice to the Executive Director and Board regarding any item of the Charter School's operations or educational program. It shall be provided a copy of the financial audit provided to the County and all state assessment results so that it can play an active role in identifying any weaknesses in the educational program that need to be addressed.

Parents are highly and often encouraged to volunteer at the Charter School. Through an electronic communication tool, the Charter School will reach out to all parents to volunteer in various capacities, including correcting student work.

The Head of School at each site shall maintain a comprehensive list of volunteer opportunities. No student will be excluded from the Charter School or activities due to the failure of his or her parent or legal guardian to volunteer at the Charter School. Parents will be notified of the same in the Charter School's family handbook, which is distributed to parents annually.

The Executive Director and Head(s) of School also will hold monthly coffee meetings with parents and arrange for parent educational sessions.

ELEMENT F: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." Education Code § 47605.6(b)(5)(F).

EQUAL EMPLOYMENT OPPORTUNITY

The Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The Charter School shall screen, hire, and develop professional, effective and qualified personnel to serve in administrative, instructional, and support capacities. The recruitment process includes, but is not limited to: posting job descriptions on teacher hiring websites; promoting the Charter School at universities and their job fairs, community events and organizations, and through word-of-mouth through current staff. The screening process for new hires includes multiple interviews with a series of stakeholders and evaluation against hiring objectives and rubrics for the role. Teachers are asked to present a sample lesson. The Charter School reviews letters of recommendation and speaks with references. The relative merits of candidates are discussed amongst members of a hiring committee convened by the Executive Director, and the Executive Director makes a decision to hire, subject to approvals by the Board as required.

All Charter School staff will be of good character and will indicate a genuine interest in the educational program of the Charter School. Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Charter School with a criminal record summary as required by Education Code Section 44237. No employee shall commence employment prior to clearing the criminal background check and taking a tuberculosis ("TB") risk assessment and, if necessary, examination. All Charter School hiring practices will comply with federal and state anti-discrimination laws.

The Charter School understands that all of its employees and its employment practices shall be subject to and **comply with state and federal employment laws.**

Employee salary ranges and benefits for different positions can be found in Appendix H: Budget - Section 6

TEACHER CREDENTIALING REQUIREMENTS

The Charter School shall adhere to all requirements of the ESSA that are applicable to teachers and/or paraprofessional employees in charter schools.

The Charter School shall employ and retain teaching staff who hold the certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for that teacher's certificated assignment. As authorized under Education Code Section 47605.6(l), the Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. All teachers shall possess a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341. The Charter School does not distinguish between core and non-core assignments for

credential purposes; all teachers shall possess the appropriate certificate, permit, or other document issued by the CTC and as required by law for their certificated assignment.

In accordance with Education Code Section 48000(g), the Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one of the following:

1. At least 24 units in early childhood education, childhood development or both.
2. As determined by the Charter School, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in paragraph (1).
3. A child development teacher permit issued by the Commission on Teacher Credentialing.

Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing shall be maintained in the personnel file of each teacher and made available for inspection at the Charter School.

The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340 and 44341.

QUALIFICATIONS FOR ALL TEAM MEMBERS

Oceanlight School teachers and staff love teaching and learning. They find joy in their work. They have a strong affinity for STEAM, project-based, experiential learning, and environmental education. They build warm relationships with students, meeting children where they are in their educational journeys. Team members play a key role in supporting students and creating a safe and inclusive envrionment.

All job descriptions will include the following attributes:

- Commitment to Oceanlight's mission of creating a learning environment where every child is supported and valued
- Strong value for close collaboration between families, teachers, and staff to create a positive learning experience
- Demonstrated interest and knowledge of project-based, experiential learning, STEAM, and/or environmental education

All team members must have professional credentials as required for their position, education, and experience as required by their positions. Being bilingual is desirable, as are interests in art, gardening, outdoor activities, music, etc. Given the start-up nature of the School, flexibility and the willingness to perform other related duties as they arise are important attributes for all team members, as are communication skills and a commitment to collaboration. Finally, as required by law, all offers will be contingent on passing a background check, a LiveScan (fingerprinting) criminal record check, and providing proof of a clear TB test. Procedures for background check can be found in the Element G - Health and Safety.

All team members will be interviewed by panels that represent the school community, including teachers, parents, and staff as appropriate.

QUALIFICATIONS FOR KEY POSITIONS

The first Oceanlight site will be led by a Head of School who is hired and managed by the Board of Directors. The Head of School will then hire and manage the site staff (Site Manager, Community & Wellness Coordinator, facilities, and other student support functions), all teachers, and paraprofessionals.

When Oceanlight adds a second campus, we will hire an Executive Director to lead the full organization, and Heads of School at each site will report to the Executive Director The Board will then manage the Executive Director. For the first site, the Head of School and the Executive Director roles will be held by the same person.

Executive Director

The Executive Director is the chief executive responsible for managing Oceanlight School's operations at large.

Responsibilities:

- In conjunction with the Board of Directors, develop and implement a long-term strategy and the implementation of Oceanlight School's mission and vision
- Ensure that the School successfully attracts students and team members, enabling us to meet enrollment, performance, and financial goals
- Create and implement programs that foster academic achievement and family engagement
- Provide leadership, professional development, and foster a collaborative environment among teachers and site staff
- Implement, monitor, and maintain the School's special education program consistent with the School's goals and expected outcomes for special education students, in coordination with a SELPA (Special Education Local Plan Area)
- Maintain knowledge of current regulations pertaining to special education and ensure schoolwide compliance with the same
- Oversee the School's accounting, payroll, and procurement processes, with support from site staff and an outsourced back office firm
- Work closely with Oceanlight School's back office provider to ensure compliance with county, local, state, and federal reporting requirements
- Manages recruiting, employee onboarding, and exits, and ensures compliance with labor laws, regulations, and policies

Attributes & Qualifications:

- Familiarity with education law and regulations, including the Brown Act
- Experience launching a new venture or program, demonstrating the ability to organize, motivate, delegate, and manage
- Strong written and oral communication skills.
- Required:
    - Teaching credentials and a minimum of five years of teaching experience
    - Master's degree or higher, or bachelor's degree and substantial relevant experience leading a high-performing school

- At least eight years of experience in an executive school leadership role as a superintendent, executive director, or head of school
- Administrative credential strongly preferred

Head(s) of School/Principal(s)

The Head of School is the leader of a school site and is responsible for managing all staff and operations at that site.

Responsibilities:

- Hire, develop, support, guide, and evaluate teachers, paraprofessionals, and site staff, including professional development
- Together with the teachers and staff, promote academic success for all students, subgroups, and targeted student populations, including special education students (SPED), English learners (EL), and socioeconomically disadvantaged students
  - Monitor EL progress and implementation of strategies regarding the same
  - Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations for students with Individualized Education Programs (IEPs) and 504 plans
  - Lead Student Study Team (SST) meetings and follow up as needed
- Serve as an instructional team resource to teachers, staff, parents, and students
- Implement, supervise, and monitor core as well as supplemental instructional programs leading to continuous improvement and mastery of state standards
- Oversee assessment activities and data collection, including the English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), etc.
- Organize and implement the campus safety plan and ensure compliance with mandated child abuse reporting
- Oversight of extracurricular activities

Attributes & Qualifications:

Same as above for Executive Director, with the following adjustment.

- At least **five** years of experience in an executive school leadership role as a principal, executive director, or head of school

Teacher (General Education, All Grade Levels)

Teachers are the heart of Oceanlight School – they create the curriculum and the relationships that bring the community together. Oceanlight aims to create a collaborative and respectful environment that fosters joy in teaching and learning. We provide opportunities for growth, development, creativity, and leadership in the realms of project-based and experiential learning, STEAM, and family engagement.

Responsibilities:

- Collaborate with teachers, administrators, and families to create, implement, and iterate the curriculum and programs that align with the School's focus areas and learning modalities
- Classroom management that supports all learners and needs, including students with IEP, 504, and SST plans, EL students, etc.
- Develop and implement lesson plans and classroom activities that support student learning, aligned with state standards and Oceanlight School's learning pillars
- Administer testing regularly as required by Oceanlight School and relevant authorities

- Lead the classroom community, build relationships with students, families, and peers
- Participate in professional development and continuing education through trainings, classes, workshops, seminars, and on-the-job learning opportunities.
- Other duties as assigned

Attributes & Qualifications:

- Demonstrated effectiveness in teaching elementary and/or middle school students (as appropriate to specific role)
- Demonstrated understanding of developmental stages, social, and academic needs of students (based on grade level and/or specialty area)
- Experience and training serving SPED and EL students. Crosscultural, Language, and Academic Development (CLAD) authorization required.
- Experience and training in implementing the Multi-Tiered Support Structure (MTSS) are preferred
- In accordance with Education Code Section 47605.6(l), all teachers must hold a certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for the specific teacher's certificated assignment.
- Up-to-date CPR training certification
- Strong written and verbal communication skills; ability to collaborate with colleagues, families, and the community

Physical Education Teacher

The Physical Education (PE) Teacher promotes lifelong health, fitness, and wellness for TK-8 students through engaging, inclusive, and developmentally appropriate activities that foster teamwork, resilience, and respect for self and others.

Responsibilities:

- Plan and lead PE lessons that promote physical fitness, motor skills, and healthy lifestyles
- Create a safe, inclusive environment for diverse learners, including those with IEP/504 plans
- Integrate outdoor, nature-based, and environmental themes into physical activities
- Foster sportsmanship, teamwork, and social-emotional growth
- Collaborate with classroom and specialty teachers to connect physical activity to project-based learning
- Maintain and organize PE equipment and ensure safe use

Attributes & Qualifications:

- Bachelor's degree in Physical Education, Kinesiology, or related field; valid California teaching credential with PE authorization
- Experience teaching PE in TK-8 settings with knowledge of child development and age-appropriate activities
- Current CPR/First Aid certification
- Commitment to diversity, equity, inclusion, and culturally responsive instruction
- Strong collaboration, communication, and classroom management skills

Art Teacher

The Art Teacher inspires TK-8 students to explore creativity, self-expression, and cultural understanding through diverse artistic media, integrating environmental themes and connections to STEAM and project-based learning.

Responsibilities:

- Plan and deliver engaging, developmentally appropriate visual arts instruction for TK-8 students
- Integrate environmental themes, nature-based materials, and STEAM connections into art projects
- Foster creativity, self-expression, and cultural awareness through diverse media and techniques
- Maintain a safe, inclusive, and organized art classroom and manage supplies responsibly
- Collaborate with teachers to support project-based and interdisciplinary learning
- Display and celebrate student artwork in the school and community

Attributes & Qualifications:

- Bachelor's degree in Art Education, Fine Arts, or related field; valid California teaching credential with art authorization
- Experience teaching visual arts in TK-8 settings and knowledge of child development
- Commitment to diversity, equity, inclusion, and culturally responsive teaching
- Ability to inspire creativity and adapt instruction for varied learning styles and abilities
- Strong collaboration, communication, and classroom management skills

Environmental & STEAM Teacher

The Environmental & STEAM Teacher engages TK-8 students in hands-on, project-based learning that integrates science, technology, engineering, arts, and mathematics, fostering creativity, problem-solving, and environmental stewardship.

Responsibilities:

- Design and deliver interdisciplinary STEAM lessons that are inquiry-based and connected to real-world challenges
- Integrate environmental themes, sustainability, and nature-based learning into STEAM projects
- Use technology, tools, and materials safely and effectively to support student exploration
- Collaborate with classroom and specialty teachers on cross-curricular projects
- Differentiate instruction to meet diverse learning needs and abilities
- Facilitate student presentations, exhibitions, and community engagement in STEAM

Attributes & Qualifications:

- Bachelor's degree in a STEAM-related field or Education with STEAM emphasis; valid California teaching credential in relevant subject area or multi-subject credential as appropriate
- Experience teaching STEAM in TK-8 settings, including project-based and experiential learning
- Knowledge of current STEAM practices, tools, and technologies
- Commitment to diversity, equity, inclusion, and culturally responsive instruction
- Strong collaboration, communication, and classroom management skills

Music Teacher

The Music Teacher engages TK-8 students in the exploration of music through singing, instruments, composition, and performance, fostering creativity, cultural appreciation, and connections to STEAM and project-based learning.

Responsibilities:

- Plan and deliver developmentally appropriate music instruction in a variety of genres and styles
- Teach vocal and instrumental music, rhythm, notation, and basic music theory

- Integrate environmental themes, cultural traditions, and interdisciplinary connections into music activities
- Prepare students for performances, showcases, and school events
- Collaborate with teachers to connect music to broader project-based and STEAM learning
- Maintain a safe, inclusive, and organized music classroom and manage instruments and equipment

Attributes & Qualifications:

- Bachelor's degree in Music Education or related field; valid California teaching credential with music authorization
- Experience teaching music in TK-8 settings and knowledge of child development
- Ability to teach a range of instruments and vocal techniques
- Commitment to diversity, equity, inclusion, and culturally responsive instruction
- Strong collaboration, communication, and classroom management skills, Kinesiology, or related field; valid California teaching credential with PE authorization

Resource Specialist Program (RSP) Teacher

The RSP teacher will engage general education teachers, SPED paraprofessionals, and site staff to support students with varied learning styles and needs. The teacher will also serve as a case manager for IEP students.

Responsibilities:

- Collaborate with teachers, families, administrators, outside service professionals, and other special education team members to identify the needs and specific goals and objectives of each child's IEP
- Monitor the needs and progress of students with IEPs via observation and assessment, ensuring that their IEPs are updated when needed and as legally required
- Facilitate annual IEP meetings and progress reports (a school psych facilitates the tris and initial IEPs)
- Ensure that all documentation, notifications, meetings, assessments, etc. comply with state and federal requirements
- Provide regular progress reports that align with general education progress reports
- Create, disseminate, and provide training and support on special education procedures, protocols, and best practices to stakeholders
- Perhaps add something here about receiving training in intervention programs rather than the professional development statement

Attributes & Qualifications:

- Experience with and knowledge of special education assessment, planning, instruction, and evaluation regulations and best practices
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Familiarity with child cognitive development and different learning styles
- California Special Education Credential (Mild/Moderate, including Autism certificate) required
- Prefer 2+ years of experience working with students with special needs in an educational setting required
- Bachelor's degree required, master's degree in special education or related field preferred
- Strong written and verbal communication skills; ability to collaborate with colleagues, families, and the community

Instructional Support Roles

Instructional support employees assist the classroom teacher(s) in providing a high-quality, personalized education program for students.

Responsibilities:

- Support classroom systems/procedures and help manage student behavior to ensure all students are fully engaged in learning
- Help classroom teachers provide students and families with regular and timely information on classroom activities and student progress
- Help to track critical student information and maintain accurate student records, including attendance, in accordance with School procedures
- Identify unique student needs and collaborate with other team members and outside service providers to diagnose and address learning challenges
- Assist with planning and executing differentiated instruction for students with a variety of needs, including: parallel teaching, small group, and/or one-on-one instruction.

Attributes & Qualifications:

- Knowledge of child cognitive development and different learning styles
- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test required
- Bachelor's degree in education, teaching, or related field preferred
- At least one year of working with students as a teacher, teacher intern, or teaching assistant preferred

Special Education Paraprofessionals

Special Education Paraprofessionals assist the RSP teacher in supporting students with disabilities.

Responsibilities:

- Under the supervision of the RSP teacher, provide services, supports, and interventions directly to students with IEP and/or 504 plans, to ensure students meet academic and behavioral goals, provide 1:1 support to a student in the classroom, explain instructions to students, model appropriate behavior, and communicate regularly with the classroom teacher
- Help provide testing accommodations (e.g., supervise student testing in a separate location or during an extended time, etc.)
- Assist students and the classroom teacher in implementing a student's behavior plan
- Ensure that they stay up to date on professional development requirements

Attributes & Qualifications:

- At least one year of experience working with students as a teacher, teacher intern, or teaching assistant is preferred
- Knowledge of child cognitive development and different learning styles
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take the initiative to modify activities

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test required; Bachelor's degree in education, teaching, or related field preferred

Community & Wellness Coordinator

The Community & Wellness Coordinator helps build a strong community by bringing students, families, teachers, and staff together. They also take the lead on social-emotional learning programs, mental health awareness, and ensuring that socioeconomically disadvantaged and homeless students have access to support and services through the School and other local resources.

Responsibilities:

Student Support

- Monitor the academic progress, attendance, and social-emotional well-being of identified students, sharing information and reporting with administration and teachers as appropriate
- Coordinate with families to provide access to school supplies, technology, and basic needs to support learning both at school and at home
- Facilitate access to enrichment programs, tutoring, and after-school help
- Coordinate with contracted counseling services so students can access on-site sessions to address stress, anxiety, and other challenges related to financial hardship, bullying, friendship, neurodiversity, etc.
- Create social-emotional learning programs that build resilience, self-advocacy, and a positive identity

Family & Volunteer Support

- Regularly communicate with families about available resources, support, community events, etc.
- Provide parent workshops on supporting student learning at home and navigating school systems
- Provide referrals to local agencies for assistance with healthcare, housing stability, and public benefits
- Develop and implement programs to encourage and support families to volunteer in the classroom, at school, and on field trips
- Provide training to families and community volunteers
- Develop a system to track volunteers, required paperwork, training, and activities

Attributes & Qualifications:

- At least one year of experience working in community management, education, or a related field
- Knowledge of child cognitive development and different learning styles
- Flexibility and the ability to adapt to changing conditions
- Bachelor's degree preferred

Site Manager

The Site Manager manages the office, facilities, and student support. They ensure the school runs smoothly, efficiently, and safely.

Responsibilities:

- Manage all administrative tasks, including procurement, maintenance, supplies, etc.

- Handle correspondence (emails, phone calls, mail), scheduling meetings and appointments, managing calendars, and preparing documents (reports, presentations)
- Provide support to other employees, assist with onboarding and training new hires, and supervise administrative staff
- Oversee facility maintenance, liaise with vendors for cleaning, catering, and security services
- Implement and maintain policies and procedures, and ensure compliance with health and safety regulations
- Maintaining office files and records, ensuring data integrity and confidentiality.
- Oversee and manage the IT Coordinator, Maintenance, Nutrition Specialist, and Student Support Staff.
- Assist with the coordination of transportation for students with disabilities

Attributes & Qualifications:

- Excellent organizational and time management, ability to manage multiple tasks and priorities
- Strong written and verbal communication skills
- Ability to set up and manage technology platforms and services for multiple users
- 5+ years of experience in an office management or administrative role in an educational setting required
- Bachelor's degree preferred

IT Coordinator

The IT Coordinator ensures that Oceanlight's technology systems run smoothly, supporting teaching, learning, and school operations. This role manages day-to-day IT needs, coordinates with vendors, and helps staff and students use technology effectively.

Responsibilities:

- Manage hardware and software inventory, including devices, printers, and classroom technology
- Provide troubleshooting and technical support for staff and students
- Oversee internet, network, and security systems to ensure reliable and safe access
- Coordinate with external IT vendors for maintenance, upgrades, and specialized support
- Support implementation of the school's learning management system (LMS) and digital tools
- Train staff on technology use and promote effective integration into instruction
- Maintain data security and ensure compliance with privacy and cybersecurity policies
- Support standardized testing platforms and technology requirements

Attributes & Qualifications:

- Knowledge of school IT systems, networking, and common educational technology tools
- Strong troubleshooting and problem-solving skills
- Ability to communicate technical issues clearly to non-technical users
- Experience managing data security and student information systems
- Organized, responsive, and service-oriented approach
- Bachelor's degree or equivalent experience in information technology or related field

Maintenance

Maintenance staff create a clean school facility that provides a safe, secure, and comfortable environment conducive to student learning.

Responsibilities:

- Daily cleaning of the classrooms, hallways, cafeteria, and bathrooms
- Weekly and monthly deeper cleaning of certain areas on a rotating basis
- Minor facilities repairs and maintenance on a rotating schedule
- Documentation and tracking of cleaning, maintenance, facilities, supplies and equipment, and related costs

Attributes & Qualifications:

- 2-3 years of increasing level of custodial and maintenance experience
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools, and equipment
- High school diploma or GED required
- Ability to meet the physical requirements necessary to perform the required duties, including the ability to lift, carry, push, pull, and move heavy objects on a regular basis
- Ability to communicate effectively in verbal and written form, with both students and adults

Nutrition Specialist

The Nutrition Specialist supports the health and wellness of TK-8 students by developing and implementing nutritious meal programs, educating students on healthy eating habits, and promoting environmental sustainability in food practices.

Responsibilities:

- Oversee daily meal preparation and service, ensuring compliance with federal, state, and local school meal guidelines
- Order and manage inventory of food, beverages, and supplies
- Maintain safe food handling, storage, and sanitation practices in all kitchen and serving areas
- Coordinate with vendors, distributors, and staff to ensure timely and cost-effective delivery of goods
- Maintain accurate records for compliance, reporting, and reimbursement purposes
- Support a positive mealtime environment that encourages healthy eating and respectful behavior

Attributes & Qualifications:

- High school diploma or equivalent required; coursework or certification in food service management preferred
- Experience in institutional or school food service, including ordering and inventory management
- Knowledge of USDA school meal requirements and safe food handling practices
- Ability to lift and carry supplies, operate kitchen equipment, and work in a fast-paced environment
- Commitment to diversity, equity, inclusion, and serving all students respectfully
- Strong organizational, communication, and teamwork skills

Student Support Staff

The student support staff will provide clerical duties in the office and supervise students at recess and lunch. They will also support students' individual medical needs.

Responsibilities:

- Greet and assist walk-ins, visitors, students, parents/guardians, and staff in a professional manner

- Answer telephone calls, take messages, and/or route to the proper office/staff
- Receive, open, and route mail
- Answer questions regarding all aspects of the School, redirecting to appropriate staff for assistance as necessary
- Schedule IEPs and other relevant meetings
- Arrange daily coverages for IEPs and set up daily period-by-period teacher coverages as required
- Set up daily sign-in, login, and instructions for substitutes
- Call parents/guardians daily to verify early leaves, summon students to leave for appointments, and deliver items dropped off by parents/guardians to students
- Create and maintain documents. such as letters, reports, memorandums, bulletins, announcements, etc.
- Maintain the school calendar and update the school signage and website
- Assist in arranging for and coordinating school activities, field trips, and student activities transportation
- Prepare, compile, input, and maintain accurate and complete records and reports, including state reports, statistical and classification reports, student attendance and summary reports, custom queries, teacher grade files, daily student absences, early leaves, verification rosters, progress reports, report cards, staff attendance, enrollments, check-outs, cumulative files, transcripts, IEPs, 504s, health and emergency records, textbooks issued and school textbook inventory, and annual school property inventory

  Duties for recess and lunch supervision:

  The site staff observes and supports students during lunch and passing breaks to ensure a safe, secure, and comfortable environment conducive to student interaction and learning

  - Supervises students during lunch/recess and passing periods, including enforcing school rules, school boundaries, and school behavior expectations
  - Ensures a safe environment in the lunch room, school grounds, and/or parking lot
  - Works with other school staff to ensure a sufficient level of supervision coverage in all areas of the lunch room, school yards, and/or parking lot
  - Helps mediate and resolve conflicts between students
  - Administers first aid as needed
  - Helps keep the campus clean
  - Identifies any major security or safety hazards and major repair needs in the recess area and ensures safety rules are followed
  - Completes accident reports as needed

  Under the supervision of the Head of School, student support staff may provide a variety of health-related activities that can be performed by a non-medical professional. These services include:

  - Routine first aid for ill or injured students
  - Assistance with:
    - Administration of authorized medication
    - Provides authorized specialized physical health care procedures
    - Maintains accurate school health records
    - Completes reports in accordance with school law

Attributes & Qualifications:

- 2 or more years in a fast-paced, ever-changing administrative position; experience in a school environment preferred

- Strong organization, time management, and follow-up skills; high sense of urgency
- Demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team member
- Strong interpersonal and communication skills
- Possession of a valid and current First Aid Certificate issued by the American Red Cross, which includes CPR and AED training
- High school diploma or GED, supplemented by coursework in typing, record management, general office practices, and healthcare
- Bilingual – Spanish or Tagalog preferred

Back Office (Contracted)

The School will work with a firm that provides back-office services to charter schools. The Head of School will manage the contracted services, and the back office team will work closely with the Site Manager and other School staff as needed.

Responsibilities:

- Financial management and planning, including budgeting, planning, and reporting
- Accounting, including accounts payable, accounts receivable, cash management, general ledger maintenance, closing the books, and tax filing
- Human resources support, including payroll, compliance, and benefits administration
- Compliance and reporting for all relevant state and local authorities

Attributes & Qualifications:

- Demonstrated experience managing back office activities for charter schools in the State of California

Qualifications of Other Personnel

All other staff members shall meet the basic criteria for employment as identified by the Board and shall possess those qualities held by reference to “employees” above. All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All staff members, including teachers, will be interviewed by a panel put together by the administrative team.

PERSONNEL POLICIES

The Charter School implements personnel policies that are periodically reviewed by the Board and the Charter School’s legal counsel for compliance with applicable law.

EVALUATION PROCEDURE

Each Head of School shall observe and evaluate staff at their respective campus using Board-adopted standards. The purpose of the performance evaluation system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment shall include, but is not limited to:

- An analysis of student achievement based on student performance on standardized tests and other specific assessments;
- Observations by the Head of School or a designee in professional settings;
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- A self-assessment based on adherence to the vision and mission of the Charter School;
- Community presence and involvement, including frequency of parent contact; and
- An analysis of parent and student surveys to be collected in the spring of the year.

The Head of School shall be evaluated by the Executive Director using a Board-adopted evaluation framework and system. The Executive Director seeks to maintain the highest standards of integrity in all Charter School operations in addition to excellent student test scores. As a result, the Executive Director implements an evaluation system that includes, but is not limited to:

- An analysis of student achievement based on student performance on standardized and other specific assessments;
- A self-assessment based on adherence to the vision and mission of the Charter School;
- Observations by the Executive Director or designee in professional settings;
- Community presence and involvement, including frequency of parent contact;
- Clean financial audits; and
- Enrollment growth.

The Executive Director shall be evaluated by the Board using a merit-based evaluation framework and system that corresponds to the job responsibilities of the Executive Director and the operational and academic goals and objectives of the Charter School.

The procedures regarding termination shall be subject to negotiation with labor partners in the event of a collective bargaining agreement. In the absence of a collective bargaining agreement, employment shall be at-will by default. Reasons for at-will termination are consistent with lawful reasons for terminating at-will employment, e.g., performance, violation of policies, issues of moral turpitude, fiscal reasons, etc. As addressed throughout this document, no employee shall be subject to adverse employment actions for discriminatory or otherwise unlawful reasons.

HOW TEACHERS WILL LEARN THE CURRICULA

Please refer to the Professional Development Plan in Element A.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.
Education Code Section 47605.6(b)(5)(G)

In order to provide safety for all students and staff, the Charter School shall adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies and procedures shall be incorporated into the Charter School's Student-Family Handbook and Employee Handbook and shall be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall develop an emergency preparedness plan with parent, guardian, and staff input that outlines responses to natural disasters and emergencies, including seismic safety (structural integrity and earthquake preparedness), fire, evacuation procedures, and drill schedule. The Charter School ensures that staff are trained annually in the health and safety policies and emergency preparedness plan. Copies of these policies and procedures shall be available to the County Office and County Board for review upon request.

The following is a summary of the health and safety policies that shall be adopted and maintained by the Charter School:

Procedures for Background Checks

As required by Education Code Sections 44237 and 45125.1, the Charter School shall require all employees of the Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall also comply with the provisions of AB 2534 (2024) requiring charter schools to inquire about any credible complaints or investigations related to egregious misconduct against applicants for employment. The Charter School shall maintain on file and available for inspection evidence that the Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The Executive Director shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chairperson will monitor the fingerprinting and background clearance of the Executive Director.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters ("mandated reporter") and will follow all applicable reporting laws, and follow the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Charter School shall also require any vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service and every four years, in accordance with Education Code Section 49406. Charter School shall maintain TB clearance records and certifications on file.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will contract for such screenings with outside providers on a fee-for service basis, with qualifications meeting the requirements of Education Code Section 49452 et seq. The Charter School will utilize the CDE's "Standards for Scoliosis Screening in Public Schools," "Standards for Vision Testing in Public Schools," and CDE's and the California Department of Health Services' resources on hearing screening/audiometry when selecting screening providers and supervising the screening process. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the California Department of Education's model policy, as revised.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock its restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess to students in grades TK-6, and to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety

and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibit students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents/guardians, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents
- If the comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, procedures that comply with Section 32282(a)(2)(K)(i)-(iv)
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive **training in emergency response, including appropriate "first responder" training** or its equivalent, and first aid response (e.g., EpiPen usage, defibrillator).

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, e.g., to ensure seismic safety. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness, will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Sports Injuries

The Charter School shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the Charter School.

Family Educational Rights and Privacy Act

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act at all times.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) , if applicable, relating to background checks, testing, and requirements for individuals and companies providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions and incorporates the standardized guidelines developed by CDE.

ELEMENT H: BALANCED ENROLLMENT

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." Education Code § 47605.6(b)(5)(H).

STRATEGIES TO ACHIEVE A BALANCE OF STUDENTS REFLECTIVE OF THE GENERAL POPULATION

Open Houses and Informational Meetings

The Charter School intends to host open houses and community informational meetings so that interested parents, guardians, and community members can learn about the opportunities that are provided by the Charter School. Information for each of these open houses and informational meetings is distributed via flyers in English and Spanish, the Charter School's website, and word of mouth. Dates and times for the open houses and informational meetings are scheduled for both daytime and evening to maximize the number of parents who are able to attend. Flyers will be posted at public libraries and community centers in neighborhoods throughout the County that are home to residents who speak languages other than English and are members of races and ethnicities reflecting the diversity of the County. The Charter School intends to provide interpreters through the Diversity Leadership Group as needed to enable parents/guardians who do not speak English to participate in these events.

Host Community Events

Oceanlight School intends to host community events and conduct outreach for those events that are targeted to encourage attendance by racial and ethnic pupils, special education pupils, and English learner pupils, reflective of the population of the County. The Diversity Leadership Group will include representation from all these different demographics and will act as a bridge as needed for families who do not speak English to participate and feel included at these events.

Social Media and Online Advertising

The Charter School intends to design a website for interested parents and community members to visit to learn more about the school, translated into languages commonly spoken in the County, and which demonstrates the Charter School's commitment to serving racial and ethnic pupils, special education pupils, and English learner pupils, reflective of the population in the County.

The Charter School will also maintain social media accounts and post content in languages spoken in the County, as appropriate, to be visible to families of racial and ethnic pupils, special education pupils, and English learner pupils, reflective of the population of the County.

Advertising

The Charter School may use direct mail and print advertising, and seek to obtain earned media, designed to be visible to families of racial and ethnic pupils, special education pupils, and English learner pupils, reflective of the population of the County.

Word of Mouth

Oceanlight School recognizes that its most powerful assets in recruiting students across a diverse array of communities is its existing families and stakeholders who are members of those diverse communities. We intend to support those families and stakeholders in communicating to their respective communities about the opportunities offered by the Charter School and to encourage admission and enrollment through those channels.

Ongoing Recruitment and Outreach

Oceanlight School shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School, as well as students with disabilities, and EL students, and continuously monitor that balance against the general population of the County, and implement recruitment strategies tailored towards those subgroups that may be underrepresented at the Charter School.

For a more detailed plan for reaching balanced enrollment, please refer to the Appendix J: Community Outreach Plan that is being developed and executed on.

Maintaining a Student Population Balance

As indicated in Element A, Oceanlight School intends to offer a compelling and rich curriculum and robust academic interventions and strategies that are designed to engage and support English learners, disabled students, and students of diverse racial and ethnic backgrounds. Element A describes the value of the Oceanlights model, which will help the school maintain a student population balance once achieved.

Oceanlight School intends to employ staff members in key positions that will support the unique needs of these communities, including a wellness and community coordinator, special education teachers, teachers with CLAD authorizations, and administrative roles that focus on the success of all student subgroups.

ELEMENT I: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved." Education Code § 47605.6(b)(5)(I).

An annual independent fiscal audit of the books and records of the Oceanlight School will be conducted as required under Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Oceanlight School and the Corporation will be kept in accordance with **generally accepted accounting principles**, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Charter School shall also comply with County policies pertaining to audit requirements for charter schools.

Oceanlight will contract with a reputable charter school back-office service provider with experience in California charter school accounting and reporting. The Executive Director and Treasurer will oversee the work of the back-office provider and will require that all restricted fund receipts and expenditures are tracked in an accounting system that accommodates the SACS chart of accounts. The staff and board will review the financials at least monthly in a format that aligns with SACS and will monitor restricted spending on an income statement broken out by resource code at least quarterly, and more often if spending is not tracking at the quarterly check in. The school will work with the back-office provider to ensure that interim reports are submitted on a timely basis following the state schedule or a reasonable modified schedule as proposed by the authorizer to allow for review.

The annual audit will be completed and forwarded to the County Executive Director, the State Controller, and the CDE by the **15th of December of each year.** The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the e**xceptions and deficiencies** have been or will be resolved to the satisfaction of the County, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is a **public record** to be provided to the public upon request.

Procedures

The Board of Directors **appoints an Audit Committee** by January 1 of each year. The Audit Committee may include persons who are not members of the board, but may not include any Charter School staff. In addition, any person with expenditure authorization or recording responsibilities employed by the Charter School may not serve on the committee.

The Audit Committee is responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Executive Director is responsible for working with the auditor to complete the audit.

The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.

The Board of Directors reviews and approves the audit no later than December 15.

The Executive Director is responsible for submitting the audit to all required agencies no later than December 15. The Audit Committee reviews any audit exceptions or deficiencies and reports recommendations on resolution to the Board. The Board reports to the County regarding how exceptions and deficiencies have been or will be resolved.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

1. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

2. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth in the native language of the homeless of foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

iv. A foster child's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and related information.

Education Code Section 47605.6(b)(5)(J)

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and well-being of all students at Oceanlight School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and

procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to an **annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals,** and may modify the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto, so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations and the **student code of conduct** consistent with this policy and its procedures, i.e., the code of conduct shall prohibit the conduct that is subject to discipline under this policy and the Charter School's core expectations for students related to civility, kindness, good citizenship, and respect, and consistent with the description of the program in Element A.

In general, the Charter School will look to avoid suspension and expulsion by resolving student behavioral challenges through MTSS described in Element A, to the greatest extent possible and best practices related to social-emotional learning and the incorporation of **restorative justice techniques**. Suspension and expulsion remedies are sometimes unavoidable based on the nature of the offense (e.g., bringing a dangerous weapon to school), however, offenses that indicate suspension on a discretionary basis should, in general, be addressed without suspension whenever possible, and in particular, for first-time offenses or situations where MTSS strategies can be pursued. Consistent with the Charter School's values as described in the Executive Summary and Element A, discipline shall be highly individualized and designed to support student growth through an active partnership among administration, staff, teachers, and parents to understand and address the root cause of behavioral challenges.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their **parents/guardians[3] are notified in writing** upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when

[3] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct, which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses. Students may be suspended or expelled when the Executive Director or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except in self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

(1)"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site, including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible

impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person

b) Willfully used force or violence upon the person of another, except in self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a

school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

(1)"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or

harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health

iii) Causing a reasonable student to experience substantial interference with their academic performance.

iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2)"Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i) A message, text, sound, video, or image.

ii) A post on a social network Internet Web site, including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii) An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual

recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

    b. Brandished a knife at another person.

    c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

    d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an

unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

   The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student, and shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian, at the conference.

2. Notice to Parents/Guardians

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student’s parent/guardian may be invited to a conference to determine if the

suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the Executive Director following a hearing before it. An Administrative Panel appointed by the Executive Director shall consist of at least three (3) members who do not have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Executive Director or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA").)

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or

other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

I. Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous

educational program.

J. Written Notice to Expel

The Executive Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

If a pupil is expelled, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. Code Section 47605.6(e)(3)]. The notification shall occur by written letter, delivered via a method that provides for delivery confirmation.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion.

The Board of Directors' decision to expel shall be final—there is no further appeal.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Executive Director at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the

Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Involvement of School DIstricts and County in Discipline

Except to the extent that a student's school district of residence and the County is eligible to receive notice related to a student expulsion, and separate and apart from the Charter School's commitment to working with the student's school district of residence and the County to ensure the expelled student enrolls in an appropriate alternative educational program (see subsection M above), school districts and the County shall have no role in the disciplinary process, e.g., in hearing appeals from expulsions. The foregoing is not intended to and does not preclude the County from exercising its oversight role of the Charter School as specified in the Education Code, e.g., issuing notices of concern or notices to cure related to disciplinary matters

S. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student whom the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's Individualized Education Plan (IEP) would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination, before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or

the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

   Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

   The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

   b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

   c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

   The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

   A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was

disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined not to be eligible.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code § 47605.6(b)(5)(K).

Oceanlight School will participate in the California State Retirement Systems and offer employees access to the same pension programs available in other public schools in San Mateo County. Administration and certificated staff will be enrolled in the California State Teachers' Retirement System (CalSTRS), classified staff in the California Public Employees' Retirement System (CalPERS). The school will contribute at the legally required employer rates. In addition, the school will offer an optional 403(b) plan without an employer match. Oceanlight School is committed to providing competitive retirement benefits in alignment with local public districts. Employees may participate in Medicare consistent with federal eligibility rules; the Charter School shall make all payroll contributions towards the same as legally required of employers.

Oceanlight will make all retirement contributions that are legally required of the employer, which may include CalSTRS, CalPERS, Social Security, and unemployment insurance. Appropriate staff or back office contractors under the supervision of the Executive Director are responsible for ensuring that all mandatory contributions and deductions are made for all employees in conformance with applicable laws and regulations. Employees will accumulate service credit years in the same manner as all other members of such plans. For the avoidance of doubt, the Charter School affirms that it will comply with Education Code Section 47611.

As a new charter school that has not yet been approved, there is not yet a bargaining unit, and it is the choice of the employees how they may wish to collectively bargain. It is the choice of employees whether they wish to form their own collective bargaining unit or union or join an existing collective bargaining unit or union. The Charter School will comply with all applicable laws regarding labor relations and bargaining and respect the choices of its employees with respect to whether and how they wish to organize.

In the absence of a collective bargaining agreement, the Charter School's Board will set salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, workday and year, with the input of employees. In the case of a collective bargaining unit, the Board will negotiate with the applicable bargaining representative in good faith.

With respect to labor procedures, resolution of complaints/grievances, and ensuring due process, those issues are subject to bargaining in the event that employees choose to do so. In the absence of a bargaining unit, the Board of Directors will set those policies and incorporate them in employment agreements and the employee handbook, following feedback from employees. The Charter School is attaching, as a framework, a model approach in the absence of a collective bargaining agreement. (See Appendix N-3)

The procedures regarding termination shall be subject to negotiation with labor partners in the event of a collective bargaining agreement. In the absence of a collective bargaining agreement, employment shall be at-will by default.

The Charter School also refers the County to Element F with respect to matters concerning the employment relationship between Oceanlight School and its employees..

ELEMENT L: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter." Education Code § 47605.6(b)(5)(L).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within The Charter School in accordance with the Charter School's policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff, Board of Directors, and representatives of the County agree to attempt to resolve all disputes regarding this charter in accordance with the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, subject to the Charter School's and the County's respective obligations under the Brown Act

It is anticipated that the County and the Charter School will maintain and enjoy a mutually beneficial and cooperative relationship.

The Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

Disputes Between the Charter School and the County

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to adopt the **County's preferred dispute resolution language**, and that language shall be deemed incorporated herein. No standard dispute resolution language was published by the County as of the time of this submission.

The Charter School and the County will attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of any dispute arising between the Charter School and the County, the Executive Director and the County Executive Director, or their respective designees, shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the County and the Charter School shall then convene a committee composed of two members of the Board of Education for the County, two members of the Charter School's Board of Directors, along with one staff member from both the County and the Charter School. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall meet to determine the format of the mediation session and select a mutually acceptable

mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the State Mediation and Conciliation Service to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School

If the County believes that the issue could result in revocation, that should be noted in the notice to the Charter School. In such an event, the County shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

Internal Dispute Resolution

The Board has created an internal dispute resolution procedure to be used by students, parents, volunteers, Charter School personnel, and Board members.

All members of the Charter School community are provided with a copy of the Charter School's internal dispute resolution procedure. The Board shall have authority to make final determinations regarding all internal disputes.

The Charter School shall also maintain a Uniform Complaint Procedure as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. Under the direction of the Board, the Executive Director is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

The basic rules of the complaint resolution processes are addressed in the attached General Complaint Policy and Uniform Complaint Procedure (Appendix N-2). The extent to which results are binding depends on the remedies involved in the resolution of the complaint; resolutions that require contractual agreements or polices or changes to policies are subject to Board approval and thereby become binding. In some cases, results may not be binding until litigation and/or administrative appeals are exhausted, e.g., where the CDE has made a determination on a UCP appeal.

The County agrees to refer all complaints regarding the Charter School's operations to the Executive Director for resolution in accordance with the Charter School's adopted policies. In the event that the policies and processes fail to resolve the dispute, the County agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

ELEMENT M: ADMISSIONS POLICIES AND PROCEDURES

"Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e)." Education Code § 47605.6(b)(5)(M).

The Charter School will actively recruit a diverse student population from throughout San Mateo County. Admission to the Charter School shall be open to any resident of the state of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the Oceanlight School. The Charter School will comply with all laws establishing minimum and maximum ages for public school attendance in charter schools.

Oceanlight School will be nonsectarian in its programs, admission policies, and all other operations.

The Charter School does not charge tuition or discriminate on the basis of the characteristics listed in Section 47605.6(e)(1) of the Education Code or Section 422.55 of the Penal Code.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the State.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. **Volunteering is not required** at all as a criteria for admission or continued enrollment. This will be stated on application forms and in the student-parent handbook that is distributed to parents/guardians annually at the beginning of each school year.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School **shall not discourage a pupil from enrolling or seeking to enroll** in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii).

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Oceanlight School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an **application form** including only the name of the student, parent/guardian contact information, grade level for enrollment, a designation of any admission preferences for which the student may qualify, and the campus(es) to which the student seeks to attend, ranked in order of preference. Verification of eligibility for preference will occur after the lottery process but before the enrollment process is complete. After admission, students are required to submit an enrollment packet, which shall include the following:

- Completion of a student registration form and attachment of documents supporting any admission preferences;
- Proof of Immunization;

- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Release of records, although the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment

If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district [by e-mail] of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

The Charter School will develop and distribute a student/parent handbook to be available for review by parents/guardians prior to the deadline to accept an admission offer. The Charter School will provide a copy to the County at that time as well. The Charter School does not require a contract for enrollment other than an acknowledgement of the policies adopted by the Charter School and the standards articulated in the handbook.

Random Drawing

Oceanlight School welcomes families and students from diverse backgrounds. Should the number of applications for any grade level exceed the number of spaces available, a fair and open lottery will be held.

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Information about the lottery process, including timelines, will be posted in English, Spanish and other primary languages for the population being served on the Charter School's website, on social media accounts, at each campus, and at public locations in San Mateo County consistent with the Charter School's recruitment strategies as described in Element H. All promotional material shall clearly state the charter school will serve ALL students. Following the open enrollment period each year, applications are counted to determine whether any grade level at any campus has received more applications than availability. In the event that this happens, the Charter School holds a separate random drawing (or "lottery") for each campus to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year at the campus they currently attend. Admission preferences in the case of a random drawing shall be given to the following students in the following order:

1. Children of teachers and staff (up to 10% of total enrollment across the entire school, not per grade)
2. Children and grandchildren of the Oceanlight School Founding Board and Founding Team, as identified in the initial charter, to recognize our hard-working founders.
3. Students who are children or grandchildren of current Board members
4. Children of "Supporting Families" as defined as those who sign the Oceanlight charter petition with a "meaningful intent to enroll" in our first year of operation. (Only for inaugural school year)
5. Siblings of students already enrolled and attending Oceanlight School.
6. Siblings of students admitted but not yet enrolled in Oceanlight School.
7. Homeless and foster students
8. Students who are residents of the County of San Mateo County

9. All other applicants

The Charter School and the county agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

- Being a “Teacher or staff”, “Founding Board” Member, “Founding Team” Member, “Current Board”, or a “Supporting Family” is not a guarantee of their child's admission to the Charter School.
- The admission preference will be applicable to all children, wards, or grandchildren of the Founding Team, even if the children do not begin attending Oceanlight School until after Oceanlight's first year of operations.
- “Founding Team” or “Founding Board” status may not be transferred or delegated to another individual or family.
- The Head of School, or Executive Director when we have multiple campuses, is responsible for ensuring that the lottery is conducted fairly and enrollment procedures are followed, with oversight from the board.
- Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Administrator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location or virtually using reputable lottery software. Lotteries will be conducted in descending order, beginning with the highest applicable grade level.
  There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.
  At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the Oceanlight School year. In no circumstance will a waitlist carry over to the following school year. Families may reapply.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary.

January – March	Application forms available at school administrative office or online at the Charter School’s website.
First week of March	All application forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
Last week of April	Admission notification and enrollment packets distributed to parents/guardians of children who were drawn in the public random drawing.

Approximately 2 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements, and proof of withdrawal from prior school and district of residence.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school." Education Code § 47605.6(b)(5)(N).

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend the public school within the attendance area of their school district of residence or otherwise as provided by the policies of that school district, or at another school within their district of residence, or at another school district, through applicable intra- and inter-district transfer policies, or schools operated by the County, as applicable, according to County policy. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT O: RIGHTS OF DISTRICT/COUNTY EMPLOYEES

"The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school." Education Code § 47605.6(b)(5)(O).

No public school district or County employee shall be required to work at the Charter School. Employees of the County or any school district who leave County or school district employment to work at the Charter School and who later wish to return to the County or school district shall be treated the same as any other former County or school district employee seeking reemployment. The Charter School shall not have any authority to confer any rights to return on County or school district employees. However, County employees and school district employees may have rights under County or school district collective bargaining agreements, procedures, and policies as they may be amended from time to time. The Charter School makes no representations as to any such rights.

Sick or vacation leave or years of service credit at the County or any school district will not be transferred to the Charter School unless contractually agreed-upon by the Charter School or bargained for in a collective bargaining agreement. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

As addressed earlier, because the Charter School is not yet operational as of the submission of this petition, there is no bargaining unit applicable to employees; however, the Charter School affirms that it will comply with all laws and regulations related to collective bargaining and respect the decision of employees to form one or more bargaining units or to affiliate with an existing union. The issue of whether an existing bargaining contract would apply would be subject to negotiation if a bargaining unit applicable to the Charter School's employees makes such a request. The issue of whether charter school employees would continue to earn service credit at other local educational agencies while employed by the Charter School is not guaranteed by the Charter School, as such credit issues are within the control of applicable policies and collective bargaining agreements of other local educational agencies.

In general, full-time administrative and certificated employees will be paid on a salary basis, provided that their role qualifies as exempt from overtime laws within applicable state and federal laws, regulations, and agency guidance. Part-time certificated employees may be subject to hourly pay arrangements on a case-by-case basis. Such terms related to pay for full-time and part-time employees may be subject to bargaining in the event employees form or otherwise join a bargaining unit. In general, classified employees will be paid on an hourly basis in compliance with applicable state and federal laws, regulations, and agency guidance, including as such relates to minimum wages, breaks, and overtime, among other topics. Again, such terms may be subject to bargaining as applicable.

With respect to the status of employment, while the default status shall be at-will employment, the Charter School is willing to bargain for a different status in the context of negotiating and establishing a collective bargaining agreement or in contract negotiations outside of a collective bargaining agreement.

The Charter School shall be responsible for paying the employer portion of all applicable payroll taxes (e.g., FICA).

Applicable employee rights and expectations will be communicated in an employee handbook, a copy of which will be made available to prospective employees for review through information included with the job posting. Employee rights may also be subject to bargaining and addressed in a collective bargaining agreement, as applicable, a copy of which would be made available to prospective employees with the job posting.

ELEMENT P: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records." Education Code § 47605.6(b)(5)(P).

Closure Protocol

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store the original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

SUPPLEMENTAL CRITERIA

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code § 47605.6(h).

Attached as Appendix H: Budget is the Charter School's projected first year budget, including startup costs and five-year financial projections and cash flow with budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Executive Director of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, CDE and the County Executive Director of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County.

ADMINISTRATIVE SERVICES

"[T]he manner in which administrative services of the charter school are to be provided." Education Code § 47605.6(h).

The support services team and the Executive Director assume the lead responsibility for administering the Charter School under the policies adopted by the Board. The Charter School will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Charter School plans to contract with Edtec, an experienced business and development company specializing in charter schools, for administrative and "back office" services, including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting, Including Reporting Required of a 501(c)(3) Corporation
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management, as applicable
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Filings Related to 501(c)(3) Status Property Tax Exemptions Filings

In partnership with its back-office provider, the Charter School will employ appropriate fiscal practices and controls consistent with Board policy, the California School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team, the California School Accounting Manual published by the CDE, the Guide for Annual Audits published by the Education Audit Appeals Panel, conform to generally accepted accounting principles, standards promulgated by the Financial Accounting Standards Board as it relates to financial reporting by a nonprofit corporation, and applicable laws, regulations, and bulletins, issued by local, state or federal tax authorities, including the Internal Revenue Service, related to operation and reporting by a nonprofit corporation. In addition to generating reports

required of a California charter school, the Charter School affirms that it will prepare all fiscal reports required of nonprofit corporations operating under 501(c)(3) status.

The Charter School may also have a need to contract for outside services in the following areas: curriculum development services; management services; marketing, public relations, and advertising services; and technology services.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The Charter School shall maintain policies that ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Charter School will promptly respond to all reasonable inquiries from the County, including inquiries regarding its financial records.

CIVIL LIABILITY

"[P]otential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education." Education Code § 47605.6(h).

The Charter School shall be operated by the Corporation. This Corporation shall be organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall agree to indemnify, defend, and hold harmless the County for the actions of the Charter School under this charter. At this time, the Charter School does not intend to purchase services from the County. Absent a memorandum of understanding, the following indemnity shall apply:

The Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the County, including its County Board members, officers, directors, employees, , agents, representatives, volunteers, successors and assigns (collectively, the "Indemnified Parties") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Indemnified Parties that is asserted or claimed by any third person, or entity arising out of, or in connection with, the Charter School's performance under this its Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by the Charter School, its Board of Directors, administrators, employees, agents, representatives, authorized volunteers, successors, or assigns. This indemnity, defense and hold harmless provision shall exclude any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the County,

caused negligence, fraud, willful injury, violation of law, or by any intentional acts of the County, including its officers, directors, or employees. This indemnification clause shall survive termination of the charter.

The Charter School's operations shall cause no liability to any school district where the Charter School operates facilities. If the Charter School utilizes any school district facilities or services, the Charter School will enter into an appropriate agreement with that school district providing for indemnity along the lines of the above.

The corporate bylaws of the Corporation provide for indemnification of the Board of Directors, officers, agents, and employees, and the Charter School maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts are determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The County is named as an additional insured on the general liability insurance of the Charter School. Again, at a minimum, insurance coverage shall meet County risk management standards.

The Board of Directors of the Corporation institutes appropriate risk management practices that will further limit any theoretical impacts on the County and school districts, as described above, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLAN

The financial plan is detailed in Appendix H: Budget. It includes:

- Startup costs in Section 1
- Five-year financial projections in the introduction
- Five-year cash flow projections in Section 7

LABOR RELATIONS

The Charter School declares that North Peninsula Charter School Inc. shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)] The Charter School reiterates its understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so. The Charter School incorporates by reference its discussion of the terms of employment and employee rights addressed in Elements K and O.

PLANNING ASSUMPTIONS

The Planning Assumptions include:

- The number and types of students found in the Enrollment section of Element A
- All the following items can be found in Appendix H: Budget, in the noted section, with further details available in the budget
    - The introduction covers assumptions for major items and reasonable market-based ranges
    - Section 3: Revenue Assumptions
        - State and federal funding guidelines
        - Revenue from donations, grants, and fundraisers is less than 10% of ongoing operational costs

        - The school will participate in the National School Lunch Program
        - The timeline allows for grant applications to be submitted and funded
    - Section 5: Facilities Plan includes the size, constraints, and budget for the facilities
    - Section 6. Staffing & Operations
        - The number of staff
        - The teacher-to-student ratio

START-UP COSTS

Start-up costs are identified in Appendix H: Budget, in the following sections, with additional information in the budget itself.

- Section 1: Startup Costs
    - Staffing
    - Facilities
    - Equipment & Supplies
    - Professional Services
- Potential funding sources and timelines are noted in Section 3: Revenue
- Section 5: Facilities Plan aligns with Element G: Location.

ANNUAL OPERATING BUDGET

The Annual Operating Budget:

- Clearly identifies annual revenues by source and expenditures by destination, using object codes
- Revenues incorporate:
    - Applicable state and federal funding formulas - see Rates tab
    - Restricted funds, general operating funds, etc.- 8000 Account Series
    - Projected premised in 95% ADA
    - Restricted revenues are: all Federal revenues, state Special Ed (8381), Child nutrition (8520), Prop 28 Art and Music (8591), and ELOP (8593)
- Expenditures reflect:
    - Element G: Location
    - Prevailing or market costs as described in Appendix H: Budget
    - Sufficient insurance to name SMCOE as also insured/hold harmless agreement - Account 5400 Insurance
    - Reasonably expected legal services - Account 5845 Legal Fees
    - Special Education excess costs are consistent with current experience in the county and vary, year by year, driven in part by when the second SPED teacher is added, but the excess cost in Year 2-6 is $80k, $44K, $127K, $131K, and $335K
    - Insurance as described below, with costs detailed in Account 5400 Insurance
- Cash assumptions include
    - A projected ending balance goal of 20%
    - A balanced budget throughout the five year projections

CASH FLOW ANALYSIS

The Cash Flow Analysis in the Appendix H: Budget includes:

- Monthly projection of revenue receipts in line with state and federal funding disbursements
- Expenditures projected by month, corresponding with typical and reasonable payment schedules
- A positive fund balance each month with identified sources of working capital

LONG-TERM PLAN

The longer-term financial plan in the Appendix H: Budget includes:

- Revenues and expenditures for a total of six years, including year 0, a pre-operating and planning year
- Revenue assumptions are based on:
    - Reasonable potential growth in state and federal revenues - Rates tab
    - Reasonable student growth projections - MYP tab, enrollment breakdown
- Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions - Rates tab
- Projected annual fund balances are positive - Cash Flow tab

GRADE LEVEL, GEOGRAPHIC, AND SITE LIMITATIONS

Oceanlight School's charter petition seeks authorization to operate as a multi-site charter school under the countywide benefit provisions of Education Code §47605.6. As such, the school seeks authorization to operate anywhere within San Mateo County, rather than being limited to the jurisdictional boundaries of a single local district. The Petition identifies that its first site will be located either within the Pacifica School District, Jefferson Elementary School District, or San Bruno Park School District, with future expansion planned into the South San Francisco Unified School District to serve families equitably across Northern San Mateo County. The Petition also affirms that its TK–8 grade span is consistent with the grade levels served by these districts.

ANNUAL FINANCIAL REPORT

The Petition addresses this requirement in Element I: Annual Financial Audit, where it specifies that Oceanlight School will undergo an annual independent fiscal audit in compliance with Education Code § 47605.6. The Petition further commits to submitting the completed audit to the County, the State Controller, and the California Department of Education by December 15 each year, thereby ensuring that the authorizer receives the required annual financial report in the format prescribed by the State Superintendent of Public Instruction.

FACILITIES AND TRANSPORTATION

"[T]he facilities to be used by the charter school. Education Code Section 47605.6(h)."

The Charter School incorporates by reference its descriptions of its facilities plans as described in Element D, above. Oceanlight School will, upon finalizing a facility agreement, present a written agreement (a lease or similar document) confirming the School's right to use the principal school site identified by the petitioners for at least the first year of operation. Not later than June 1 prior to opening, Oceanlight School will present written agreements confirming the School's right to use any ancillary facilities planned for use in the first year of operation. Any additional facilities or sites will be submitted for approval as part of the Charter or through a material revision process. Oceanlight School will also

present evidence that its facility is located in an area properly zoned for the operation of a public school and that it has been cleared for student occupancy by all appropriate local authorities.

Transportation for homeless students and those with disabilities is covered in Element A under the section on Meeting the Needs of All students.

INSURANCE COVERAGE

As a part of its measures to mitigate risk, Oceanlight School will acquire general liability, workers' compensation, directors & officers, auto insurance for hired and non-owned automobiles and drivers, and other necessary insurance required for public and charter schools. Coverage amounts will be based on benchmarking and on recommendations provided by the School's insurance broker/insurer, in line with schools of similar size, location, and student population. Insurance is budgeted for at $235/student, based on recent CharterSafe quotes. In all cases, coverage shall be in conformance with, at minimum, the County's risk management standards, but the Charter School anticipates CharterSAFE insurance levels to include commercial general liability, sexual abuse, and educators (school) errors and ommissions coverage of $5,000,000 per occurrence aggregate limits, automobile insurance coverage of $5,000,000 in limits, worker's compensation coverage in alignment with State requirements, employment practices liability coverage of $5,000,000 per occurance and aggregate limits, directors and officers insurance coverage of $5,000,000 per occurance and aggregate limits, and fiduciary coverage of $1,000,000 per occurance and aggregate limits. CharterSAFE members also participate in the SELF excess coverage JPA.

The School will adopt appropriate risk management and safety policies and procedures necessary to protect the teachers, staff, students, and other community members, consistent with best practices and with recommendations and guidance provided by its insurers. The Charter School's safety-related plans and policies, as discussed in Element G, above, are also intended as measures to manage risk.

Not later than June 1 (or such earlier time as Charter School may employ individuals or acquire or lease property or facilities for which insurance would be customary), the Charter School shall submit to the County documentation of adequate insurance coverage, including liability insurance, in line with the coverage levels described above and consistent with County risk management standards.

The County and no school district shall be liable to make any premium payments if the Charter School were to default on its insurance premiums. However, the Charter School intends to avoid that risk through budgeting and payment prioritization that places insurance premium payments first to the greatest extent allowable by law. The Charter School reiterates that the County and no school district shall be liable for the debts and liabilities of the Charter School consistent with Education Code Section 47604(d). The Charter School refers to the County to the indemnity and hold harmless addressed above.

COUNTY OVERSIGHT

The Charter School and the County will jointly develop an annual site visitation process and protocol to enable the County to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter. However, it is recognized and agreed by the Charter School that the County may make unplanned and unscheduled random inspections of the Charter School at any time in accordance with Education Code Section 47604.32.

Pursuant to California law, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The County may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

IMPACT STATEMENT

The San Mateo County Board of Education has stated in its public guidance that charter petitions must be evaluated *"based upon the criteria set forth in the law and the Board's regulations"* and not on philosophical beliefs about charter schools, perceptions of district performance, or concerns about potential fiscal or facilities impacts (SMCOE Charter Appeals and Renewals). We appreciate this commitment to **fairness, transparency, and adherence to the law**, and we have prepared the following District Impact Statement in that spirit.

Countywide Context

Oceanlight School is petitioning for countywide authorization under Education Code §47605.6 to serve TK–8 students in across San Mateo County. Our initial enrollment region is targeted at Northern San Mateo County because we have identified that this region currently lacks equitable access to TK-8 and project-based learning learning mode. This region includes **Daly City, Pacifica, Colma, South San Francisco, San Bruno, and Brisbane**, all of which have limited access to TK–8 continuity schools. By law and by design, Oceanlight will not give preference to students from any one district. This ensures that enrollment impacts are distributed across six districts rather than concentrated in a single one. (Please reference the Countywide Justification for more specifics.)

Enrollment and Fiscal Impact

Oceanlight anticipates opening with **236 students in Year 1** and growing steadily to **488 students by Year 5**. In the first year, the Pacifica School District will experience the greatest proportional impact, as we anticipate approximately 80% of founding families to reside in Pacifica. This reflects Oceanlight's grassroots origins and the founding team's connection to Pacifica, not its long-term enrollment pattern and recruitment strategy.

Over time, enrollment will balance more broadly across Daly City, San Bruno, South San Francisco, Colma, and Brisbane as Oceanlight's **Community Outreach Plan** (Appendix J) takes root. That plan, just now being set in motion, is designed to expand access through intentional efforts in several key areas:

- **Socioeconomic outreach**: connecting with trusted community anchors that serve working families, low-income households, and those experiencing housing challenges.
- **Language access**: lowering barriers for families who speak languages other than English by providing multilingual materials, interpreters, and culturally responsive communication.

- **Ethnic and cultural engagement**: being present in community events, cultural festivals, and family networks across Northern San Mateo County.
- **Early learning pipeline**: extending outreach to preschools, early childhood programs, and childcare centers in Daly City, San Bruno, and South San Francisco to strengthen the flow of incoming TK and kindergarten families.
- **Support for vulnerable students**: ensuring foster youth, newcomers, and historically underserved families are connected and welcomed from the outset.

Because these strategies require time and consistency to fully execute, the **Year 1 distribution will lean heavily toward Pacifica**, where Oceanlight's founding base is located. As outreach expands and takes hold across neighboring cities, enrollment will steadily diversify, reducing Pacifica's share from 80% in Year 1 to approximately 50% by Year 5, with increased representation from Daly City, Colma, South San Francisco, and San Bruno. This adjustment is not incidental, but the result of a **deliberate, equity-focused strategy** to ensure Oceanlight reflects the full diversity of Northern San Mateo County.

Anticipated Distribution of Enrollment by District

Table SC-1 demonstrates that while Pacifica is most impacted in the early years, **long-term enrollment is balanced across the region**, fulfilling the intent of a countywide charter and ensuring no single district is disproportionately affected.

Figure SC-1: Projected Enrollment Distribution Across Cities Over Time

Year	Total Enrollment	Pacifica SD	Daly City / Colma (Jefferson ESD)	South San Francisco USD	San Bruno Park SD	Brisbane SD
Year 1	236	80% → 189	9% → 21	5% → 12	4% → 9	2% → 5
Year 2	356	65% → 231	14% → 50	9% → 32	9% → 32	3% → 11
Year 3	398	60% → 239	17% → 68	10% → 40	10% → 40	3% → 12
Year 4	452	55% → 249	20% → 90	11% → 50	11% → 50	3% → 14
Year 5	488	50% → 244	22% → 107	12% → 59	13% → 63	3% → 15

Importantly, this enrollment growth is gradual and predictable, with increases of roughly 70–100 students per year. This pace allows districts to adjust staffing, facilities planning, and budget projections in an orderly way. The steady timeline ensures that no district experiences a sudden or destabilizing shift, and the distributed impact across six districts further reduces pressure on any single one.

We note that the law anticipates shifts in enrollment and provides time for budgets to adjust by funding school districts based on the prior year's ADA, if it's greater than the current year's, or the greater of the prior year, current year, or a three-year average of ADA. (Education Code Section 42238.5.) This State policy balances the principle that taxpayer-funded education dollars shall follow the student to the public school they attend and do not belong to any particular school or school district, while providing time for the school district with declining enrollment to right-size its operations. Under the policy of the State of California, no school district has any inherent legal duty or responsibility to maintain a particular level of enrollment, as enrollment levels reflect family demand and other demographic factors.

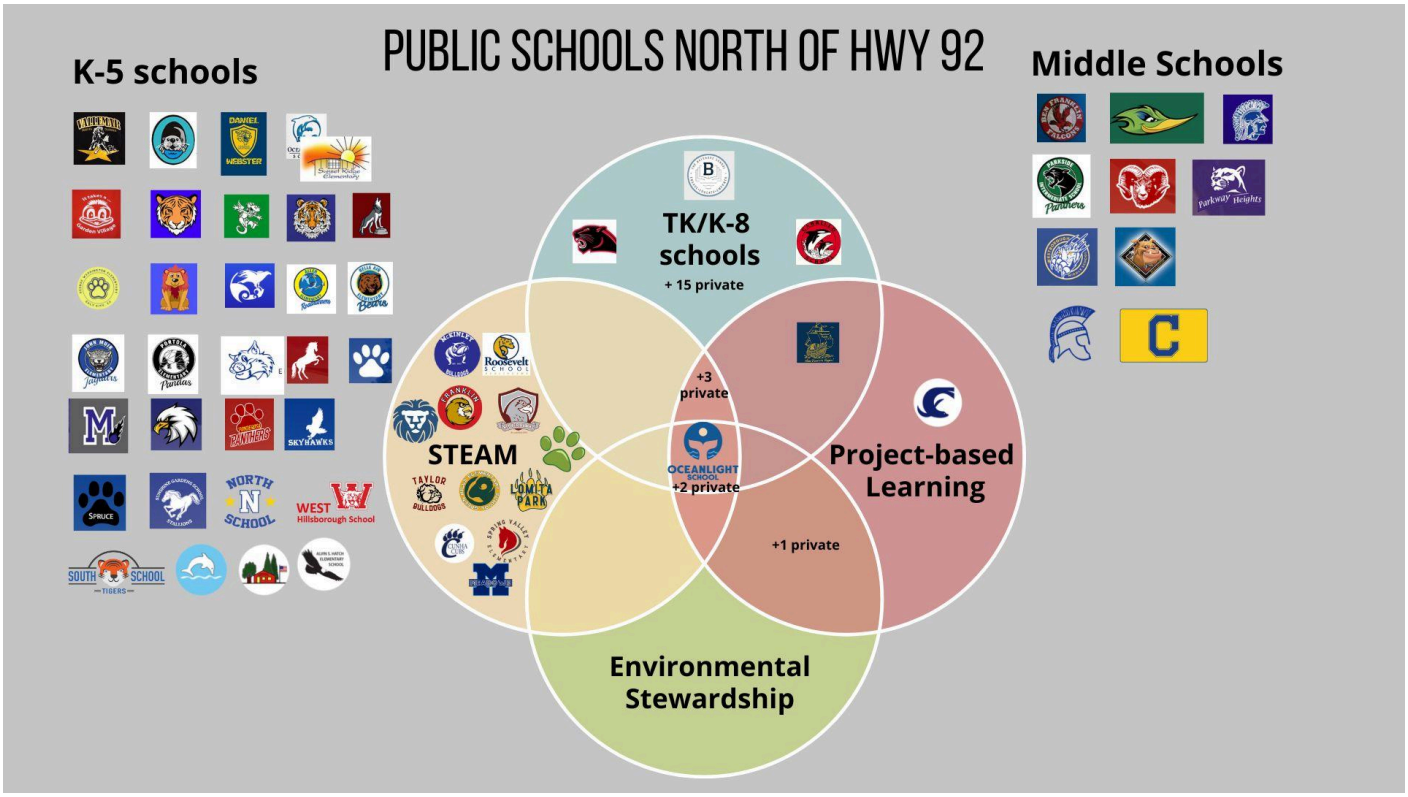
Oceanlight's model and state law thus create both time and space for districts to adapt—mitigating fiscal disruption while providing families with a new, high-quality public school option.

Programmatic Impact

Oceanlight's model is **distinct and complementary**:

- Project-based learning integrated with environmental literacy and STEAM;
- TK–8 continuity, where most districts offer K–5 and 6–8 separately;
- Partnerships with local organizations to extend learning beyond the classroom.

Figure SC-2: Where Oceanlight School is Positioned Against San Mateo County Public Schools North of Hwy 92



Because of these unique qualities, Oceanlight also has the capacity to **retain families in the public school system who might otherwise seek private options**. Many North County families leave district schools when they feel their children's needs for project-based learning, environmental education, or continuous TK–8 pathways are not being met. By providing these features within a free, public charter, Oceanlight offers a high-quality alternative that keeps students enrolled in the public system—benefiting not only the families served but also the broader ecosystem of public education in San Mateo County.

This program is not duplicative of existing offerings (See Figure EX-1 and Why Northern San Mateo County Needs Oceanlight School) and provides a unique public school choice for families countywide.

Facilities Impact

Based on enrollment projections and the signatures already received, Oceanlight anticipates meeting the eligibility threshold to request facilities under **Proposition 39 from the Pacifica School District**. At the same time, Oceanlight is

actively exploring additional facility options in **Daly City, San Bruno, and South San Francisco**, including leasing publicly owned and privately owned facilities. This multi-site strategy ensures that Oceanlight can respond to family demand across the northern county, while also minimizing disruption to district operations. Should a Prop 39 request be made, it will be proportionate to actual enrollment and coordinated in good faith with the district to maintain equitable access and smooth facility planning.

Because Oceanlight is a countywide charter, future facilities may also be sought in other Northern San Mateo County districts as enrollment grows. In all cases, Oceanlight is committed to ensuring that its facility use does not create disproportionate burdens on any single district.

Impact on Special Populations

- Oceanlight will serve English Learners, socioeconomically disadvantaged students, and students with disabilities equitably, with targeted supports aligned to MTSS and SELPA compliance.
- As detailed in our Community Outreach Plan in Appendix J, Oceanlight will actively recruit a student body that reflects the diversity of Northern San Mateo County, ensuring equitable access for families across languages, cultures, and neighborhoods.

Collaboration and Mitigation

- Annual reporting of enrollment, demographics, and student outcomes will be shared with county leadership.
- Oceanlight will collaborate on best practices, particularly in environmental literacy and project-based learning.
- The school is committed to transparent communication and cooperative relationships with districts and the county office.

Oceanlight's petition reflects both the **legal criteria** established by the San Mateo County Board of Education and the **spirit of countywide authorization**:

- No enrollment preference for any one district will help to distribute impact over time.
- Pacifica serves as Oceanlight's **anchor community**, but the school will expand outreach across Daly City, South San Francisco, San Bruno, Brisbane, and Colma.
- Any fiscal or programmatic impact is modest, predictable, and manageable.
- Facilities needs will be met through a combination of Prop 39 eligibility and private/public leasing options, minimizing disruption to districts while expanding equitable access.
- Our Community Outreach Plan ensures that Oceanlight's enrollment reflects the full diversity of Northern San Mateo County.
- By offering a **distinct program—project-based learning, environmental literacy, and TK–8 continuity—Oceanlight will retain families in the public school system who might otherwise turn to private education**, strengthening public education in the county as a whole.

Oceanlight strengthens San Mateo County's educational landscape by expanding opportunity and innovation in a way that is both equitable and sustainable.

COMMUNITY INTEREST

Oceanlight School has met and exceeded the 50% required signatures from families with an intent to enroll their child/children at Oceanlight School for the 2026-27 school year, pending authorization. Furthermore, it has met and exceeded the 50% of teacher signatures required for staffing the school in the first year of operations. Signatures can be found in Appendix L.

Projected First Year Enrollment	236 students
50% of First Year Enrollment	118 students
Family Signatures Received	221 families (326 Students)
Projected Number of Teachers in First Year	10 teachers
50% of first year teachers	5 teachers
Teacher Signatures Received	15 teachers

Community support for the authorization for Oceanlight School is strong. We have included Letters of Support from partners, educators, parents, and community organizations. They can be found in Appendix K.

OCEANLIGHT SCHOOL

CHARTER PETITION APPENDICES

APPENDIX A - RESEARCH CITATIONS

APPENDIX B - BIOS FOR FOUNDING BOARD, FOUNDING TEAM, AND ADVISORS

APPENDIX C-1: 2023-24 SCHOOL ACCOUNTABILITY REPORT (SARC) TEMPLATE

APPENDIX C-2: SCHOOL REPORTING & STUDENT OUTCOME ASSESSMENT RUBRICS

APPENDIX D - CORPORATE DOCUMENTS

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APPENDIX M - NOTIFICATION TO LOCAL DISTRICTS

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APPENDIX N-2: FRAMEWORK FOR GENERAL COMPLAINT PROCEDURE

APPENDIX N-3: FRAMEWORK FOR EMPLOYEE HANDBOOK

APPENDIX O - REFERENCE DOCUMENTS FROM CALIFORNIA DEPARTMENT OF EDUCATION

APPENDIX A - RESEARCH CITATIONS

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APPENDIX B - BIOS FOR FOUNDING BOARD, FOUNDING TEAM, AND ADVISORS

BOARD MEMBERS

Shivani Ganguly, CFO & COO New Sun Road, Power to Hydrogen Inc

Shivani Ganguly is a highly accomplished senior executive and strategic leader in the renewable energy sector, bringing extensive expertise in finance, operations, and sustainable growth. She currently serves as the CFO & COO at New Sun Road P.B.C., CFO at Power to Hydrogen Inc., and holds the position of Board Treasurer for the Institute for Sustainable Communities.

With a distinguished career spanning over 25 years in technology, innovation, and sustainability, Ms. Ganguly is poised to make a significant contribution to the founding board of a charter school. Her deep financial acumen and operational leadership, honed in dynamic startup environments, will be invaluable in establishing a robust and sustainable educational institution. She is particularly passionate about applying her professional expertise to support equitable education and ensure strong fiscal management and operational efficiency for the school.

Ms. Ganguly's commitment to strategic development and sustainable practices aligns perfectly with the vision of a forward-thinking charter school. She holds a B.A. in Science, Technology, and Society from Stanford University and an MBA in Sustainable Management from Presidio Graduate School. Her comprehensive background and dedication to impactful leadership make her an exceptional addition to the founding board.

LiLing Pang, Co-Founder Trekaroo

Liling Pang is an accomplished entrepreneur and product manager with over 12 years of experience in leadership, innovation, and strategic growth. As the Founder and CEO of Trekaroo, a successful family travel platform, she honed her skills in product development, business strategy, and leading cross-functional teams. Liling is an expert in leveraging data-driven decision-making and stakeholder management to identify opportunities and drive organizational success.

A passion for education, ignited by 18 years as a parent volunteer math coach at her children's school, and youth minister at her church, now fuels her dedication to serving on this founding board. This long-term commitment provides her with firsthand insight into the power of effective teaching and the critical role of parent involvement.

Liling’s extensive experience in managing resources, building consensus, and executing strategic initiatives is precisely what is needed to develop a charter school that is both educationally excellent and operationally sound. Her unique combination of business acumen and personal dedication to student success makes her an invaluable asset to the team. She holds a B.S. in Economics from the Wharton School at the University of Pennsylvania.

Don Burdette, Educator

Don Burdette brings over three decades of deep commitment to education and advocacy in the Bay Area. Adopted out of foster care and raised in Pacifica, Don is proud to serve on the Board for Oceanlight School while raising five children currently attending Pacifica's public schools.

Don is in his 34th year of teaching Social Science at Mills High School in Millbrae, where he has been a leader in educational initiatives and a passionate advocate for teachers and students. As a former President of the San Mateo Union High School District Teachers Association, Don has negotiated contracts, developed policy, and worked closely with

the District Board, Superintendent, teachers, and families to build a collaborative and equitable school environment. He currently serves on a district committee dedicated to increasing the recruitment and retention of Black educators.

A longtime supporter of Special Education, Don has been instrumental in advocating for inclusion, Universal Design for Learning, and the needs of students with disabilities—efforts informed both by his work in the classroom and his own family experience. He has also pioneered accommodations for struggling students who do not qualify for Special Education services. He piloted and developed the district's Guided Studies program and authored the district's 10th Grade Modern World History curriculum.

Don holds a BA in Economics from Stanford University and has experience supporting math and science equity initiatives at the San Francisco Unified School District. He was a California State Senate Fellow and has played an active role connecting educators to resources and policymakers across California and the nation.

Christina Lee, Attorney

Christina Lee attended public schools and believes in high-quality education that is accessible to all. After earning a B.S., B.A., and Juris Doctor from UC Davis, she practiced professional liability defense at a national law firm. Christina left the legal practice in 2012 to become a claims attorney at Beazley, an international insurance company, where she manages employment claims against employers, guiding employers through the litigation process, retaining and overseeing defense attorneys, and directing claims through resolution. She regularly conducts training on various aspects of claims management and also mentors and manages other claims managers. In her current roles, she strategizes the best path towards resolutions of various employment claims and is frequently engaged in high-stakes mediation and settlements.

After returning to Pacifica to raise her family, her commitment to public education deepened through her active role as a parent volunteer. She witnessed firsthand the powerful impact of teacher-parent collaboration and the rich learning experiences it creates from theme days, field trips, and the innovative Oceans 411 program formerly at Ocean Shore School.

Her professional experience has honed her exceptional analytical thinking and organizational skills—abilities crucial for effective school governance. Her combination of legal perspective, on-the-ground volunteer experience, and unwavering commitment to equitable public education will be instrumental to the board's success.

Jen Hsu, Migration and Modernization Advisor at AWS

Jennifer Hsu is a proven leader in partnerships development, corporate strategy, product management, and technology, with nearly two decades of experience driving growth and innovation across sectors. She currently serves as a Migration Modernization Advisor at Amazon Web Services (AWS), helping organizations transform through cloud solutions, financial modeling, and IT-enabled business strategies.

Previously, Jen held senior leadership roles at Walmart Global Tech, including Director of Data Platform Product Management and Director of Corporate Strategic Partnerships. She negotiated billion-dollar alliances with Microsoft, Apple, Verizon, and AT&T, delivering hundreds of millions in cost savings and driving revenue growth. Her ability to align strategic investments with measurable outcomes showcases her strength in cultivating and managing high-value partnerships.

Jen began her career at Deloitte Consulting, advising Fortune 50 clients on large-scale technology portfolios, mergers and acquisitions, and business transformations. She also co-managed the Wolverine Venture Fund, a $7M venture capital fund, where she built investment partnerships with venture firms and structured deal terms in healthcare and technology.

Across her career, Jen has combined financial acumen, fundraising strategy, and cross-sector collaboration to secure resources and accelerate innovation. At Oceanlight, she applies this expertise to strengthen community and corporate partnerships, build sustainable funding streams, and ensure the school's mission is supported by robust networks and resources.

Jen holds an MBA from the University of Michigan and a BS and MA in Engineering from Cornell University.

FOUNDING TEAM

Kelly Mendoza, PhD, Education Consultant

Dr. Kelly Mendoza is a distinguished senior leader and education consultant with two decades of experience in nonprofit and educational leadership. She spent more than a decade with Common Sense Media, leading their educational programs. Her expertise lies in building and scaling innovative education programs and curricula from the ground up. She has a proven track record of creating engaging, student-centered initiatives that focus on critical modern topics such as media literacy, digital wellness, and social-emotional learning (SEL). Her work includes developing curriculum and educational games that are designed for widespread school adoption and lasting impact.

As a founding team member, Kelly brings a unique skill set crucial for the success of a new charter school. She is an expert in building and scaling initiatives, ensuring that innovative ideas can grow into robust and sustainable programs. Her extensive experience in nonprofit management and developing strategic partnerships provides the operational and collaborative leadership necessary to build a thriving school from the ground up.

Dr. Mendoza's Ph.D. in Media and Communication from Temple University provides a strong academic foundation for her work. Her combination of cutting-edge educational program design, strategic leadership, and a deep understanding of modern learning needs makes her an invaluable asset to our founding team.

Karen Kee, MD, Physician

Karen Kee is an exemplary leader and a dedicated professional whose distinguished medical career is matched by a profound commitment to education. Since relocating to the United States in 2022, her service has included a role as Co-President of her children's school's PTO, where she has demonstrated her exceptional organizational abilities and passion for community involvement. She is also currently on the Board of Trustees for Pacifica Resource Center.

Prior to her relocation, Karen served as a Consultant Stroke Physician and the stroke lead for services in southwest London. In this capacity, she was not merely a clinician but also a dedicated educator. Her responsibilities included teaching medical students, training resident doctors, and regularly lecturing to multidisciplinary healthcare teams. Her exemplary teaching skills were formally recognized with an award from St George's Medical School.

Karen's innovative approach is further highlighted by her pioneering work in stroke rehabilitation, which included the novel use of video gaming, a project for which she successfully secured grants to further research its benefits.

Karen's diverse professional experience, combined with her leadership and acumen, renders her a valuable asset to our founding team. Her qualifications, including a graduate degree from St George's Medical School, a Masters in Gerontology, and her status as a Fellow of the Royal College of Physicians, provide a strong foundation for developing a new school dedicated to academic and operational excellence.

Randy Ross, Educational Author and Consultant

Randy Ross is an educational author and consultant with over 50 years of experience dedicated to equity in education. Her distinguished career is marked by her hands-on work with PK-12 schools, districts, state education departments, and the US Department of Education's Civil Rights Division.

Randy's comprehensive perspective is built on a diverse background that includes serving as a preschool and middle school teacher, a K-5 principal, a school climate coach, and a professional development facilitator. This breadth of experience provides her with a deep understanding of the educational landscape from the classroom to a systemic level.

A recognized leader in the field of social-emotional learning (SEL), Randy is the past Co-Chair and a Board member of SEL4MA and a National Advisor to SEL4US. She has authored numerous articles and is the co-author of two influential books, *Little Learners, Big Hearts* and *Advancing Empathy and Equity in Early Childhood Education*. Her ongoing work in this field, including a new book currently in development, solidifies her as a thought leader.

Randy's unparalleled expertise in equity, SEL, and systemic change makes her an invaluable asset to our founding team. She holds a BA and MA in Anthropology from UC Berkeley and an MS in Educational Leadership from Bank Street College of Education.

Joan Weideman, Former School Board member, Educator

Joan Weideman brings a unique and invaluable blend of over 30 years of experience in educational leadership and mathematics to the founding team. She is a highly respected leader in the Pacifica community, having served three terms on the Pacifica School Board of Trustees, where she was instrumental in the successful completion of the district's facilities modernization project and the comprehensive restructuring of Special Education services. Her commitment extends to the nonprofit sector, where she held leadership roles, including interim Executive Director and Treasurer, on the Pacifica School Volunteers board.

Following her board service, Joan transitioned into the classroom as a middle school math teacher. Here, she leveraged her expertise to improve student performance, mentor new teachers, and lead key initiatives with school administration. Her hands-on experience as a teacher, combined with her extensive board service and active volunteerism at Ocean Shore School and Archbishop Riordan High School, gives her a deep understanding of education from every angle.

Joan holds a Teaching Credential in Foundational Math from SFSU and a B.A. in Chemistry with minors in mathematics and history from Whitman College. Her comprehensive background in high-level policy, classroom instruction, and community leadership makes her a crucial asset to the new charter school.

Rebecca Howarth, Educator

Beccy Howarth is a passionate educator with over a decade of experience dedicated to middle school science and mathematics. Her comprehensive qualifications include multiple California teaching credentials, such as a CLAD credential in Physics, Mathematics, and Multiple Subjects. She holds a B.S. in Physics from Durham University and has further enhanced her expertise with certifications from UCLA and SF State University.

Beccy's unique background in software engineering, coding, and laboratory safety provides a distinct advantage, allowing her to bring innovative, tech-savvy solutions and real-world applications directly into the classroom. This approach makes complex subjects more engaging and equips students with the critical thinking and problem-solving skills essential for the future.

Beyond her academic expertise, Beccy has a proven record of successfully integrating social-emotional learning into the school environment. She has driven school-wide initiatives like Positive Behavioral Interventions and Supports (PBIS), which are crucial for creating a positive and inclusive school culture. Her skills in differentiated instruction ensure that every student, regardless of their starting point, can achieve mastery. Additionally, her experience with cross-grade collaboration is key to building a cohesive and connected learning community.

Beccy's well-rounded skill set and unwavering commitment to student-centered learning make her an invaluable member of our founding team, dedicated to ensuring academic excellence and holistic student development.

Sandy Mills, Educator

Sandy Mills brings over 35 years of unparalleled expertise and passion to our founding team as a veteran elementary school teacher. She is a recognized leader in environmental and hands-on science education, with a remarkable ability to create engaging, innovative lessons that cultivate a positive and dynamic classroom environment.

Sandy's deep-rooted connection to experiential learning began early in her career. She served as a naturalist in outdoor education programs and as an Interpretive Ranger in three different National Parks. This foundational experience shaped her educational philosophy, which focuses on connecting students to the world around them through hands-on discovery and real-world application.

Her influence extends well beyond her own classroom. Sandy is a highly sought-after expert who has facilitated professional development in best practices for new science curricula for school districts throughout the Bay Area. She is also a master collaborator, adept at working with diverse student populations and building strong partnerships with parents and colleagues to ensure every student has the support they need to thrive.

Sandy’s impressive qualifications, including a Bachelor of Science in Outdoor Recreation, a Multiple Subject Credential from SFSU, and a CLAD credential from Cal State, East Bay, make her an invaluable asset. Her commitment to educational

excellence and her unique skill set are essential to building a vibrant and successful charter school.

Rachel Reimers, Educator

Rachel Reimers is a former high school social science teacher with a strong background in curriculum development, lesson design, and differentiated instruction. Driven by a passion for equity in education, she designed and piloted support classes for at-risk students, with a focus on personalized learning, mentorship, and skill-building. This experience gives her a profound understanding of how to create targeted, impactful programs that meet the needs of all students.

As a full-time parent to five children who attend a parent participation school, Rachael brings a unique perspective and deep community knowledge to the founding team. She is an active and dedicated volunteer, serving in various roles from classroom assistance to field trip chaperoning. Her hands-on experience includes coordinating and teaching the psychomotor program.

Rachael's unique combination of professional teaching expertise, a deep personal investment in the local school community, and her passion for innovative educational models make her an invaluable asset to the team. She holds a B.A. in History from UC Santa Cruz and a California Teaching Credential from Notre Dame de Namur University, providing her with both a strong academic foundation and extensive practical experience.

Ryan Long, Educator

Ryan is a passionate educator with 12 years of experience creating fun and engaging learning environments where students are excited to learn. His expertise extends beyond the classroom, where he has proven to be a curriculum innovator. He was an adjunct professor at the Academy of Art University, designing coursework for undergraduate and graduate-level lighting design students. He has also been instrumental in creating unique projects to guide student learning and understanding of complex physics and chemistry concepts, demonstrating a strong commitment to hands-on, project-based learning.

Ryan's leadership skills have been instrumental in driving systemic change. He played a key role in launching new math strategies across K-8 levels at Miller Creek School, demonstrating his ability to collaborate and influence curriculum development beyond his own classroom. This experience gives him a comprehensive understanding of educational strategy and implementation.

With a BA from San Francisco State University and multiple subject teaching credentials, Ryan’s unique blend of classroom passion, curriculum design expertise, and strategic leadership makes him an invaluable asset to our founding team.

Chris Romero, IT consultant

Chris Romero brings a wealth of hands-on experience and a profound commitment to educational technology, making him an invaluable asset to any school community. As an independent consultant specializing in router deployment, he has honed a deep understanding of network infrastructure that is critical for building a robust and reliable school IT system. His expertise extends beyond simple setup to include managing the security of these systems, ensuring that digital learning environments are both functional and safe.

For nearly two decades, Chris has demonstrated his dedication to local education by actively volunteering for the IT team at the Pacifica School District. This long-term commitment has given him unique insight into the specific technology needs and challenges of a school environment. He is not only knowledgeable about the technical requirements for a modern educational setting but also has extensive experience in managing large project rollouts, including the successful deployment of computer labs and contact centers. His ability to lead large teams of people ensures that complex technology initiatives are executed efficiently and effectively.

Furthermore, Chris possesses a forward-thinking perspective on digital safety. He is well-versed in the latest web filtering technologies and understands their importance in protecting students from inappropriate content and cyber threats. In an increasingly digital age, his knowledge and experience will be instrumental in creating a secure online space where children can learn and explore with confidence. His comprehensive skill set—from strategic planning to hands-on implementation and team management—positions him as a vital contributor to the success of any educational institution.

Jennifer Ly, Technology Support & Education Leader

Jennifer Ly is a seasoned leader, product manager, and business analyst whose career has centered on using technology and design to improve education and student success. At UC Berkeley and Stanford University, she led cross-functional teams spanning engineering, data analytics, finance, legal, marketing, and user support, developing solutions that enhanced learning, teaching, and operational efficiency. A UC Berkeley economics graduate, Jennifer brings expertise in business, design, and technology with an eye on privacy, compliance, and user advocacy.

Beyond higher education, Jennifer has supported nonprofit organizations by building sustainable websites, advancing communication strategies, and implementing collaboration tools that strengthen community impact. She is passionate about problem-solving, connecting people with effective solutions, and fostering partnerships that empower students and families. Her blend of technical acumen, educational insight, and community-driven leadership makes her an invaluable contributor to Oceanlight School’s mission of innovation, equity, and family partnership.

Eric Chávez, Applied Researcher and Service Designer

Eric brings over a decade of experience designing solutions at the intersection of education, ecological conservation, and organizational development. His expertise aligns with Oceanlight's mission to prepare students for the future through STEAM-focused, project-based learning connected to environmental sustainability.

As Co-Founder and Operations Director of ECOPA, a nonprofit training graduate students to support marginalized communities, Eric built leadership capacity among repatriated refugee communities while supporting projects in sustainable fisheries, mangrove conservation, and public infrastructure. He successfully transitioned operations to community leaders, demonstrating his ability to foster long-term sustainability and student-centered empowerment.

Through his consultancy, Eric has led initiatives across the U.S., Latin America, Africa, and Asia for organizations like Head Start, UNICEF, the IRC, and USAID, to develop strategies that strengthened educational programs, informed policy, and guided program design. At the Education Development Center, he helped launch the world’s first free online resource repository for education in emergency contexts, expanding access to innovative learning tools worldwide.

Eric’s core strengths include strategic planning, capacity building, curriculum-relevant program design, and stakeholder engagement. He specializes in aligning vision with execution to deliver measurable outcomes, ensuring students and communities benefit from hands-on, equity-driven, and environmentally conscious learning opportunities.

He holds a BA from the New School in International Comparative Education and dual MA/MPA degrees in International Policy and Development and Intercultural Education Management from the Middlebury Institute.

ADVISORS

Jim Liandes

Dr. Lianides is a highly experienced educator who served as a superintendent, Chief Business Official, principal, and teacher. Having served as superintendent for two districts in San Mateo County, he demonstrated outstanding leadership skills. With strong communication skills and his depth of knowledge regarding school financing, he successfully guided each district through the completion of capital improvement projects.

As a lifelong resident of Redwood City, his deep local knowledge and extensive background in district-level administration are significant assets.

Dr. Lianides holds an educational doctorate from UC Berkeley. His comprehensive experience in finance and district-wide administration makes him uniquely qualified to advise our team.
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Karen Gnusti

Karen Gnusti is a valuable advisor to our charter school team, bringing extensive experience in educational administration and policy. As the former Executive Director of College, Career, and Secondary Education for the San Mateo County Office of Education (SMCOE), she oversaw critical programs focused on student success and post-secondary transitions.

Her background also includes being a principal at a K-8 school as well as a board member for the Pacifica Education Foundation. She has now returned to teaching 8th graders. Karen's deep expertise in program development, educational policy, and curriculum design makes her an essential resource for guiding our school's academic vision and ensuring positive student outcomes.

Jonathan Harris

Jonathan is an outdoor and environmental program director in a program that helps fifth-grade students build self-esteem, develop leadership skills, and appreciate nature. His work focuses on experiential learning and fostering a sense of conservation in young minds.

Before this, he spent 20 years as an educator at Ocean Shore School, where he developed impactful overnight field trips. These trips provided students with hands-on history lessons, such as at Sutter’s Fort. Jonathan’s deep experience as both an educator and program director, with a strong background in creating engaging, real-world learning experiences, makes him a valuable asset to our charter school team.

Mike Vasey

Dr. Michael Vasey is a former Pacifica City Council member and a dedicated environmental scientist and educator. With a Ph.D. in Ecology, he brings extensive experience in academic and community leadership to his role as an advisor. Dr. Vasey served as the Director of the SF Bay National Estuarine Research Reserve and lectured at San Francisco State University, where he taught conservation biology and environmental studies. He is passionate about fostering a love of nature in children and believes that environmental appreciation is a vital value for a flourishing society. His background in both local governance and education makes him a valuable asset to the charter school.

Collaborators

- **Stephanie Barrueto**, Head of Marketing, Growth Strategist, Brand Builder
- **Meg Lamont**, Assistant Head of School at Stanford Online High School
- **Deena Keller,** Creative Director
- **Jake Meltzer**, Head of Demand Generation, Notion
- **Grace Sobieski**, Founder, Big Bird Preschool
- **Sheila Gamble-Dorn**, Artist & Retired Educator (Elementary and Environmental Education)

APPENDIX C-1: 2023-24 School Accountability Report (SARC) Template

2023-24 School Accountability Report (SARC) Template

2023–24
School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2025)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
September 2024

Contact:
SARC Team
sarc@cde.ca.gov

Important!

Please delete this page before using the SARC template

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

For ...School

Address: **Phone:**
Principal: **Grade Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2024–25)
Entire table - data provided by the CDE ***(DPC)***

Entity	Contact Information
District Name	
Phone Number	
Superintendent	
Email Address	
Website	

Table 2: School Contact Information (School Year 2024–25)
Entire table - data provided by the CDE ***(DPC)***

Entity	Contact Information
School Name	
Street	
City, State, Zip	
Phone Number	
Principal	
Email Address	
Website	
Grade Span	
County-District-School (CDS) Code	

Table 3: School Description and Mission Statement (School Year 2024–25)
Narrative provided by the LEA ***(DPL)*** – use this space to provide information about the school, its program, and its goals.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)
Entire table - data provided by the CDE ***(DPC)***

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total Enrollment	

Table 5: Student Enrollment by Student Group (School Year 2023–24)
*Entire table - data provided by the CDE **(DPC)***

Student Group	Percent of Total Enrollment
Female	
Male	
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Two or More Races	
White	
English Learners	
Foster Youth	
Homeless	
Migrant	
Socioeconomically Disadvantaged	
Students with Disabilities	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

*Entire table - data provided by the CDE **(DPC)***

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

*Entire table - data provided by the CDE **(DPC)***

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on

setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teacher Preparation and Placement (School Year 2022–23)
*Entire table - data provided by the CDE **(DPC)***

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 9: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)
*Entire table - data provided by the CDE **(DPC)***

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

Table 10: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)
*Entire table - data provided by the CDE **(DPC)***

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Table 11: Class Assignments

*Entire table - data provided by the CDE **(DPC)***

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

*Entire table – data provided by the LEA **(DPL)***

Year and month in which the data were collected:

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

Table 13: School Facility Conditions and Planned Improvements

*Narrative provided by the LEA **(DPL)** – Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Table 14: School Facility Good Repair Status
*Entire table – data provided by the LEA **(DPL)***

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate
*Entire table – data provided by the LEA **(DPL)***

Year and month of the most recent FIT report: [DPL]

Table 15: Overall Rating

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments
Entire table - data provided by the CDE ***(DPC)***
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Entire table - data provided by the CDE ***(DPC)***
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE ***(DPC)***
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: CAASPP Test Results in Science for All Students
Entire table - data provided by the CDE ***(DPC)***
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)						

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 20: CAASPP Test Results in Science by Student Group
Entire table - data provided by the CDE ***(DPC)***
Grades Five, Eight, and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)
*Narrative provided by the LEA **(DPL)** – use this space to provide information about Career Technical Education (CTE) programs as follows:*

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)
*Entire table - data provided by the CDE **(DPC)***

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements
*Entire table - data provided by the CDE **(DPC)***

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components
*Entire table - data provided by the LEA **(DPL)***

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)
*Narrative provided by the LEA **(DPL)** – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.*

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)
*Entire table - data provided by the CDE **(DPC)***

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate									
Dropout Rate									

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)
*Entire table - data provided by the CDE **(DPC)***

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)
Entire table - data provided by the CDE ***(DPC)***

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions

*Entire table - data provided by the CDE **(DPC)***

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions									
Expulsions									

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: Suspensions and Expulsions by Student Group (School Year 2023–24)

*Entire table - data provided by the CDE **(DPC)***

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2024–25)

*Narrative provided by the LEA **(DPL)** – use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.*

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

*Entire table - data provided by the CDE **(DPC)***

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

*Entire table - data provided by the CDE **(DPC)***

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Entire table - data provided by the CDE ***(DPC)***

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Entire table - data provided by the CDE ***(DPC)***

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Entire table - data provided by the CDE ***(DPC)***

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

*Entire table - data provided by the CDE **(DPC)***

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

*Entire table - data provided by the CDE **(DPC)***

Title	Ratio
Pupils to Academic Counselor*	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Table 39: Student Support Services Staff (School Year 2023–24)

*Entire table - data provided by the CDE **(DPC)***

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** “Other” category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

*Partial table - data provided by the CDE **(DPC),** as follows:*

- *District Average Teacher Salary data,*
- *State Average Teacher Salary data, and*
- *State Expenditures Per Pupil (Unrestricted) data.*

*Partial table - data provided by the LEA **(DPL),** as follows:*

- *The remaining data is to be provided by the LEA.*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Table 41: Types of Services Funded (Fiscal Year 2023–24

*Narrative provided by the LEA **(DPL)** – use this space to provide specific information about the types of programs and services available at the school that support and assist students.*

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)

*Entire table - data provided by the CDE **(DPC)***

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)
*Entire table - data provided by the CDE **(DPC)***

Percent of Students in AP Courses*:*

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

*Where there are student course enrollments of at least one student.

Table 44: Professional Development
*Entire table - data provided by the LEA **(DPL)***

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement			

APPENDIX C-2: School Reporting & Student Outcome Assessment Rubrics

- Kindergarten to Fifth Grade Assessment Rubrics
- Middle School Assessment Rubrics
- Project-Based Learning Assessment of Skill Rubrics

KINDERGARTEN TO FIFTH GRADE ASSESSMENT RUBRICS

Kindergarten through Fifth Grade **standards-based mastery rubrics** that align directly with the **California Common Core State Standards (CCSS)**, **Next Generation Science Standards (NGSS)**, and **California History–Social Science (HSS) Standards**, as well as the **CASEL Transformative SEL Competencies**.

The following are examples of grade-level assessment standards and exit outcomes. Oceanlight School may add to or modify these measurable outcomes as we develop our curriculum.

Code	Level	Description
EX	Exceeded	Student has demonstrated mastery of grade-level standards and is able to extend and apply concepts with a greater depth of understanding to new situations.
PR	Proficient	Student demonstrates mastery of grade-level standards.
AP	Approaching	Student shows basic understanding and is progressing toward mastery of the grade-level standard.
BE	Beginning	Student is beginning to demonstrate understanding but is not yet meeting grade-level standards.
IN	Insufficient	Student has not demonstrated enough evidence to assess the grade-level standards.
NA	Not Assessed	Standard not assessed.

KINDERGARTEN STANDARDS AND EXIT OUTCOMES

Language Arts

- **Reading – Foundational Skills**
    - Demonstrates understanding of print concepts
    - Recognizes and names upper- and lowercase letters
    - Demonstrates grade-level phonological awareness
    - Applies phonics to read grade-level (CVC) words
    - Demonstrates knowledge of letter–sound correspondence

    - Reads high-frequency words by sight
    - Reads grade-level appropriate text with comprehension
- **Reading – Literature**
    - Asks and answers questions about key details from text
    - Retells a story including key details
- **Reading – Informational Text**
    - Asks and answers questions about key details from informational text
    - Retells the main idea and key details of informational text
- **Writing**
    - Uses grade-level conventions to write an informative, narrative, or opinion text
    - Completes writing district prompt
- **Language**
    - Demonstrates the conventions of standard English when speaking
- **Speaking & Listening**
    - Speaks audibly and expresses thoughts, feelings, and ideas clearly

Mathematics

- **Counting & Cardinality**
    - Counts to 100 by ones and by tens
    - Identifies and writes numbers from 0 to 100
    - Understands the relationship between numbers and quantities
- **Operations & Algebraic Thinking**
    - Demonstrates understanding of addition and subtraction within 10
- **Numbers & Operations in Base Ten**
    - Composes and decomposes numbers from 11 to 19 to gain foundations for place value
- **Measurement & Data**
    - Describes and compares measurable attributes
    - Classifies objects by category; counts and sorts objects
- **Geometry**
    - Correctly names shapes regardless of their orientation or size
    - Analyzes and compares flat and solid shapes, describing similarities, differences, and other attributes

Science

- Asks questions, defines problems, and investigates
- Analyzes and uses math in science
- Explains/argues using evidence, designs, and communicates
- Develops and uses models

History–Social Studies

- Demonstrates understanding of elements of citizenship
- Recognizes national/state symbols
- Identifies job descriptions
- Compares locations of people, places, and environments
- Puts calendar events in order and understands history relates to events, people, and places of other times

Visual & Performing Arts

- Participates in and demonstrates understanding of content/concepts through music, dance, theater, visual, and media arts

Physical Education

- **Locomotor Skills:** Performs a walk, run, and slide in general space
- **Manipulative Skills:** Drops a ball and catches it before it bounces twice

Technology

- Uses technology ethically and effectively (digital citizenship)
- Demonstrates grade-appropriate technology skills

Habits of Success

- Follows school rules, routines, and class expectations
- Is prepared, organized, and on task
- Completes assignments on time
- Respects and collaborates well with others

English Language Development (for English Learners only)

- PI.1: Exchanges information and ideas
- PI.5: Listens actively
- PI.6: Reads/views closely
- PI.9: Oral presentation
- PII.1: Writing – understanding text structure
- PII.2: Writing – understanding cohesion

FIRST GRADE STANDARDS AND EXIT OUTCOMES

Language Arts

- **Reading Foundational Skills**
  - Orally demonstrate grade-level phonological awareness
  - Read digraphs, vowel teams, long and short vowel words
  - Read grade-level high-frequency words
  - Read grade-level text with sufficient accuracy and fluency to support comprehension
- **Reading Literature**
  - Ask and answer questions about key details in a narrative text
  - Retell stories with key details and identify the message
- **Reading Informational Text**
  - Ask and answer questions about key details in an informative text
  - Identify the main topic and retell key details of the text
- **Writing**
  - Use grade-level conventions to write an informative, narrative, or opinion text with relevant content, including some details, and provide a sense of closure
  - Writing (District Prompt)
- **Language**
  - Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies including context clues and base words
- **Speaking and Listening**
  - Demonstrate skills needed to participate in collaborative conversations with peers in small and large groups

Mathematics

- **Operations and Algebraic Thinking**
  - Use addition and subtraction within 20 to solve word problems
  - Understand and apply properties of operations as strategies to add and subtract
  - Fluently add and subtract within 10; use strategies within 11–20
- **Numbers and Operations in Base Ten**
  - Count, read, write, and represent numbers up to 120
  - Understand that two-digit numbers represent amounts of tens and ones
  - Add within 100 using strategies based on place value
  - Mentally add 10 more or 10 less in a two-digit number
- **Measurement and Data**
  - Tell and write time in hours and half-hours using analog and digital clocks
  - Organize, represent, and interpret data with up to three categories
- **Geometry**
  - Distinguish, build, and draw shapes to possess defining attributes

Science

- Ask Questions, Define Problems, and Investigate
- Analyze and Use Math in Science
- Explain/Argue Using Evidence, Design and Communicate

- Develop and Use Models

History–Social Studies

- Understand the rights and individual responsibilities of citizenship
- Understand the importance of following rules
- Apply knowledge of maps and how location affects people and places
- Understand the symbols, icons, and traditions of the United States
- Demonstrate understanding of life long ago and today, including basic economic concepts

Visual & Performing Arts

- Participate in and demonstrate understanding of concepts through music, dance, theater, visual, and media arts

Physical Education

- **Locomotor Skills:** Perform a hop, gallop, and jog in a general space
- **Manipulative Skills:**
    - Approach a stationary ball and kick it in an intended direction with foot
    - Perform an underhand toss with opposite foot forward

Technology

- Digital Citizenship: Use technology ethically and effectively
- Demonstrate grade-appropriate technology skills

Habits of Success

- Follow school rules, routines, and class expectations
- Prepared, organized, and on task
- Complete assignments on time
- Respect and collaborate well with others

English Language Development (for English Learners)

- PI.1 Exchange Information and Ideas
- PI.5 Listening Actively
- PI.6 Reading/Viewing Closely
- PI.9 Oral Presentation
- PII.1 Writing (Understanding Text Structure)
- PII.2 Writing (Understanding Cohesion)

SECOND GRADE STANDARDS AND EXIT OUTCOMES

Language Arts

- **Reading Foundational Skills**
    - Know and apply grade-level phonics to decode/encode words in isolation and in text.

    - Read with sufficient accuracy and fluency to support comprehension.
- **Reading Literature**
    - Ask and answer questions (who, what, where, when, why, how) to demonstrate understanding of key details in a text.
- **Reading Informational Text**
    - Ask and answer questions (who, what, where, when, why, how) to demonstrate understanding of key details in a text.
    - Use text features (captions, subheadings, etc.) to locate key facts or information efficiently.
- **Writing**
    - Write an organized informative, narrative, or opinion text with relevant content that develops a topic, expresses ideas, and provides a sense of closure.
- **Language**
    - Use standard English grammar (capitalization, punctuation, spelling) when writing.
    - Determine or clarify the meaning of unknown and multiple-meaning words using strategies (context clues, base words, etc.).
- **Speaking and Listening**
    - Demonstrate skills to participate in collaborative conversations with peers.
    - Speak in complete sentences, using standard English grammar and sentence structure.

Mathematics

- Operations and Algebraic Thinking
    - Use addition and subtraction within 100 to solve one- and two-step word problems.
    - Fluently add and subtract within 20 using mental strategies.
- **Numbers and Operations in Base Ten**
    - Understand place value to hundreds.
    - Read and write numbers to 1000 using base-ten numbers, number names, and expanded form.
    - Fluently add and subtract within 100 using a variety of strategies.
- **Measurement and Data**
    - Tell and write time from analog and digital clocks to the nearest five minutes (using a.m. and p.m.).
    - Solve word problems involving dollar bills and coins using $ and ¢ symbols.
    - Draw, solve, and compare simple problems using information in a graph.
- **Geometry**
    - Recognize and draw shapes having specified attributes.

Science

- Ask Questions, Define Problems, and Investigate.
- Analyze and Use Math in Science.
- Explain/Argue Using Evidence, Design, and Communicate.
- Develop and Use Models.

History–Social Studies

- Demonstrate understanding of life long ago and today, including how heroes have made a difference.
- Apply knowledge of map skills to describe locations of people, places, and environment.
- Demonstrate the importance of government, laws, and the economy.

Visual & Performing Arts

- Participate in and demonstrate an understanding of content/concepts through music, dance, theater, visual, and media arts.

Physical Education

- **Locomotor Skills:** Performs a variety of locomotor skills.
- **Manipulative Skills:** Dribble a ball in self-space with preferred hand 5+ times consecutively.
- **Manipulative Skills:** Demonstrate a running approach to kick a moving ball in a forward direction.

Technology

- **Digital Citizenship:** Uses technology ethically and effectively.
- Demonstrates grade-appropriate technology skills.

Habits of Success

- Follows school rules, routines, and class expectations.
- Prepared, organized, and on task.
- Completes assignments on time.
- Respects and collaborates well with others.

English Language Development (for English Learners Only)

- **PI.1:** Exchange Information and Ideas.
- **PI.5:** Listening Actively.
- **PI.6:** Reading/Viewing Closely.
- **PI.9:** Oral Presentation.
- **PII.1:** Writing (Understanding Text Structure).
- **PII.2:** Writing (Understanding Cohesion).

THIRD GRADE STANDARDS AND EXIT OUTCOMES

Language Arts

- Reading – Foundational Skills
    - Apply grade-level phonics to decode/encode words in isolation and text.
    - Read on-level text with accuracy, rate, and expression to support comprehension.
- Reading – Literature
    - Ask and answer questions using text evidence.
    - Retell stories and identify central message, lesson, or moral using key details.
- Reading – Informational Text
    - Ask and answer questions using text evidence.
    - Identify main idea and key details of a text.
- Writing
    - Write opinion, informative, and narrative texts with topic, supporting details, linking words/phrases, and conclusion.

    - Produce clear, coherent writing appropriate to task and purpose.
    - Respond to a writing prompt.
- Language
    - Use standard English grammar, capitalization, punctuation, and spelling.
    - Determine/clarify meanings of unknown or multiple-meaning words using context clues and root words.
- Speaking & Listening
    - Speak in complete sentences with correct grammar and sentence structure.
    - Participate in collaborative conversations with peers.

Mathematics

- Operations & Algebraic Thinking
    - Interpret products of whole numbers.
    - Solve one- and two-step word problems using four operations.
    - Fluently multiply and divide within 100 using mental strategies.
- Numbers & Operations in Base Ten
    - Round whole numbers to nearest 10 or 100.
    - Fluently add and subtract within 1000 using strategies and algorithms.
- Numbers & Operations in Fractions
    - Understand fractions as equal parts of a whole.
    - Compare, identify equivalents, and represent whole numbers as fractions.
- Measurement & Data
    - Solve problems involving time, volume, and mass.
    - Understand and solve area and perimeter problems related to multiplication and division.
- Geometry
    - Understand shapes and their attributes.

Science

- Ask questions, define problems, and investigate.
- Analyze and use mathematics in science.
- Explain/argue using evidence; design and communicate findings.
- Develop and use models.

History–Social Studies

- Describe/organize physical and human geography using maps, tables, graphs, charts, and photos.
- Describe how people and key events influence present-day economy and government.
- Pose relevant questions about historical events using documents, letters, diaries, artifacts, maps, and artwork.

Visual & Performing Arts

- Participate in and demonstrate understanding of concepts through music, dance, theater, visual, and media arts.

Physical Education

- Perform locomotor skills (e.g., leap over a line or object).
- Dribble a ball using hand or foot in general space.
- Catch a softly tossed ball from a partner.
  Exhibit responsibility and safe behaviors while respecting self, others, and facilities.

Technology

- Use technology ethically and effectively (digital citizenship).
- Demonstrate grade-appropriate technology skills.

Habits of Success

- Follow school rules, routines, and class expectations.
- Be prepared, organized, and on task.
- Complete assignments on time.
- Respect and collaborate with others.

English Language Development (ELD – for English Learners)

- PI.1 Exchange information and ideas.
- PI.5 Listen actively.
- PI.6 Read/view closely.
- PI.9 Give oral presentations.
- PII.1 Write with understanding of text structure.
- PII.2 Write with understanding of cohesion.

FOURTH GRADE STANDARDS AND EXIT OUTCOMES

Language Arts

- Reading – Foundational Skills
    - Read on-level text with accuracy, rate, and expression to support comprehension.
- Reading – Literature
    - Use details and examples to show understanding of the text.
    - Identify a theme of a text (poem, drama, or story) from details in a text; summarize the text.
    - Show understanding of the point of view from a variety of texts.
- Reading – Informational Text
    - Draw inferences from a text using details and examples.
    - Identify main ideas and supporting details; summarize the text.
    - Use information from charts, graphs, diagrams, and timelines to understand a text.
- Writing
    - Write opinion, informative, and/or narrative text with a clear topic, supporting details, linking words/phrases, and conclusion.
    - Produce clear and coherent multi-paragraph writing appropriate to task, purpose, and audience.
    - Writing (Prompt)
- Language
    - Demonstrate understanding of grammar in writing and speech.
    - Determine/clarify meanings of unknown or multiple-meaning words using context clues, root words, and strategies.
- Speaking & Listening
    - Participate effectively in collaborative conversations, building on others' ideas.
    - Speak clearly to report on a topic or tell a story with supporting facts/details at an appropriate pace.

Mathematics

- Operations & Algebraic Thinking
    - Solve multi-step word problems.
    - Find factor pairs, multiples, and identify prime/composite numbers.
- Numbers & Operations in Base Ten
    - Fluently add and subtract multi-digit numbers.
    - Multiply up to 4-digit by 1-digit numbers and two 2-digit numbers using place value, arrays, and area models.
    - Divide up to 4-digit dividends by 1-digit divisors with remainders using equations, rectangular arrays, or area models.
- Numbers & Operations in Fractions
    - Add and subtract fractions with common denominators.
    - Use equivalent fractions when adding fractions with denominators 10 and 100.
    - Write decimals for fractions with denominators 10 or 100.
- Measurement & Data
    - Solve real-world problems involving area and perimeter.
    - Recognize and measure angles with reference to a circle.
- Geometry
    - Draw points, lines, rays, line segments, angles, perpendicular, and parallel lines.
    - Classify shapes and angles based on characteristics.

Science

- Ask questions, define problems, and investigate.

- Analyze and use math in science.
- Explain/argue using evidence; design and communicate.
- Develop and use models.

History-Social Studies

- Understand the relationship of California's physical characteristics and historical events.
- Explain how the present connects to the past; identify similarities/differences over time.
- Pose relevant questions using historical documents, maps, artifacts, etc.
- Summarize key events of an era and explain impacts on past and future.

Visual & Performing Arts

- Participate in and demonstrate understanding of content/concepts through music, dance, theater, visual, and media arts.

Physical Education

- Run for increasing time or distance (locomotor skills).
- Throw a ball with an overhand pattern at a target (manipulative skills).
- Dribble a ball with hand or foot while changing speed/direction.
- Show responsibility, safety, and respect in physical activity.

Technology

- Use technology ethically and effectively (digital citizenship).

- Demonstrate grade-appropriate technology skills.

Habits of Success

- Follow school rules, routines, and class expectations.
- Stay prepared, organized, and on task.
- Complete assignments on time.
- Respect and collaborate well with others.

English Language Development (for English Learners)

- PI.1: Exchange information and ideas.
- PI.5: Listen actively.
- PI.6: Read/view closely.
- PI.9: Deliver oral presentations.
- PII.1: Write with understanding of text structure.
- PII.2: Write with understanding of cohesion.

FIFTH GRADE STANDARDS AND EXIT OUTCOMES

Language Arts

- Reading Foundational Skills
    - Read on-level text with accuracy, rate, and expression to support comprehension.
- Reading Literature
    - Quote text explicitly when explaining and drawing inferences from literature.
    - Determine the theme of a story or text with supporting details; summarize the text.
    - Determine the meaning of words and phrases in context, including figurative language.
    - Understand that a writer's point of view changes how events are described.
- Reading Informational Text
    - Quote text explicitly when explaining and drawing inferences from informational text.
    - Determine the main idea of a text with supporting details; summarize the text.
- Writing
    - Write opinion, informative, and/or narrative texts with a clear topic, supporting details, linking words/phrases, and a conclusion.
    - Produce clear and coherent writing (including multi-paragraph texts) appropriate to task, purpose, and audience.
    - Writing (Prompt).
- Language
    - Determine or clarify the meaning of unknown and multiple-meaning words using strategies such as context clues and root words.
- Speaking and Listening
    - Participate effectively in collaborative discussions with diverse peers about topics, texts, and issues.
    - Deliver a clear, well-paced oral report with logical sequence and factual details to support the main idea/theme.

Mathematics

- Operations and Algebraic Thinking
    - Write, record, and evaluate expressions with numbers using parentheses (), brackets [], or braces {}.

- Numbers and Operations in Base Ten
    - Fluently multiply multi-digit whole numbers using the standard algorithm.
    - Understand, illustrate, and explain division of multi-digit whole numbers.
    - Understand, illustrate, and explain how to add, subtract, multiply, and divide decimals to the hundredths.
- Numbers and Operations in Fractions
    - Add and subtract fractions with unlike denominators and mixed numbers; estimate and assess reasonableness of answers (including in word problems).
    - Interpret the dividend of fractions and mixed numbers using models or equations and solve real-world problems.
    - Interpret the product of fractions and mixed numbers using models or equations, including area of rectangles.
- Measurement and Data
    - Relate volume to multiplication and addition to solve real-world problems using formulas.
- Geometry
    - Identify and graph real-world problems using ordered pairs in the first quadrant of a coordinate plane.
    - Classify two-dimensional figures in a hierarchy based on properties.

Science

- Ask questions, define problems, and investigate.
- Analyze and use math in science.
- Explain/argue using evidence, design, and communicate.
- Develop and use models.

History-Social Studies

- Analyze and understand people and key events in U.S. history up to 1850.
- Use primary and secondary sources to identify how economic, technological, and social advancements shaped the U.S.

Visual & Performing Arts

- Participate in and demonstrate understanding of concepts through music, dance, theater, visual and media arts.

Physical Education

- Use appropriate pacing while running for distance.
- Catch a thrown ball at different heights with correct hand placement.
- Dribble with hand or foot using directional control in skill/small-sided games.
- Exhibit personal responsibility and safe behaviors with respect for self, others, and facilities.

Technology

- Use technology ethically and effectively (digital citizenship).
- Demonstrate grade-appropriate technology skills.

Habits of Success

- Follow school rules, routines, and class expectations.
- Be prepared, organized, and on task.

- Complete assignments on time.
- Respect and collaborate well with others.

English Language Development *(For English Learners only)*

- PI.1 Exchange information and ideas.
- PI.5 Listen actively.
- PI.6 Read/view closely.
- PI.9 Give oral presentations.
- PII.1 Writing: Understand text structure.
- PII.2 Writing: Understand cohesion.

OCEANLIGHT SCHOOL MIDDLE SCHOOL STANDARDS-BASED MASTERY RUBRICS

Oceanlight School assesses student learning through **standards-based mastery rubrics** that align directly with the **California Common Core State Standards (CCSS)**, **Next Generation Science Standards (NGSS)**, and **California History–Social Science (HSS) Standards**, as well as the **CASEL Transformative SEL Competencies**.

These rubrics provide a **clear and transparent framework** for evaluating student progress. Each rubric is built on a **4-point mastery scale** that emphasizes growth, revision, and proficiency rather than point accumulation. Students are encouraged to use these rubrics for **self-assessment, peer feedback, and reflection** as part of Oceanlight's project-based learning model.

Oceanlight teachers will use these rubrics to:

- Provide **formative assessment** during projects (check-ins, drafts, peer critique).
- Conduct **summative assessment** of mastery at the conclusion of units or exhibitions.
- Align reporting to **California Dashboard indicators** and ensure equity of progress monitoring across student subgroups.
- Guide **student-led conferences and portfolio defenses**, which require students to present evidence of growth against rubric criteria.

English Language Arts (ELA) Rubric (Aligned with CCSS – Reading, Writing, Speaking & Listening)

Standard Example	1 – Beginning (Not Yet)	2 – Developing (Approaching)	3 – Proficient (Meets)	4 – Advanced (Exceeds)
Reading Literature – RL.7.1 Cite textual evidence	Cannot identify relevant evidence; response is minimal or inaccurate.	Identifies some evidence but connection to analysis is weak.	Accurately cites relevant evidence; analysis is clear and logical.	Integrates multiple pieces of evidence; analysis is insightful and connected to themes.
Writing – W.7.1 Argumentative writing	Minimal claim; lacks organization or evidence.	Basic claim with limited evidence; weak structure.	Clear claim supported with logical evidence; organized structure.	Compelling claim with strong evidence; sophisticated organization and style.
Speaking & Listening – SL.7.4 Presenting knowledge & ideas	Unclear presentation; minimal preparation.	Somewhat clear but uneven delivery.	Clear, organized presentation appropriate to audience.	Engaging, polished presentation; adapts style effectively to audience.

Mathematics Rubric (Aligned with CCSS-Math)

Standard Example	1 – Beginning (Not Yet)	2 – Developing (Approaching)	3 – Proficient (Meets)	4 – Advanced (Exceeds)
Ratios & Proportions – 7.RP.A.2	Struggles to solve proportions.	Solves simple problems inconsistently.	Accurately solves grade-level problems and explains reasoning.	Applies proportional reasoning to complex, novel contexts; justifies solutions clearly.
Expressions & Equations – 8.EE.C.7	Cannot set up or solve equations accurately.	Solves one-step equations with partial success.	Correctly solves multi-step equations with variables on both sides.	Extends to complex, real-world problems with clear explanations.
Statistics & Probability – 8.SP.A.1	Misinterprets or cannot construct scatter plots.	Creates plots with partial accuracy; limited interpretation.	Accurately constructs plots and identifies associations.	Extends analysis with line of best fit, predictions, and reasoning.

Science Rubric (Aligned with NGSS – MS Standards)

Standard Example	1 – Beginning (Not Yet)	2 – Developing (Approaching)	3 – Proficient (Meets)	4 – Advanced (Exceeds)
MS-PS1-2 Chemical reactions	Struggles to collect or interpret data.	Collects incomplete data; draws partial conclusions.	Collects and analyzes data accurately; determines reaction with evidence.	Designs investigations independently; connects analysis to real-world phenomena.
MS-ESS3-3 Human impact on Earth systems	Minimal awareness of human impacts.	Identifies impacts but explanations are vague.	Explains impacts with accurate evidence and reasoning.	Evaluates multiple impacts and proposes evidence-based solutions.
MS-ETS1-2 Engineering design	Struggles to define problems or suggest ideas.	Defines problems with limited solutions.	Defines problems clearly; develops and tests multiple solutions.	Designs, tests, and refines innovative solutions; evaluates trade-offs effectively.

History–Social Science Rubric (Aligned with CA HSS Standards)

Standard Example	1 – Beginning (Not Yet)	2 – Developing (Approaching)	3 – Proficient (Meets)	4 – Advanced (Exceeds)

Historical Analysis – Cause & effect	Cannot identify causes/effects.	Identifies causes/effects with vague explanations.	Accurately explains major causes/effects of historical events.	Connects causes/effects across contexts with nuanced analysis.
Research & Evidence	Limited or inaccurate sources.	Some sources used; relevance inconsistent.	Integrates relevant sources with correct citations.	Synthesizes multiple perspectives; evaluates source reliability and bias.
Civic Engagement	Minimal awareness of civic processes.	Some awareness but unclear application.	Demonstrates accurate understanding of civic processes.	Applies civic knowledge to real-world issues with thoughtful proposals.

Cross-Cutting Competencies Rubric (Aligned with CASEL & CA T-SEL Competencies)

Competency	1 – Beginning (Not Yet)	2 – Developing (Approaching)	3 – Proficient (Meets)	4 – Advanced (Exceeds)
Collaboration	Rarely contributes; struggles with teamwork.	Sometimes contributes; needs reminders.	Contributes productively; listens and fulfills roles.	Leads collaboration; models inclusivity and shared responsibility.
Communication	Ideas unclear; minimal articulation.	Communicates basic ideas but lacks clarity.	Communicates clearly and appropriately.	Communicates with sophistication; adapts tone/style; engages persuasively.
Self-Management & Reflection	Rarely meets deadlines; minimal reflection.	Sometimes meets deadlines; reflection limited.	Meets deadlines consistently; reflects thoughtfully.	Demonstrates deep insight; sets and achieves growth goals independently.

These rubrics will be built to assess mastery using the California State Standards.

Grade 7-8: Mathematics Standards

https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

Grade 7-8: ELA Standards

https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf or https://www2.cde.ca.gov/cacs/ela?c0=2

Grade 7-8: Social Studies Standards

https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

Grade 7-8: Science Standards

- Grade 6 by Disciplinary Core Ideas (PDF)
- Grade 7 by Disciplinary Core Ideas (PDF)
- Grade 8 by Disciplinary Core Ideas (PDF)

Grade 7-8: Physical Education Standards

https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf

PROJECT-BASED LEARNING STUDENT ASSESSMENT OF SUCCESS SKILLS AND EXIT OUTCOMES

Oceanlight School adopts a **standards-aligned, project-based assessment system** to measure both academic mastery and essential "success skills" that define our graduate profile. Our assessment framework integrates the **PBLWorks Project Design Rubric** (to ensure high-quality project experiences) with five research-based success skill rubrics:

- Creativity
- Complex Communication
- Collaboration
- Critical Thinking
- Self-Directed Learning

Each rubric provides a **developmental continuum** (Beginning → Emerging → Developing → Demonstrating) across three grade bands (TK–2, 3–5, and 6–8). This alignment ensures that students are systematically supported and assessed as they progress toward Oceanlight's **exit outcomes**, which require students to demonstrate mastery in academic disciplines while also becoming **innovative, collaborative, and self-directed solutionaries.**

Assessment Practices

1. **Formative Assessment and Reflection**
    - Teachers use rubric descriptors to guide feedback during projects.
    - Students engage in self-assessment and peer feedback using simplified student-facing versions.
    - Reflection is embedded as a core component of the learning cycle.
2. **Summative Assessment**
    - At the conclusion of each project, teachers assess students using the appropriate grade-band rubric(s).
    - Rubric results are included in **digital student portfolios** that demonstrate growth over time.
3. **Calibration and Equity**
    - Teachers engage in professional learning communities to calibrate scoring across grade levels.
    - Rubrics are reviewed in the local context to ensure culturally responsive assessment that recognizes diverse ways of demonstrating mastery.
4. **Reporting to Families**
    - Progress reports highlight both academic standards mastery and success skill development.
    - Families receive clear evidence of growth in creativity, communication, collaboration, critical thinking, and self-direction.

Oceanlight Mastery Map: Success Skills Progression

The following table illustrates how student growth across grade bands in the five success skills leads directly to Oceanlight's **exit outcomes** by the end of 8th grade:

Grade Band	Creativity	Complex Communication	Collaboration	Critical Thinking	Self-Directed Learning
TK–2	Generates original ideas with teacher support; experiments playfully	Shares ideas in simple formats; emerging use of vocabulary and visuals	Participates in group work with guidance; begins to share resources and ideas	Identifies facts and simple relationships; makes personal predictions	Sets simple goals with teacher help; manages frustration with support
3–5	Develops and refines original ideas; begins applying to authentic contexts	Communicates ideas with growing clarity across oral/written/multimedia modes	Shares responsibility in groups; contributes ideas and supports peers	Analyzes concepts with evidence; makes logical inferences and draws conclusions	Sets goals with some independence; persists through challenges with minimal support
6–8 (Exit Outcomes)	Consistently produces novel and useful solutions; elaborates ideas with depth	Communicates effectively across diverse contexts and audiences using multiple media	Leads and supports equitable teamwork; resolves conflicts and advances group goals	Evaluates claims and evidence; synthesizes across contexts; generalizes learning	Sets ambitious goals; self-monitors; reflects deeply; demonstrates autonomy and responsibility

Connection to Oceanlight's Graduate Profile

By graduation from 8th grade, our goal for Oceanlight students would be to consistently perform at the **"Demonstrating" level** in all five success skills by grade band. By 8th grade, Oceanlight School would work to ensure each student leave our school not only academically prepared for high school, but also equipped to be:

- **Innovative Thinkers and Creators** (Creativity + Critical Thinking)
- **Effective Communicators** (Complex Communication)
- **Collaborative Solutionaries** (Collaboration)
- **Self-Directed Learners** (Self-Directed Learning)

Mastery Rubrics for Project-Based Learning Outcomes - by PBL Works

Critical Thinking Rubric_K-2_Final.2023.pdf

Critical Thinking Rubric_6-12_Final.2023.pdf
Critical Thinking Rubric_3-5_Final.2023.pdf

Creativity_K-2_Final.2023.pdf
Creativity_6-12_Final.2023.pdf
Creativity_3-5_Final.2023.pdf

Complex Communication_K-2_Final.2025.pdf
Complex Communication_6-12_Final.2025.pdf
Complex Communication_3-5_Final.2025.pdf

Collaboration_6-12_Final.2023.pdf
Collaboration_3-5_Final.2023.pdf
Collaboration Rubric_K-2_Final.2023.pdf

Self-Directed Learning Rubric_K-2_Final.2023.pdf
Self-Directed Learning Rubric_6-12_Final.2023.pdf
Self-Directed Learning Rubric_3-5_Final.2023.pdf

APPENDIX D - CORPORATE DOCUMENTS

Oceanlight School is incorporated under North Peninsula Charter School and has submitted a Doing Business As (DBA) filing for Oceanlight School with the appropriate county office; confirmation of registration is pending.

Articles of Incorporation

DBA Filing

501(c)3 Application

B20250089239

STATE OF CALIFORNIA
Office of the Secretary of State
ARTICLES OF INCORPORATION
CA NONPROFIT CORPORATION
PUBLIC BENEFIT

California Secretary of State
1500 11th Street
Sacramento, California 95814
(916) 657-5448

For Office Use Only

-FILED-

File No.: B20250089239

Date Filed: 4/23/2025

B3629-3665 04/23/2025 5:20 PM Received by California Secretary of State

Corporation Name

Corporation Name — North Peninsula Charter School Inc.

Initial Street Address of Principal Office of Corporation

Principal Address — 1436 ADOBE DR
PACIFICA, CA 94044

Initial Mailing Address of Corporation

Mailing Address — 1436 ADOBE DR
PACIFICA, CA 94044

Attention

Agent for Service of Process

☒ I certify the selected California Registered Corporate Agent (1505) has agreed to serve as the Agent for Service of Process for this entity.

California Registered Corporate Agent (1505) — UNITED STATES CORPORATION AGENTS, INC.
Registered Corporate 1505 Agent

Purpose Statement

This corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: Public and Charitable purposes

Additional Statements

The specific purpose of this corporation is to Empower students to become independent thinkers.

This corporation is organized and operated exclusively for the purposes set forth within the meaning of Internal Revenue Code section 501(c)(3).

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

The property of this corporation is irrevocably dedicated to the purposes set forth herein and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

Notwithstanding any of the above statements of purpose and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the specific purpose of this corporation.

Additional information and signatures set forth on attached pages, if any, are incorporated herein by reference and made part of these Articles of Incorporation.

Electronic Signature

☒ I declare that I am the person who executed this instrument, which execution is my act and deed.

Shivani Ross Ganguly — *04/23/2025*

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
COUNTY OF SAN MATEO

MARK CHURCH
ASSESSOR-COUNTY CLERK-
RECORDER & CHIEF ELECTIONS OFFICER

TO BE COMPLETED BY REGISTRANT

This Form Authorizes an Agent to Submit FBN Statement(s) By Mail
On Behalf of the Registrant(s)

In accordance with Section 17913 of the California Business and Professions Code, the following identifying information is required to file a Fictitious Business Name Statement.

No Erasures, Alterations and/or White-outs.

Fictitious Business Name: Oceanlight School

Registered Owner's Name: North Peninsula Charter School Inc.

Agent Name: Daily Journal

I, Shivani Ross Ganguly, declare that I am the
Print Registered Owner's Name (Individual) / Authorized Officer (Legal Entity)
Registered Owner or Authorized Officer of this Fictitious Business Name and authorizes the Agent identified above to submit this filing on my/our behalf.

Signed on this 12TH (Day) day of AUGUST (Month), 2025

Shivani Ganguly
Registered Owner / Authorized Officer Signature

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)
) **ss**
County of San Mateo)

Subscribed and sworn to (or affirmed) before me on this 12th day of August, 2025, by Shivani Ross Ganguly (affiant), proved to me on the basis of presentation of satisfactory evidence to be the person(s) who appeared before me.

Mark Rodriguez
Signature of Notary Public

MARK RODRIGUEZ
Notary Public - California
San Mateo County
Commission # 2457384
My Comm. Expires Aug 3, 2027

01-2019

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
COUNTY OF SAN MATEO

MARK CHURCH
ASSESSOR-COUNTY CLERK-
RECORDER & CHIEF ELECTIONS OFFICER

AFFIDAVIT OF IDENTITY – FICTITIOUS BUSINESS NAME STATEMENT

In accordance with Section 17913 of the California Business and Professions Code, the following identifying information is required to file a Fictitious Business Name Statement.

This certificate must be signed in the presence of a Notary (mail/drop-off) *OR*
Authorized County Clerk Agent (in person)
No Erasures, Alterations and/or White-outs.

Registrant Name: North Peninsula Charter School Inc.

Name of Business: Oceanlight School

Registrant Address: 1436 ADOBE DR BUILDING 112
Street Address

PACIFICA | CA | 94044
City | State | Zip Code

I, Shivani Ross Ganguly (Print Name), certify under penalty of perjury under the laws of the State of California that I am the registrant filing this Fictitious Business Name and am authorized to submit said statement to the County Clerk's Office for filing. I understand that if I willfully make false statement on this affidavit, I may be punished by a fine not to exceed one thousand dollars ($1,000).

I declare that all information in this statement is true and correct.

Signed on this 12TH (Day) day of AUGUST (Month), 2025

Shivani Ganguly
(Registrant Signature)

If **LLP, LP, LLC, Corporation, Non-Profit, Inc. and Foreign Association**, a **current Certificate of Status** issued by the Secretary of State is required for Fictitious Business Name Statement filing *[B&P Code Section 17913(f)]*.

FOR OFFICE USE ONLY: ***To be completed by Authorized County Clerk Agent for in-person filings only***

ID #: _____ Exp. Date: _____ Signature: _____

******For Mail or Third Party Requests Only******

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)
) ss
County of San Mateo)

Subscribed and sworn to (or affirmed) before me on this 12th day of August, 2025, by Shivani Ross Ganguly (affiant), proved to me on the basis of presentation of satisfactory evidence to be the person(s) who appeared before me.

Mark Rodriguez
Signature of Notary Public

MARK RODRIGUEZ
Notary Public - California
San Mateo County
Commission # 2457384
My Comm. Expires Aug 3, 2027

01-2019

Mark Church
OFFICE OF
ASSESSOR-COUNTY CLERK-
RECORDER & ELECTIONS
COUNTY OF SAN MATEO

555 COUNTY CENTER, REDWOOD CITY, CA 94063

P 650.363.4500 F 650.599.7458 email COUNTYCLERK@SMCACRE.GOV web WWW.SMCACRE.GOV

Previous #: _____

Expires: _____ ☐ ID Checked ☐ Received by Mail

☑ Original ☐ New Filing (Change in Facts) ☐ Refile (No Change in Facts)

FILING FEE: $34.00 - *$5.00 per each additional Business Name or Registrant Owner*

FILE NUMBER:

FICTITIOUS BUSINESS NAME STATEMENT

* The following person(s) is (are) doing business as:
Oceanlight School

** Street Address (No PO Box, Postal Facility or PMB)				Mailing Address If Different		
1436 ADOBE DR						
City	State	Zip Code	County	City	State	Zip Code
PACIFICA	CA	94044	San			

*** 1. REGISTRANT NAME & ADDRESS	*** 2. REGISTRANT NAME & ADDRESS
Name (Individual, Corp, LLC, General Partner, Trustee): NORTH PENINSULA CHARTER SCHOOL INC.	Name (Individual, Corp, LLC, General Partner, Trustee):
Street Address (No PO Box, Postal Facility or PMB) 1436 ADOBE DR BUILDING 112	Street Address (No PO Box, Postal Facility or PMB)
City, State & Zip Code PACIFICA, CA 94044	City, State & Zip Code
*** 3. REGISTRANT NAME & ADDRESS	*** 4. REGISTRANT NAME & ADDRESS
Name (Individual, Corp, LLC, General Partner, Trustee):	Name (Individual, Corp, LLC, General Partner, Trustee):
Street Address (No PO Box, Postal Facility or PMB)	Street Address (No PO Box, Postal Facility or PMB)
City, State & Zip Code	City, State & Zip Code

Note: If more than Four Registrants, attach additional Sheet

**** This business is conducted by: *(Check One)*

- ☐ Individual
- ☐ Married Couple
- ☐ Copartners
- ☐ Joint Venture
- ☐ General Partnership
- ☐ Limited Partnership
- ☐ Trust
- ☐ Limited Liability Partnership
- ☐ Limited Liability Company, State of Organization: _____
- ☒ Corporation, State of Incorporation: CALIFORNIA
- ☐ State or Local Registered Domestic Partners
- ☐ An Unincorporated Association other than a partnership

*****The registrant commenced to transact business under the fictitious business name or names listed above on: 06/06/2025

Enter N/A if you have not yet commenced to transact business. Note: Cannot be a future date. (Month/Day/Year or N/A)

Business & Professions Code 17930 Any person who executes, files or publishes any Fictitious Business Name Statement, knowing that such statement is false, in whole or part, is guilty of a misdemeanor and upon conviction thereof shall be fined not to exceed one thousand dollars ($1000).
This statement was filed with the San Mateo County Clerk on the date indicated by the FILED stamp in the upper right corner.
Signer acknowledges receipt of the information & instructions on the reverse of this form.

I declare that all information in this statement is true and correct. *(A registrant who declares as true information which he or she knows to be false is guilty of crime.)*

Signature of Registrant:

Print Name of Signer: SHIVANI ROSS GANGULY, SECRETARY

NOTE: If Corporation, also print title of Officer.
If LLC, also print title of Officer/Manager

NOTICE—IN ACCORDANCE WITH SUBDIVISION (a) OF SECTION 17920, A FICTITIOUS NAME STATEMENT GENERALLY EXPIRES AT THE END OF FIVE YEARS FROM THE DATE ON WHICH IT WAS FILED IN THE OFFICE OF THE COUNTY CLERK, EXCEPT, AS PROVIDED IN SUBDIVISION (b) OF SECTION 17920, WHERE IT EXPIRES 40 DAYS AFTER ANY CHANGE IN THE FACTS SET FORTH IN THE STATEMENT PURSUANT TO SECTION 17913 OTHER THAN A CHANGE IN THE RESIDENCE ADDRESS OF A REGISTERED OWNER. A NEW FICTITIOUS BUSINESS NAME STATEMENT MUST BE FILED BEFORE THE EXPIRATION.

THE FILING OF THIS STATEMENT DOES NOT OF ITSELF AUTHORIZE THE USE IN THIS STATE OF A

CERTIFICATION
I HEREBY CERTIFY THAT THIS COPY IS A CORRECT COPY OF THE ORIGINAL STATEMENT ON FILE IN MY OFFICE.

MARK CHURCH, SAN MATEO COUNTY ASSESSOR
CLERK-RECORDER & ELECTIONS

BY: DEPUTY CLERK

Form **1023**

(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)	b Care of Name (if applicable)
NORTH PENINSULA CHARTER SCHOOL INC	SHIVANI ROSS GANGULY

c Mailing Address (Number, street and room/suite)	d City	e Country
1436 ADOBE DR	PACIFICA	United States

f State	g Zip Code + 4	h Foreign Province (or State)	i Foreign Postal Code
California	94044		

2 Employer Identification Number	3 Month Tax Year Ends	4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)
33-4780172	JUNE	SHIVANI ROSS GANGULY

5 Contact Telephone Number	6 Fax Number (optional)	7 User Fee Submitted
415-902-7720		$600.00

8 Organization's Website (if available):

9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: SHIVANI	Last Name: GANGULY	Title: TREASURER
Mailing Address: 1436 ADOBE DR	City: PACIFICA	
State (or Province): CA	Zip Code (or Foreign Postal Code): 94044	
First Name: LILING	Last Name: PANG	Title: BOARD CHAIR
Mailing Address: 1436 ADOBE DR	City: PACIFICA	
State (or Province): CA	Zip Code (or Foreign Postal Code): 94044	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

1 You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

(●) Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

( ) Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

( ) Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

( ) Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

2 Enter the date you formed. (MM/DD/YYYY) 04/25/2025

3 Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country. California

4 Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees. ( ) Yes (●) No

We are in the process of putting together our bylaws. We have an unofficial founding board of about ten people, and we plan to add them to the board of directors once we have bylaws in place. The board of directors will be responsible for hiring the President/CEO, and the President/CEO will be responsible for hiring all other staff. Our bylaws will include key terms on board meetings, resolutions, conflict of interest, etc.

5 Are you a successor to another organization? ( ) Yes (●) No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

1 Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement? (●) Yes ( ) No

1a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Articles of Incorporation P1 Additional Statement

2 Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement? (●) Yes ( ) No

2a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Articles of Incorporation P1 Additional Statement

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

a. What is the activity?
b. Who conducts the activity?
c. Where is the activity conducted?
d. What percentage of your total time is allocated to the activity?
e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
f. How does the activity further your exempt purposes?

Our organization is a California nonprofit public benefit corporation that will operate a tuition-free, open-enrollment public charter school serving students in the North Peninsula region of the Bay Area. Our mission is to provide an innovative, project-based, experiential, and STEAM-focused learning environment accessible to all students, regardless of socioeconomic status or background. The school's educational programs will align with all applicable state and federal education laws and will be open to all students through a non-discriminatory admissions process. All activities will be conducted at the school site, in the local community, and virtually where appropriate. These activities will directly support our exempt educational purpose by providing equitable, high-quality educational opportunities.

Pre-Opening Planning and Development will comprise forty percent of our time. The founding team, including teachers, parents, and community members, will develop the mission, educational model, curriculum, staffing plan, and legal framework, including the charter petition. This work will be funded through volunteer contributions, donations, and grants.

Legal Compliance and Charter Approval will require fifteen percent of our time. Activities include ensuring legal compliance, submitting the charter petition, obtaining district approval, and establishing a governance structure. This will be led by the founding team and funded by donations and grants.

Fundraising and Financial Planning will represent ten percent of our time. The founding team will create a financial plan and conduct fundraising events, grant applications, and sponsorships. These activities will be funded through donations and grants. All funds will exclusively support our educational mission.

Recruitment and Hiring of Staff will account for fifteen percent of our time. The principal and founding team will recruit, hire, and onboard teachers, administrators, and support staff aligned with our mission. This will be funded through the operating budget and grants.

Facility Preparation and Equipment Acquisition will comprise ten percent of our time. This includes preparing the school facility and acquiring necessary supplies and technology, funded through startup grants, donations, and district support.

Student Recruitment and Enrollment will require five percent of our time. The principal, founding team, and district support will conduct outreach and enrollment activities, ensuring open access. This will be funded through the general operating budget.

Ongoing Professional Development and Curriculum Evaluation will represent five percent of our time. The principal and instructional coaches will provide staff development and evaluate curriculum effectiveness using key metrics such as test scores, diversity, attendance, and high school placements. Funded through the operating budget, grants, and in-kind support.

Community and Parent Engagement will take up five percent of our time. The school will engage families and the community through events, volunteer opportunities, and partnerships, initially led by the founding team and later transitioning to a parent-teacher organization. Activities will be funded through donations, event revenue, and in-kind support.

The school will be governed by a diverse board of directors, including parents, educators, business leaders, and community members, reflecting the demographics of the North Peninsula. The board will follow best practices for transparency and accountability.

Admissions will be open to all students, without tuition or required fees. While voluntary donations may be requested, no student or family will be denied admission or services based on their ability to contribute. The school's admissions process will comply fully with state and federal education laws.

The school will evaluate effectiveness through key metrics and publish annual reports. Partnerships with local nonprofits and public agencies are being established to enhance student programs and support services.

The organization will not engage in unrelated business activities. All income will be used solely to further the exempt educational purpose.

Part IV **Your Activities** *(continued)*

2 Enter the 3-character NTEE Code that best describes your activities.

Or check here if you want the IRS to select the NTEE Code that best describes your activities. ☐

3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ○ Yes ◉ No

4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ○ Yes ◉ No

5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain. ○ Yes ◉ No

6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation. ○ Yes ◉ No

Part IV **Your Activities** *(continued)*

6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

○ Yes ○ No

7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

○ Yes ◉ No

8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.

○ Yes ◉ No

9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.

○ Yes ◉ No

Part IV **Your Activities** *(continued)*

9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ◯ Yes ◯ No

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ◯ Yes ◯ No

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ◯ Yes ◯ No

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ◯ Yes ◯ No

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ◯ Yes ◯ No

Part IV **Your Activities** *(continued)*

9f Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships. ○ Yes ○ No

9g When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ○ Yes ○ No

9h Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ○ Yes ○ No

9i Will you acquire from OFAC the appropriate license and registration where necessary? ○ Yes ○ No

10 Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11. ○ Yes ◉ No

10a When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ○ Yes ○ No

10b Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ○ Yes ○ No

10c Will you acquire from OFAC the appropriate license and registration where necessary? ○ Yes ○ No

Part IV **Your Activities** *(continued)*

11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ○ Yes ◉ No

12 Do you or will you operate a school? If "Yes," complete Schedule B. ◉ Yes ○ No

13 Is your principal purpose or function to provide hospital or medical care? If "Yes," complete Schedule C. ○ Yes ◉ No

14 Do you or will you provide low-income housing? If "Yes," complete Schedule F. ○ Yes ◉ No

15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H - Section I. ○ Yes ◉ No

16 Check any of the following fundraising activities that you will undertake (check all that apply):

- ☑ Website, mail, email, personal, and/or phone solicitations
- ☑ Foundation grant solicitations
- ☑ Receive donations from another organization's website
- ☑ Government grant solicitations
- ☐ Bingo
- ☐ Other (non-bingo) gaming activities
- ☑ Other (describe): We will receive federal and state funding depending on the regulations and funding status of the district who grants our charter.
- ☐ We will not engage in fundraising activities.

17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ○ Yes ◉ No

Part V Compensation and Other Financial Arrangements

1 Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. (●) Yes ( ) No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

1a Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? (●) Yes ( ) No

1b Do or will you approve compensation arrangements in advance of paying compensation? (●) Yes ( ) No

1c Do or will you document in writing the date and terms of approved compensation arrangements? (●) Yes ( ) No

1d Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? (●) Yes ( ) No

1e Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? (●) Yes ( ) No

1f Do or will you record in writing both the information on which you relied to base your decision and its source? (●) Yes ( ) No

1g Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ( ) Yes (●) No

2 Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ( ) Yes (●) No

We will have a conflict of interest policy in our bylaws and in our employment agreements. We will aska all directors and employees to disclose any possible conflicts of interest, and to abstain or recuse themselves from voting on matters that relate to any such conflict of interest.

3 Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ( ) Yes (●) No

Part V **Compensation and Other Financial Arrangements** *(continued)*

4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

○ Yes ◉ No

5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

○ Yes ◉ No

6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

○ Yes ◉ No

Part V Compensation and Other Financial Arrangements *(continued)*

7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ○ Yes ◉ No

If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ○ Yes ◉ No

Part VI Financial Data

1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.

◉ You completed less than one tax year.

Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed at least one tax year but fewer than five.

Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed five or more tax years.

Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI **Financial Data** *(continued)*

A. Statement of Revenues and Expenses

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 07/01/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: 07/01/2026 To: 06/30/2027	From: __/__/____ To: __/__/____	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	$100,000.	$1,000,000.	$2,500,000.		
2 Membership fees received	$0.	$0.	$0.		
3 Gross investment income	$0.	$0.	$0.		
4 Net unrelated business income	$0.	$0.	$0.		
5 Taxes levied for your benefit	$0.	$0.	$0.		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	$0.	$0.	$0.		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	$0.	$0.	$4,000,000.		
8 Total of lines 1 through 7	$100,000.	$1,000,000.	$6,500,000.	$0.	$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	$0.	$0.	$0.		
10 Total of lines 8 and 9	$100,000.	$1,000,000.	$6,500,000.	$0.	$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)	$0.	$0.	$0.		
12 Unusual grants (provide an itemized list below)	$0.	$0.	$0.		
13 Total Revenue (add lines 10 through 12)	$100,000.	$1,000,000.	$6,500,000.	$0.	$0.
Type of expense	**Current tax year**	**4 prior tax years or 2 succeeding tax years**			
14 Fundraising expenses	$0.	$10,000.	$20,000.		
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	$0.	$0.	$0.		
16 Disbursements to or for the benefit of members (provide an itemized list below)	$0.	$0.	$0.		
17 Compensation of officers, directors, and trustees	$0.	$234,300.	$241,329.		
18 Other salaries and wages	$0.	$53,250.	$2,435,229.		
19 Interest expense	$0.	$0.	$0.		
20 Occupancy (rent, utilities, etc.)	$0.	$363,800.	$1,511,960.		
21 Depreciation and depletion	$0.	$0.	$0.		
22 Professional fees	$10,000.	$90,000.	$92,000.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	$3,000.	$127,593.	$1,820,696.		
24 Total Expenses (add lines 14 through 23)	$13,000.	$878,943.	$6,121,214.	$0.	$0.

25 Itemized financial data

For line 23 for this fiscal year, the expenses are for licenses and registration related fees. For line 23 for the next two fiscal years, this line item is for other programmatic expenses including supplies and curriculum. For line 7 for the fiscal year starting 7/1/26 (our first actual year with enrolled students), we are including state and federal per pupil ADA Based Revenue.

Part VI **Financial Data** *(continued)*

B. Balance Sheet (for your most recently completed tax year)	Year End: 06/30/2024
Assets	
1 Cash	$0.
2 Accounts receivable, net	$0.
3 Inventories	$0.
4 Bonds and notes receivable (provide an itemized list below)	$0.
5 Corporate stocks (provide an itemized list below)	$0.
6 Loans receivable (provide an itemized list below)	$0.
7 Other investments (provide an itemized list below)	$0.
8 Depreciable assets (provide an itemized list below)	$0.
9 Land	$0.
10 Other assets (provide an itemized list below)	$0.
11 Total Assets (add lines 1 through 10)	$0.
Liabilities	
12 Accounts payable	$0.
13 Contributions, gifts, grants, etc. payable	$0.
14 Mortgages and notes payable (provide an itemized list below)	$0.
15 Other liabilities (provide an itemized list below)	$0.
16 Total Liabilities (add lines 12 through 15)	$0.
Fund Balances or Net Assets	
17 Total fund balances or net assets	$0.
18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	$0.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ■ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ○ Yes ○ No
If "Yes," complete Schedule H - Section II.

1c Are you a private operating foundation? ○ Yes ○ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII **Foundation Classification** *(continued)*

1d Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2 If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ◯ Yes ◯ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ◯ Yes ◯ No

2a If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive amounts from any disqualified persons? ◯ Yes ◯ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of $5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ◯ Yes ◯ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ◯ Yes ◯ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1 Are you submitting this application within 27 months of the end of the month in which you were legally formed? ☑ Yes ☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N? ☐ Yes ☑ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

☑ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Shivani Ganguly
(Type name of signer)

TREASURER
(Type title or authority of signer)

05/13/2025
(Date)

Upload checklist:

- [x] Organizing document (and any amendments)
- [ ] Bylaws, if adopted
- [ ] Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- [ ] Form 8821, Tax Information Authorization (if applicable)
- [ ] Supplemental responses (if applicable)
- [x] Expedited handling request (if applicable)

Schedule A. Churches

1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ○ Yes ○ No

2 Do you have a literature of your own? If "Yes," describe your literature. ○ Yes ○ No

3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ○ Yes ○ No

4 Describe your religious hierarchy or ecclesiastical government.

5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ○ Yes ○ No

6 Do you have a form of worship? If "Yes," describe your form of worship. ○ Yes ○ No

7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ○ Yes ○ No

7a What is the average attendance at your regularly scheduled religious services?

8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ○ Yes ○ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ◯ Yes ◯ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ◯ Yes ◯ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ◯ Yes ◯ No

9d May your members be associated with another denomination or church? ◯ Yes ◯ No

9e Are all of your members part of the same family? ◯ Yes ◯ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ◯ Yes ◯ No

11 Do you have a school for the religious instruction of the young? ◯ Yes ◯ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ◯ Yes ◯ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ◯ Yes ◯ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ◯ Yes ◯ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ◯ Yes ◯ No

Schedule B. Schools, Colleges, and Universities

1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? (●) Yes ( ) No

2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. (●) Yes ( ) No

2a Select the best description(s) of your school:

- [ ] Elementary school
- [ ] Secondary school
- [x] Charter school
- [ ] College or university
- [ ] Technical school
- [ ] Other school (describe)

3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. (●) Yes ( ) No

Charter schools are public schools that are granted a charter to operate by a local school district, county, or state. We are located in San Mateo County in California, and are currently doing outreach to districts in this county to find one that will accept our charter. We have had positive discussions with a local district, but do not yet have a formal charter accepted.

4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ( ) Yes ( ) No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ( ) Yes ( ) No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ( ) Yes ( ) No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ( ) Yes ( ) No

State where the policy is located or if adopted by resolution of your governing body.

8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ( ) Yes ( ) No

8a [ ] By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities *(continued)*

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10. ◯ Yes ◯ No

9a ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ◯ Yes ◯ No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain. ○ Yes ○ No

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. ○ Yes ○ No

Schedule C. Hospitals and Medical Research Organizations

1 Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ◯ Yes ◯ No

1a Name the hospitals with which you have a relationship and describe the relationship.

1b List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

2 Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain. ◯ Yes ◯ No

Do not complete the remainder of Schedule C.

3 Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ◯ Yes ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

4 Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ○ Yes ○ No

5 Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ○ Yes ○ No

5a Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ○ Yes ○ No

6 Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ○ Yes ○ No

7 Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ○ Yes ○ No

8 Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ○ Yes ○ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

9 Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ◯ Yes ◯ No

9a List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

10 Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ◯ Yes ◯ No

10a Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ◯ Yes ◯ No

10b Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ◯ Yes ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain. ○ Yes ○ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain. ○ Yes ○ No

Schedule D. Section 509(a)(3) Supporting Organizations

1 List the names, addresses, and EINs of the organizations you support.

2 Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ○ Yes ○ No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). ○ Yes ○ No

3 Which of the following describes your relationship with your supported organization(s)?

- ○ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- ○ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- ○ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4 Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

5 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ○ Yes ○ No

6 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ○ Yes ○ No

7 Does your organizing document specify your supported organization(s) by name? ○ Yes ○ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

7a Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ○ Yes ○ No

If you selected Type II above, do not complete the rest of Schedule D.

8 Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ○ Yes ○ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ◯ Yes ◯ No

10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain. ◯ Yes ◯ No

11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ◯ Yes ◯ No

12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ◯ Yes ◯ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain. ○ Yes ○ No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain. ○ Yes ○ No

Schedule E. Effective Date

1 Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ◯ Yes ◯ No

1a Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

◯ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

◯ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

◯ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

◯ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

2 Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

◯ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

◯ Check this box if you are requesting an earlier effective date than the submission date.

2a Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

1 Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

2 Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

3 Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit? ○ Yes ○ No

4 Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents. ○ Yes ○ No

5 Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. ○ Yes ○ No

Schedule F. Low-Income Housing *(continued)*

6 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ○ Yes ○ No

7 Do you provide social services to residents? If "Yes," describe these services. ○ Yes ○ No

8 Do you participate in any government housing programs? If "Yes," describe these programs. ○ Yes ● No

Schedule G. Successors to Other Organizations

1 List the name, last address, and EIN of your predecessor organization and describe its activities.

2 List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

3 Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4. ○ Yes ○ No

3a Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

4 Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship. ○ Yes ○ No

5 Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets. ○ Yes ○ No

6 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ○ Yes ○ No

7 Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined. ○ Yes ○ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I **Public charities and private foundations complete lines 1 through 8 of this section.**

1 Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ◯ Yes ◯ No

3 Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

4 Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

7 How do you determine who is on the selection committee for the awards made under your program?

8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections? ◯ Yes ◯ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

Section II **Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

1 As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

1a Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution

☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ◯ Yes ◯ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ◯ Yes ◯ No

4 Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

5 Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ◯ Yes ◯ No

6 Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ◯ Yes ◯ No

6a Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ◯ Yes ◯ No

7 Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

7a Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ◯ Yes ◯ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

7b Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

○ Yes ○ No

7c Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

○ Yes ○ No

APPENDIX E - BOARD BYLAWS

Oceanlight School is incorporated under North Peninsula Charter School and has submitted a Doing Business As (DBA) filing for Oceanlight School with the appropriate county office; confirmation of registration is pending.

Here are the Bylaws our board has adopted.

By-Laws (PDF)

Board Consent ratifying Bylaws (PDF)

BYLAWS OF THE BOARD OF DIRECTORS
OF NORTH PENINSULA CHARTER SCHOOL INC.
a California Nonprofit Public Benefit Corporation

Signed September 12, 2025

ARTICLE I – NAME AND PURPOSE

Section 1. Name
The name of this corporation is North Peninsula Charter School, Inc. (the "Corporation").

Section 2. Nonprofit Status and Public Benefit Purpose
This Corporation is a nonprofit public benefit corporation organized under the Nonprofit Public Benefit Corporation Law of California (California Corporations Code §§ 5110 *et seq.*) for public and charitable purposes, which shall include the operation of a California public charter school. The Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and in compliance with California Education Code requirements for charter schools.

Section 3. Mission, Vision, and Values

- **Mission:** To develop, confident, resilient, and empathetic lifelong learners who are empowered to make a difference.
- **Vision:** To partner with families to cultivate an enthusiasm for exploration, creativity, innovation, and care for the world through experiential project-based learning, social-emotional growth, and environmental stewardship.
- **Core Values:** North Peninsula Charter School, Inc. is committed to equity, diversity, inclusion, environmental stewardship, experiential learning, and community engagement.

Section 4. Dedication of Assets
This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

Section 5. Prohibited Activities
No part of the net earnings of the Corporation shall inure to the benefit of any director, officer, or private individual, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments in furtherance of its purposes.

The Corporation shall not participate in political campaigns on behalf of or in opposition to any candidate for public office and shall comply with all applicable laws governing lobbying activities.

ARTICLE II – OFFICES

The principal office of the Corporation shall be located at 1436 Adobe Drive, Pacifica. CA, 94044, San Mateo County, California. The Board of Directors may change the location of the principal office or establish additional offices as needed.

ARTICLE III – MEMBERS

The Corporation shall have no members within the meaning of the Nonprofit Corporation Law. All corporate powers shall be exercised by or under the authority of the Board of Directors.

ARTICLE IV – BOARD OF DIRECTORS

Section 1. General Powers
The affairs of North Peninsula Charter School, Inc. shall be managed and controlled by its Board of Directors ("Board"). The Board is the charter-authorizing body's legally accountable governing body and shall act in accordance with applicable state and federal laws and the Corporation's charter agreement.

Section 2. Number, Composition, and Qualifications

- The Board shall consist of no fewer than 5 or more than 15 directors and one (1) ex-officio member, the Head of School.
- The Board shall strive for diversity of backgrounds and experience, including but not limited to: education, business, finance, community leadership, environmental stewardship, legal, and parent representation.
- Directors must be residents of California and committed to the mission, vision, and values of North Peninsula Charter School, Inc.
- In accordance with Education Code section 47604(c), the chartering authority may appoint a director to serve on the Board. If so, a representative unaffiliated with the chartering authority may be seated to ensure an odd number of directors.
- Vacancies on the Board of Directors except a vacancy in the seat of a representative designated by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.
- Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 3. Terms and Elections

- Directors shall serve staggered three-year terms and may be re-elected for up to three (3) consecutive terms. Terms will begin on July 1 and end on June 30.
- Directors shall be elected by a majority of the Board at the annual meeting.

Section 4. Duties
Directors shall:

- Uphold the mission, vision, and values of North Peninsula Charter School, Inc.
- Ensure compliance with applicable laws, including the California Charter Schools Act and the Brown Act.
- Approve policies, budgets, and strategic plans.
- Oversee performance of the school and evaluate the Head of School.
- Monitor fiscal and academic accountability.

Section 5. Meetings and Notice

- The Board shall meet monthly while school is in session, and as needed during the summer recess (at least quarterly). Upon the approval of a charter petition to be operated by the Corporation, meetings shall comply with the Ralph M. Brown Act (California Government Code §§ 54950 *et seq.*).
- Each year, the Board shall set a meeting calendar for its regular board meetings. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.
- Special meetings may be called by the Chair, Head of School or a majority of directors with at least 24 hours' notice (or one hour in emergencies as described in the Brown Act).
    - Directors shall receive notice of the special or emergency meeting, in the following manner:
        - Any such notice shall be addressed or delivered to each director at the address as shown on the records of the Corporation, or as may have been given to the Corporation for purposes of notice, or if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held.
        - Any written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
        - The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.
- Agendas and supporting materials will be posted on the Corporation's website 72 hours prior to each regular meeting and 24 hours before each special meeting. Agenda will include time and location of the in-person meeting.
- The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.
- Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws, and subject to the requirements of Education Code Section 47604.1(c) governing meeting locations and two-way teleconference locations as applicable.

- Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:[1]
    - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the Charter School's jurisdiction;
    - All votes taken during a teleconference meeting shall be by roll call;
    - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
    - All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and listed on the agenda; and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]
    - Members of the public must be able to hear what is said during the meeting; and
    - Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[3]

Section 6. Quorum and Voting

A quorum shall exist when fifty-one percent (51%) or more of the Board of Directors are present at the board meeting. *Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.*

Actions shall be approved by majority vote of those present, unless otherwise specified.

All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). All directors shall be designated by the existing Board of Directors, except to the extent the law designates procedures for the appointment of student board members under Section 47604.2.

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[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 7. Resignation and Removal
A vacancy shall be deemed to exist in the event that the actual number of Board of Directors is less than the authorized number for any reason. A Director may resign at any time by giving written notice to an officer of the Board. A Director may be removed by two-thirds (2/3) vote of the Board with or without cause at a regular or special meeting held in compliance with the Brown Act.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 8. Compensation
Directors shall not receive compensation for service but may be reimbursed for reasonable expenses when conducting authorized and preapproved business for the corporation.

Section 9: Inspection

Subsection 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (*e.g.*, restrictions on the release of educational records under the Family Education Rights Privacy Act ("FERPA")) pertaining to access to books, records, and documents.

Subsection 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

Subsection 3. CALIFORNIA PUBLIC RECORDS ACT. Any charter authorized to be operated by the Corporation shall be subject to the California Public Records Act (CPRA). As such, all staff and board members should communicate via official channels only using emails, accounts and messaging platforms for the Corporation. All paper records will be maintained in the office of the Head of School consistent with document retention policies approved by the Board.

Section 10: Restrictions on Interested Persons as Directors

No persons serving on the Board of Directors may be interested persons, except that employees of the Corporation may sit on the Board provided that they do not comprise more than 49% of the Board. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 11. Maintenance of Corporate Records.
This Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE V – OFFICERS

Section 1. Officers
The officers shall be: Chairperson, Vice Chairperson, Secretary, and Treasurer, elected annually by the Board of Directors. Together the officers form the Executive Committee of the Board of Directors.

Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson of the Board.

Section 2. Duties

- The Chairperson provides leadership to the Board, and serves as liaison to the Executive Director. The Chairperson shall preside at all meetings of the Board of Directors and shall preside over meetings, and shall exercise and perform such other powers and duties as may be from time to time assigned by the Board of Directors or prescribed by the Bylaws.

- The Vice Chairperson assists the Chairperson and assumes duties in their absence. The Vice Chairperson shall perform other duties as assigned by the Chairperson as pertain to the office or as prescribed by the Board of Directors. The Vice Chair will be an authorizing officer for the Corporation's fund.

- The Secretary shall keep a full and complete record of proceedings of the Board of Directors and shall ensure compliance with notice requirements, including compliance with the Brown Act. The Secretary shall supervise the keeping of the books of the Corporation and shall discharge such other duties as pertains to the office or as prescribed by the Board of Directors.

- The Treasurer shall have charge and custody over all funds of the Corporation. The Treasurer's duties and responsibilities include oversight and financial management, including but not limited to financial record keeping, bank account management, budgeting, check drafting and payments deposits, reporting and tax compliance. The Treasurer shall keep and maintain adequate and correct accounts of the Corporation's funds and shall discharge such other duties as pertains to the office or as prescribed by the Board of Directors. The Treasurer will be an authorizing officer for the corporation's funds.

Section 3. Term of Office
Officers shall serve one-year terms and may be re-elected.

ARTICLE VI – HEAD OF SCHOOL

The Board shall appoint the Head of School, titled Executive Director or Principal, who shall manage daily operations of the school, implement Board policies, and oversee staff. The Executive Director or Principal shall be accountable to the Board and evaluated annually.

ARTICLE VII – COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

ARTICLE VIII – INDEMNIFICATION AND INSURANCE

No director or officer shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Sections 5238(b) or (c) has been met and, if so, the Board shall authorize indemnification.

The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any director of this corporation against any liability asserted against or incurred by the agent in such capacity, whether or not this Corporation would have the power to indemnify the agent against that liability under law.

The Corporation shall maintain appropriate liability insurance.

ARTICLE IX – AMENDMENTS

Subject to any provision of the law applicable to amendment of the Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them may be altered, amended, or repealed and new Bylaws adopted by a two-thirds (2/3) vote of the Board at any meeting, provided that written notice of proposed changes is given to the Board of Directors at least seven (7) days in advance.

ARTICLE X – CONFLICT OF INTEREST POLICY

The Board shall maintain a robust conflict of interest policy to protect this tax-exempt organization's interests and the interests of the taxpaying public and avoid the execution or appearance of a transaction or arrangement that might benefit the private interest of an officer or member of the Board of Directors, or might result in a possible excess benefit transaction. This policy shall supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. For the avoidance of doubt, the Corporation shall comply with applicable conflicts of interest laws, including the California Corporations Code, the Political Reform Act, and Government Code Section 1090. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest.

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (*e.g.*, officers and other key decision-making employees) directly or indirectly has a material financial interest unless the transaction complies with the provisions of applicable conflicts of interest laws including the California Corporations Code, the Political Reform Act, Government Code Section 1090, and all of the requirements in the Corporation's Conflict of Interest Code.

This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XI – MISCELLANEOUS

Section 1. Fiscal Year
The fiscal year of North Peninsula Charter School, Inc. shall be July 1 through June 30.

Section 2. Nondiscrimination Policy
North Peninsula Charter School, Inc. is an equal opportunity organization and will not allow discrimination based upon age, ethnicity, ancestry, gender, national origin, disability, race, size, religion, sexual orientation, socioeconomic background, or any other status protected by law.

North Peninsula Charter School, Inc. is an equal opportunity employer. North Peninsula Charter School, Inc. shall not discriminate and will not discriminate in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, military status, or for any other discriminatory reason.

Section 3. Compliance with Laws Governing Student Records
The Charter School and the Board of Directors shall comply with all applicable provisions of FERPA as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 4. Annual Reports.
The Board shall cause an annual report to be sent to itself (the members of the Board) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
b. The principal changes in assets and liabilities, including trust funds;
c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
d. The Corporation's expenses or disbursement for both general and restricted purposes;
e. Any information required under these bylaws; and
f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 5. **Annual Statement of Certain Transactions and Indemnification.**
The Corporation will comply with Corporations Code Section 6322.

APPENDIX F - CONFLICT OF INTEREST CODE

Oceanlight School is incorporated under North Peninsula Charter School and has submitted a Doing Business As (DBA) filing for Oceanlight School with the appropriate county office; confirmation of registration is pending.

Conflict of Interest Code (PDF)

Board Consent for Conflict of Interest Code (PDF)

Conflict of Interest Code of

NORTH PENINSULA CHARTER SCHOOL, INC.

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head or his or her designee. The agency shall make and retain a copy of all statements filed by its Governing Board and the Executive Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of San Mateo County.

North Peninsula Charter School, Inc. shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

NORTH PENINSULA CHARTER SCHOOL, INC.

EXHIBIT "A"

CATEGORY 1

Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by North Peninsula Charter School, Inc., including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by North Peninsula Charter School, Inc..

CATEGORY 3

Person in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

CATEGORY 4

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any North Peninsula Charter School, Inc. employee or any known representative or association of such employee, or any business known by the reporting official to be owned or controlled by such employee.

NORTH PENINSULA CHARTER SCHOOL, INC.
EXHIBIT "B"

Designated Positions	**Disclosure Categories**
Governing Board Member	1, 2, 4
Executive Director	1, 2, 4
Head of School(s)	3, 4
Site Coordinator	3
Consultants/New Positions*	

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Executive Director or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code. (Gov. Code Section 81008).

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

EFFECTIVE: August 14, 2025

APPENDIX G - FISCAL POLICIES AND CONTROLS

Oceanlight School is incorporated under North Peninsula Charter School and has submitted a Doing Business As (DBA) filing for Oceanlight School with the appropriate county office; confirmation of registration is pending.

Fiscal Policy (PDF)

Board Consent of Fiscal Policy (PDF)

APPENDIX H - BUDGET

Oceanlight School's financial plan outlines the successful launch and sustainable growth of a TK-8 public charter in Northern San Mateo County. It is rooted in our pillars of environmental education, STEAM, project-based and experiential learning, and family engagement. At an operational level, it reflects our focus on driving efficiency, ensuring high performance, and creating a supportive environment for our community of students, teachers, staff members, and families.

The model balances conservative revenue assumptions with mission-aligned investments in staff, curriculum, and facilities for long-term fiscal stability. It also contemplates the opening of a second site, enabling us to serve additional communities in San Mateo County. Our assumptions are rooted in extensive research and expertise. They are informed by analysis of data from school districts in northern San Mateo County found on the California Department of Education's DataQuest site, and from reviews of other charter petitions, conversations with teachers and administrators, market rates, and consultation with Peter Laub of EdTec, a charter school management firm.

The table below is a summary of Oceanlight School's conservative Multi-Year Projections, with Year 0 as the July 1, 2025 to June 30, 2026 Fiscal Year (FY), Year 1 as FY 2026-27, the first year of the School, and so on. Year 5 reflects the opening of a second campus, enabled by sustainable growth, high performance, and financial and operational efficiencies.

Table APPX-1. Oceanlight School Multi-Year Projections

Oceanlight School Multi-year Projection	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
SUMMARY						
Revenue						
LCFF Entitlement	-	2,907,298	4,484,375	5,164,315	6,029,926	10,738,148
Federal Revenue	150,000	643,600	541,126	398,873	456,935	777,715
Other State Revenues	-	320,466	827,821	1,039,254	1,139,093	1,663,804
Local Revenues	-	-	-	-	-	-
Fundraising and Grants	145,000	100,000	100,000	125,000	150,000	175,000
Total Revenue	**295,000**	**3,971,364**	**5,953,322**	**6,727,442**	**7,775,953**	**13,354,667**
Expenses						
Compensation and Benefits	84,177	1,727,711	2,280,947	3,022,128	3,627,306	6,362,942
Books and Supplies	5,000	594,860	644,396	636,065	766,509	1,702,834
Services and Other Operating Expenditures	69,100	1,409,491	2,401,849	2,754,810	3,123,614	5,244,394
Depreciation	-	-	-	-	-	-
Other Outflows & Amortization	-	-	2,500	2,500	2,500	2,500
Total Expenses	**158,277**	**3,732,062**	**5,329,692**	**6,415,503**	**7,519,929**	**13,312,670**
Net Income	**136,723**	**239,302**	**623,630**	**311,939**	**256,024**	**41,997**
Fund Balance						
Beginning Balance (Unaudited)		136,723	376,025	999,654	1,311,594	1,567,618
Audit Adjustment						
Beginning Balance (Audited)	-	136,723	376,025	999,654	1,311,594	1,567,618
Net Income	136,723	239,302	623,630	311,939	256,024	41,997
Ending Fund Balance	**136,723**	**376,025**	**999,654**	**1,311,594**	**1,567,618**	**1,609,615**
Ending Fund Balance as a % of Expenses	**86%**	**10%**	**19%**	**20%**	**21%**	**12%**

1. Planning & Startup Funding

- Due to a generous donation of $100,000, Oceanlight School has startup funding that enables us to strategically invest in legal and financial charter school experts, marketing efforts, and hiring the Head of School during FY 2025-26. The volunteer founding team also provides extensive expertise, planning, and guidance during this period.

- During the planning year, Oceanlight will complete pre-operational tasks: securing a facility; hiring the Head of School; recruiting and hiring teachers and staff for employment beginning in the fall of 2026; building out curriculum; setting up operational systems; and deepening family and community engagement. All start-up costs are included in Year 0 and Year 1 of the multi-year projections, above.

- The launch phase is also supported by an estimated Public Charter Schools Grant Program (PCSGP) startup grant, totaling $800,000 over the planning year and the first two instructional years. This assumption is based on other recent California charter school start-up grants.

2. Enrollment & Growth

The first school site will launch in August 2026, during FY 2026-27.

Academic Year	Enrollment
2026–27	236
2027–28	356
2028–29	398
2029–30	452
2030–31	488

We plan to start with one class of TK through 6th graders, and a mixed class of 7th and 8th graders. We will add full 7th and 8th grade classes in years 2 and 3, and second classes in all grades by Year 5. To do this, we will staff to enrollment and offer looped grade levels and combined classes, allowing us the flexibility to support organic growth. This ensures that staffing, instructional supports, and facilities scale responsively.

In the 2030-31 school year, we plan to launch a second campus for the school with an initial enrollment of 314 students, for a total enrollment of 802 in that year.

3. Revenue Assumptions

- The primary funding source is California's Local Control Funding Formula (LCFF), with conservative assumptions for average daily attendance (ADA), capped at approximately 95% of total enrollment in later years. The FCMAT LCFF calculator was used to calculate LCFF figures, and the COLA for each of the 5 years is based on the state budget. In 2030-31 there is no estimated COLA from these sources, so we conservatively used 0% for budget development purposes.

- Additional public funding is projected from Title I–IV grants and special education funding through EDCOE SELPA membership. The 2026-27 federal rate with EDCOE SELPA is projected at $145 per prior year enrollment, and the state rate is $918 per current year projected ADA. The rates increase based on COLA in future years. The budget

assumes funding for nutrition programs from both state and federal sources, including the National School Lunch Program.

- The PCSGP grant of $800K and generous private and foundation contributions in the early years bridge start-up costs until LCFF revenues are fully realized. The timeline allows for grant applications to be submitted and funded as long as the charter petition is approved by the end of the calendar year 2025. Revenue from donations, grants, and fundraising does not constitute more than 10% of ongoing operational costs, as seen in the above multi-year projections.

4. Expenditure Priorities

Oceanlight's spending is structured to align closely with its mission and instructional model. Below are examples of budget items we are anticipating when the school meets its enrollment and financial goals, currently projected for Year 5.

- Project-based and experiential learning: curriculum, materials library, field trips, class budgets.
- STEAM-focused instructional resources and technology: individual devices for middle school students, phased-in art and music resources, 3D printer, laser cutter, kiln, and specialized supplies.
- Environmental education curriculum and outdoor learning initiatives: access to nature, garden, composting, and facilities improvements.
- Family involvement systems: community building, events, volunteer training.
- Ongoing professional development to support teachers in inclusive, project-based, and environmental pedagogy
- Special education services, delivered via a hybrid of in-house credentialed staff and external contracts to ensure inclusivity and compliance. Special Education Contract Instructors are forecasted at $800 per ADA in 2026-27, increasing by COLA through the charter term. These expenses are in addition to the in-house credentialed staff that will also be providing services.

5. Facilities Plan

- Oceanlight will lease a facility beginning in the 2026–27 instructional year. We are assuming about 100 square feet per student, including classrooms, outdoor space, an office, and a couple of multi-purpose indoor spaces for meetings, lunch, physical education, and recess during inclement weather, etc. Further details are available in Element D: Location of Each Charter School Facility.
- Lease-related costs (rent, maintenance, utilities, insurance) are included in the financial projections in Year 1, based on market rates in San Mateo County for similar facilities.
- Assumptions include moderate rent escalations, no relocation during the initial charter term, and a facility sized to support full enrollment growth.
- Variable facilities costs, such as utilities and janitorial, scale up based on enrollment throughout the term to ensure we are accounting for increased related costs.
- We have also layered in assumptions in the final year of the model to reflect the opening of a second facility.
- Overall, rent is projected at $637,200 in 2026-27 and progresses to $2,242,899 in year 5 to match the growth that the school anticipates.

6. Staffing & Operations

- The staffing plan begins lean during the planning year and scales each year to support students, families, and programmatic needs. In addition to classroom and RSP teachers, non-teacher roles include the Head of School, Site Manager, and Community & Wellness Coordinator.
- Priority is given to instructional quality and student support, with the use of contracting for specialized roles (e.g., SPED roles including psychologists for assessments, speech, and occupational therapy, technology support, and back office) to maintain flexibility and control the budget.
- Additional roles include site staff who provide support in the office, on yard duty, and at lunch; SPED paraprofessionals, and maintenance.
- As the school grows and budget allows, we will layer in specialized instruction, including Physical Education, Environmental & STEAM, Art, and Music.
- Health benefits will be offered to full-time staff, along with STRS (19.1% employer contribution per year) for certificated staff and a 403B match retirement option (4% employer contribution per year) for eligible classified staff. Health benefits are estimated at $10,000 per eligible employee for 2026-27 with an 8% increase in each year thereafter.
- Teacher staffing assumes the following ratios:

Grade	Students Per Teacher
TK	20
K-3	24
4-8	30

- A comprehensive breakdown of position categories, average salaries, and FTE can be found in Table 2 below. The 2030-31 year includes faculty and staff across both sites.

Table APPX-2: Oceanlight School Staffing Overview

Oceanlight School Payroll Overview		Average Salary*	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Certificated Staff							
1100	Teachers Salaries	$ 133,900	9.00	13.00	15.00	17.00	31.00
1111	Teacher - Elective	$ 75,588	-	-	1.00	3.00	4.00
1148	Teacher - Special Ed	$ 80,340	1.00	1.00	2.00	2.00	4.00
1300	Certificated Supervisor & Administrator Salaries	$ 80,840	1.00	1.00	1.00	1.00	2.00
Certificated Staff Subtotal			**11.00**	**15.00**	**19.00**	**23.00**	**41.00**
Classified Staff							
2100	Classified Instructional Aide Salaries	$ 43,260	3.50	4.38	5.25	6.13	10.50
2300	Classified Supervisor & Administrator Salaries	$ 66,950	1.00	1.00	2.00	2.00	3.00
2400	Classified Clerical & Office Salaries	$ 66,950	1.00	1.00	2.00	2.00	2.00
2930	Other Classified - Maintenance/grounds	$ 56,650	1.00	1.00	1.00	1.00	2.00
Classified Staff Subtotal			**6.50**	**7.38**	**10.25**	**11.13**	**17.50**
Total Staff			**17.50**	**22.38**	**29.25**	**34.13**	**58.50**

Assumptions & Notes

Annual Increase is 3%

Average Salary is for the First Projected Year of Employment

Year 5 Includes Staff for Second Site

7. Financial Reserves & Risk Mitigation

- The school is targeting 20% of annual expenditures in the ending fund balance. This also acts as a reserve in case of extraordinary special education expenses or other one-time commitments.
- Budget assumptions include contingency plans for enrollment shortfalls, cash flow dips due to state funding deferrals, grant delays, and other operational risks.
- The financial model assumes adaptive and paced spending, regular cash-flow monitoring, and proactive adjustments to ensure stability. Conservative cash flow projections have been used to ensure availability to fund operations while building the cash reserve throughout the first several years.

Table 3. Oceanlight School Cash Flow Projections

Oceanlight School **Cash Forecast**	**2025-26** Forecast	**2026-27** Forecast	**2027-28** Forecast	**2028-29** Forecast	**2029-30** Forecast	**2030-31** Forecast
Beginning Cash	**124,229**	**407,911**	**874,498**	**1,182,082**	**1,334,068**	**631,639**
REVENUE						
LCFF Entitlement	-	257,621	561,267	517,054	613,084	1,460,900
Federal Revenue	25,000	42,025	20,426	23,292	26,981	48,831
Other State Revenue	-	43,797	71,731	80,658	88,763	152,560
Other Local Revenue	-	-	-	-	-	-
Fundraising & Grants	16,667	21,250	5,000	7,500	10,000	12,500
TOTAL REVENUE	**41,667**	**364,693**	**658,424**	**628,504**	**738,829**	**1,674,791**
EXPENSES						
Certificated Salaries	10,833	86,445	118,654	150,947	184,424	326,631
Classified Salaries	-	30,151	34,600	50,754	56,037	88,676
Employee Benefits	3,195	37,477	50,770	68,425	84,108	150,920
Books & Supplies	-	36,902	63,772	63,620	75,971	139,941
Services & Other Operating Expenses	10,142	128,530	279,159	247,217	279,478	469,093
TOTAL EXPENSES	**24,170**	**319,505**	**546,955**	**580,964**	**680,019**	**1,175,260**
Operating Cash Inflow (Outflow)	**17,497**	**45,188**	**111,468**	**47,540**	**58,810**	**499,531**
Ending Cash	**141,725**	**453,100**	**985,966**	**1,229,622**	**1,392,878**	**1,131,170**
Days Cash on Hand	327	44	68	70	68	31

Conclusion

Oceanlight School's budget is a deliberate and mission-aligned approach to charter school financial planning: with robust funding assumptions, appropriate reserves, and fiscal discipline, the school is well-positioned to launch successfully and deliver an educational experience grounded in environmental literacy, STEAM, experiential learning, and family engagement.

For detailed information and assumptions, please see Oceanlight School Petition Budget.

APPENDIX I - EL DORADO CHARTER SELPA

This is the allocation plan for the El Dorado Charter SELPA

Allocation Plan

Updated October 12, 2023

El Dorado County Office of Education
Ed Manansala, Ed.D., County Superintendent of Schools
Ginese Quann, Executive Director - Charter SELPA

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INTRODUCTION

Background

The Allocation Plan represents CEO Council decision making, which began when the Charter SELPA was a subset of the El Dorado County Office of Education (EDCOE) SELPA in 2006-07. In 2007-08, the SELPA became a separate State Board approved Charter SELPA and overall funding parameters changed. CEO Council discussion and decision making from 2007-08 to the present have further refined the formula.

Core Principles:

- Stability and predictability of funding is critically important
- Timely and accurate projections with no surprises
- Timely and accurate distribution of cash
- Reasonable and consistent rationale developed with a standard of fairness and equitability
- Transparency

Allocation Plan Elements

1. State Special Education Funding
2. Federal Special Education Funding
3. Rate Protection Pool
4. Partner Definition
5. Charter SELPA Administration
6. Unspent Funds
7. Income Re-Allocation
8. NPS/RTC/SBT (ERMHS) Pool & Out of Home Care (OOHC) Funding
9. Legal Risk Pool
10. Low Incidence Materials and Services
11. Cash Flow

CURRENT YEAR EXECUTIVE SUMMARY

Fiscal Year 2023-24
Allocation Plan At-A-Glance

	Allocation Plan Element	Basis of Funding	Gross Rate	Additional Description
1	State Funding	ADA	$887.40	Greatest of 2021-22, 2022-23 or 2023-24 P-2 ADA. This rate is a projection based on fully funding the finalized statutory COLA.
2	Federal Funding	Prior Year Enrollment	$130.00	Must have operated in prior year and prior year enrollment count must be trackable to current year CDS code.
	Total Gross Base Funding		$1,017.40	Rate before administrative fee holdback. Administrative fee % is unique to each charter based on years of membership. First-year charters make a one-time contribution of $5/ADA to the Rate Protection Pool.
3	Rate Protection Pool	Reserve for contingencies to protect SELPA members from funding reductions/losses. All Charters in first year of Charter SELPA membership contribute a one-time non-refundable $5.00 per 2023-24 P-2 ADA.		
4	Partner Definition	Single Partner - 1 charter in the Charter SELPA Organization Partner = 2 or more charters in the Charter SELPA under one organization (CMO/Non-Profit)		Year of entry of partner, determines Admin Fee %.
5	Charter SELPA Administrativeion Fee	Funds SELPA services to partners; % of total gross base funding. Year 1 = 5.5% Year 2 = 4.5% Year 3 = 3.5% Year 5 = 3.0%		Reduction in Years 3 & 5 contingent on good standing.
6	Unspent Funds	If more than 25% of funding is unspent at year end, following year funding will be reimbursement based. Eligiblity for federal revenue in following year may be impacted.		
7	Income Re-Allocation	Income may be shifted from one charter to another if the umbrella organization has the board/organization authority to re-allocate dollars.		
8	Mental Health Services Funding	The state directly funds LEAs for mental health services. A contribution of approximately $12.50/ADA is required to support an NPS/RTC/site-based therapeutic program reimbursement pool administered by the SELPA. The pool will pay 100% of RTC room and board costs and is projected to pay 90% of NPS mental health services + transportation and 80% of approved site-based program expenditures.		
9	Legal Risk Pool	Up to $15,000 reimbursement for legal claims related to due process filing until pool funding is extinguished. 50% funding/50% match		
10	Low Incidence Funding	Low incidence services and material reimbursements ($600 minimum claim). Initial reimbursement level is $1,000/student, which may increase based on claims filed during the year and available dollars.		
11	Cash Flow	Specific policy guidance re: standard SELPA cash flow to charters is found in this section of the Allocation Plan.		

1. STATE SPECIAL EDUCATION FUNDING (Last revised October 2020)

Funding Definition

The Charter SELPA receives state special education funding based on the statewide target rate multiplied by current year P-2 ADA. P-2 ADA is defined as cumulative attendance divided by days operated, as of the first school month ending on or before April 15. A Cost of Living Adjustment (COLA) may or may not be provided annually, depending upon legislative budget action.

State Aid - Charter SELPA Funding Formula

The Charter SELPA funds each LEA member based on the greatest of current year, prior year or prior prior year P-2 ADA for the LEA per the current funding model.

The SELPA is funded on the statewide target rate per ADA. In addition, the SELPA receives a small portion per ADA for SELPA Program Specialist/Regionalized Services (PS/RS rate, based on 2019-20 ADA). Should this funding source ever be rolled into the base rate by legislative action, CEO Council action substantiates that the Charter SELPA continue to treat the PS/RS rate as a separate operational funding stream to the Charter SELPA. These rates are adjusted each year by any COLA applied to the rate.

Charter SELPA administration is responsible for setting the Charter Member Rate each year to account for the budgetary anomalies and maintain a consistent level of funding from year to year. In order to calculate an individual charter's funding rate, the Charter Member Rate is adjusted by the CEO Council's established unique charter member administrative fee and, for first year charters, the one-time Rate Protection Pool contribution (See Element 3/Rate Protection Pool).

2. FEDERAL SPECIAL EDUCATION FUNDING

Funding Definition

Each year the State of California receives a combination of grants for federal IDEA funds. The state distributes this to SELPAs on a prorated formula that is based on:

a. Historical amount per SELPA from 1999;
b. Prior year enrollment counts; and
c. Free and reduced lunch counts.

Federal Funding Charter SELPA Formula (Last revised October 2018)

a. The Charter SELPA funds eligible LEA members based on prior year student enrollment (Fall 1 count).
b. New start-up charter members do not receive federal funds in the first year of operation because funding is based on prior year enrollment.
c. New charter members (not a start-up) may receive federal funds if they existed in the prior year and CDE adjusts the current year Charter SELPA grant for the charter enrollment.
d. If enrollment for a continuing charter member is not included by CDE in the calculation of the Charter SELPA current year federal grant due to a CDS code change, the charter member remains eligible to receive federal funding in the current year.
e. The CEO Council's established administrative fee (see Element 5/Charter SELPA Administrative Fee) is determined based on total state and federal income per charter member, but the payment itself is considered paid with state dollars.
f. Inability to fully spend special education dollars may result in ineligibility to receive federal funds in the subsequent school year (see Element 6/Unspent Funds).

Federal Grant Compliance (Added October 2019)

Charter SELPA administration may make a determination to exclude a charter from federal funding eligibility if matters come to their attention that determine compliance requirements of CDE or the federal grant itself may be violated by doing so.

3. RATE PROTECTION POOL (Added October 2020)

Intent

The intent of the Rate Protection Pool is to provide a reserve fund against unforeseen losses to the SELPA that would otherwise cause a reduction in the state or federal funding rate. These losses may involve the action of a partner or an outside agency or other legal authority. It is recognized that, in some cases, a means to recover funds from a partner may no longer exist. However, when a partner is involved, Charter SELPA administration will exercise all due diligence in attempting to recover funds from the partner.

Use of Pool Funds

The Rate Protection Pool is a shared risk pool in place to protect the entire SELPA membership. As such, the only limitation on the size of a single charge to the pool is the available balance in the pool at the time. Regardless, CEO Council approval is required when any individual situation would result in a charge of more than $250,000. In addition, Charter SELPA administration will report at least annually to CEO Council on the use of funds and the balance available.

Pool Funding (Last revised May 2022)

2019-20 year-end balances in the Set-Aside Risk Pool and the Rate Smoothing Pool were consolidated to originally fund the Rate Protection Pool. Ongoing funding for the pool will consist of a one-time $5.00/ADA payment from all new charters (including charter school expansions of current Partners), defined by CDS code, in the first year of membership. The $5.00 payment will be based on P-2 ADA in the first year. This $5.00/ADA payment is a non-refundable contribution to the shared risk pool.

Other funding sources to the pool include, but are not limited to:

- Positive prior year adjustments for schools no longer with the SELPA.
- Unspent funds where need is not demonstrated in the following year.
- Funding held from Partners that close operations and fail to submit documentation that would allow for release of funds being held.
- Recoveries from Partners/former Partners in excess of the loss.
- Extraordinary payments, positive funding adjustments or recoveries.
- Any other additions to the pool approved by the CEO Council.

4. PARTNER DEFINITION (Last revised October 2021)

Intent

In September 2013, the CEO Council created two categories of Partnership: **Single Charter Partner and Organization Partner**. The date of entry of the Partner is used to determine the administrative fee for the Partner's future expansion.

Charter SELPA Formula

Single Charter Partner	Charter SELPA LEA member with one school (CDS code) in the Charter SELPA
Organization Partner	Organization with multiple Charter SELPA LEA member schools (each with a CDS code).

An organization is defined as a non-profit with one governing board over multiple charters or an organization that is structured to include one Chief Executive Officer position that has defined responsibilities related to multiple charters. The title of CEO may differ by organization, but the intent is that the "CEO for the umbrella organization" has specific decision-making authority related to the multiple charters in matters involving special education programs and services.

Member charter LEAs within the Organization Partner "network" are afforded the same benefits as those that are available to the Organization Partner. When a Charter SELPA Partner expands with a charter new to the SELPA, the new charter school utilizes the Organization Partner's date of entry for calculation of the administrative fee. Another example would include, if the Organization Partner is put on a reimbursement basis for funding, all members of the Organization Partner's network may also be funded through a reimbursement mechanism. To ensure accurate considerations of an Organization Partner's member charters within their network, each Organization Partner would be asked to identify their member charters annually and the member charter school LEAs would be asked to affirm the relationship.

An Organization Partner would be asked to assist in the event of a member charter school closing and/or causing a financial impact on the Charter SELPA. CEO Policy 27, addressing when a charter within an Organization Partner's network closes, includes the following language:

> "The Organization Partner has certified that funds were spent appropriately for special education and should issues arise at a later date; the Organization Partner will honor any obligations owing by the closing charter."

In the event where the Organization Partner is not able to mitigate a negative impact on the Charter SELPA caused by a member charter school(s), it is understood that actions would be taken to protect the Charter SELPA, including the Organization Partner may be placed in a reimbursement funding position. In addition, the administrative fee sliding scale is predicated on a member being in good standing and increasing capacity over time. If a member is not in good standing and has a lower administrative fee based on years of participation in the SELPA, the administrative fee may be recalibrated and returned to a level reflective of a lower capacity and to cover increased costs created by the heightened monitoring required. This adjustment will also take

effect when an Organization Partner dissolves their relationships with member charter schools and/or their network, and thus after the dissolution action, the remaining member charter schools are Single Charter Partners within the SELPA.

5. CHARTER SELPA ADMINISTRATIVE FEE (Last revised May 2019)

Intent

The CEO Council established an administrative fee in order for the Charter SELPA to provide the services required by the participating members. In 2006-07, the allocation formula provided for an administrative fee of 10% with the intent that it would reduce over time as the Charter SELPA membership expanded. The formula was substantially revised in 2010- 11 to provide for a first-year differential rate. It was revised again in 2011-12 to provide for a first-year rate of 6%, reducing to 5% in year 2, and the possibility of reducing to 4% in year 3 and beyond if specified criteria were met. The formula was revised again in 2013-14, allowing all charters to be eligible for consideration of the 4% rate in year 5. The formula was again revised for 2019-20 with reductions to the administrative fee rate for all current and new Charter SELPA Partners. These funds, along with funds from the PS/RS rate, are used to cover the operational costs of providing the wide range of SELPA services offered to members, including program capacity-building support and case consultation from SELPA Program Specialists, technical assistance, professional development, SEIS system usage and training, data and compliance monitoring/reporting assistance, business office support, and Administrative Unit Fees.

Charter SELPA Formula

As established by the CEO Council, a charter's administrative fee is calculated by multiplying total annual state and federal funding for the charter by the applicable administrative fee percentage for the charter. Prior to distribution of state and federal funding, the applicable administrative fee is withheld. Date of entry for purposes of the administrative fee is based on the date of entry of the **Organization Partner**. For example, if the Organization Partner qualifies for a 3% fee based on five years of membership, the expansion charter would be treated the same and receive the 3% fee.

The fee does not apply to other grant dollars received by the SELPA; however, the SELPA may charge an appropriate indirect rate for specific grants that are administered by the SELPA.

Administrative Fee Schedule

5.5%	Year One Partner
4.5%	Year Two Partner
3.5%	Year Three Partner – successfully completing the first two years with the Charter SELPA and a SELPA member in good standing.
3.0%	Year Five Partner – successfully completing the first four years with the Charter SELPA and a SELPA member in good standing.

Specified Criteria for Administrative Fee in Year 3 and Year 5:

Member in good standing:

- Meets minimum CEO Council and Steering Committee participation requirements
- Timely submission of program reporting: e.g. IEP reporting, Pupil Count
- Timely submission of financial reports
- Meets Maintenance of Effort requirements
- No significant outstanding program compliance issues

Notification of fee eligibility

By March 1, prior to the start of a fiscal year, Charter SELPA shall notify Partners entering their 3rd year or 5th year if they are deemed to be eligible for the reduced administrative fee for the following fiscal year. Once a Partner receives approval for the administrative fee in accordance with the schedule noted above, the fee continues unless changed by a failure to maintain good standing. Despite subsequent actions, e.g. failure to meet MOE in September, the lower fee will be honored for the entire fiscal year for which it was granted.

Failure to retain membership in good standing for lower administrative fee

By March 1 (if possible), but no later than June 1, prior to the start of a fiscal year, Charter SELPA shall notify Partners if they are no longer in good standing or no longer eligible for the administrative fee rate previously established for the following fiscal year.

Failure to retain membership in good standing – termination from Charter SELPA membership

The Charter SELPA Participation Agreement, Local Plan, Allocation Plan, and Policies outline the responsibilities of Charter SELPA members. As noted above, failure to meet responsibilities can create ineligibility for the lower administrative fee. It should also be noted that failure to meet those responsibilities can result in termination of membership with the Charter SELPA.

6. UNSPENT FUNDS

Intent

The Charter SELPA recognizes that special education funding in California is not sufficient to cover the total costs of special education. On a statewide basis, LEAs pay for approximately 60% of the costs of special education from local sources. There are unique circumstances where an LEA may have unspent funds. A new charter joining the SELPA may not have the level of special education costs experienced by other LEAs. Additionally, some charters by the nature of the students they serve may have special education costs that are below the statewide averages, and their special education student population may be below Charter SELPA averages.

Charter SELPA Formula (Last revised October 2020)

When an LEA has unspent funds **less than 25%** of their special education allocation (allocation as adjusted at year end close by September 30):

a. All charters with unspent funds must provide budget justification to receive federal funds in the next year.
b. Charters with unspent funds will be subject to significant budget and program review to determine if they qualify for federal funds in the following year.

   Additional factors that may result in ineligibility to receive federal funds:

   - Pupil counts less than 4%
   - Multiple years of unspent funds
   - Fiscal solvency and audit issues
   - Leadership issues that cast doubt on the capacity of the charter to be an LEA

A charter may also opt out of federal funds for an unspecified period of time until needs change.

When an LEA has unspent **funds greater than 25%** of their special education allocation (allocation as adjusted at year end close by September 30):

a. Charters with unspent funds greater than 25% may not be eligible for federal funds in the following year. If need is demonstrated, based on an understanding of the charter's plans and submitted budgets, the Charter SELPA may establish eligibility for federal funding.

b. A charter with unspent funds greater than 25% unspent will be moved to a reimbursement-based state funding cash flow, with the intent that the charter shall spend the prior year unspent funds first. Charter SELPA shall establish a procedure and process to ensure monthly expenditure reporting by the charter, with timely distribution of cash when the charter has demonstrated eligibility by spending prior year carryover. Monthly cash flow payments would not exceed cash distributions under the monthly cash apportionment process.

7. INCOME REALLOCATION (Last revised May 2020)

Intent

Organization Partners (See Element 4/Partner Definition) may have varying needs among their schools and should be provided the flexibility to re- allocate funds among the entities to better match income to special education expenditures.

Charter SELPA Formula

At the close of the fiscal year, an Organization Partner may reallocate state and federal funds to the LEAs within their authority, if the Organization Partner has the authority within their operational structure to take such action.

EC Section 56836.05(b) provides authority to SELPAs to develop an Allocation Plan at the SELPA governance level, to distribute funds to the LEAs within the SELPA. The Charter SELPA Allocation Plan distributes funds to each charter (CDS code) in the SELPA. However, pursuant to this Allocation Plan rule approved by CEO Council, a provision is made for the local authority of the Organization Partner to re-allocate income among Charter SELPA LEA members.

The final reallocation will occur in the months of August and September following the close of a fiscal year with final reallocation done by October 1. Evidence of board action to establish income reallocation authority is required and documentation must be submitted to the Charter SELPA in a prescribed format that outlines the exact amount of funding moved from one LEA to other LEA(s).

8. NPS/RTC/SBT (ERMHS) Pool & OUT OF HOME CARE (OOHC) Funding

(Last revised May 2023)

Intent

Over time, the CEO Council has taken a series of actions to implement Allocation Plan language to govern eligibility for and the allocation of the ERMHS funding consistent with the AB 114 guidance from CDE and the need to provide a predictable revenue stream to Charter SELPA members. Beginning 2023-24, ERMHS funding will no longer be passed through SELPAs. All LEAs in the state will be directly funded for this revenue.

Along with the Allocation Plan language, the Charter SELPA has developed operational guidelines and budget request forms. Please see the ERMHS Guidelines document available on the Charter SELPA website for complete information.

Charter SELPA Formula (Last revised May 2023)

1. Out of Home Care Funding (Added May 2023)

Out-of-Home Care Funding is provided to SELPAs to serve foster youth, pupils placed in California's short-term residential therapeutic program, and three other types of facilities located within a SELPA's geographic boundaries. In 2022-23, the Charter SELPA began receiving this annual revenue based on aggregate foster youth enrollment for all partner charter schools. In the first annual revenue calculation, the Charter SELPA received funding for 2021-22 and 2022-23. The CEO Council has determined that each year, OOHC funding will be used to defray the cost to partners of administering the mental health reimbursement pool.

Annual OOHC funding will be held by the SELPA. Beginning in 2023-24, each year's revenue will be used to reduce the corresponding year's partner contribution to the NPS/RTC/SBT Pool, as established later in this section. The funding received for 2021-22 and 2022-23 will be used as follows:

a. Use 2021-22 revenue to increase the 2022-23 per-ADA distribution to partners.
b. Divide the amount of funding received for 2022-23 by three.
c. Combine the result of this calculation with the amount of OOHC funding received for 2023-24, 2024-25, and 2025-26, respectively.
d. For each of these three years, use the combined amount to reduce the corresponding year's annual partner contribution required for the NPS/RTC/SBT Pool.

2. Administration Charge

Partners in the Charter SELPA pay a fee for services for the Charter SELPA to deliver CPI training and certification, support partner mental health programs, and administer the mental health-related provisions of the Allocation Plan. This amount was fixed at $533,866 for 2022-23 and shall be adjusted each year with the final state budget COLA.

3. Description of 2022-23 Funding

For 2022-23:

a. Combine 2022-23 mental health revenue with the mental health reserve carried over from 2021-22.
b. Subtract $533,866 ($501,000 + 6.56% COLA) for the mental health administration charge to fund mental health support for partners and CPI behavior training/certification in 2022-23.

c. Set aside $480K to fund approved 2022-23 Site-Based Therapeutic programs at 80% of eligible expenditures. If this amount is not sufficient, the reimbursements will be prorated.
d. Set aside $4.3M to fund NPS mental health services at 90% and RTC room and board at 100% of eligible expenditures. If this amount is not sufficient, the reimbursements will be prorated.
e. Distribute the remaining revenue ($/ADA) monthly to partners based on 2022-23 P-2 ADA.

4. Description of Funding After 2022-23

Beginning in the 2023-24 fiscal year, SELPA partners are directly funded and have sole responsibility and discretion for meeting the mental health needs of their student populations, including but not limited to services previously identified under mental health Levels 1 and 2 in the allocation plan. The state has granted greater flexibility for the use of mental health dollars, including spending on preventative services for the entire student population. Partners will account for their specific use of mental health dollars through expenditure reporting.

As established by the CEO Council, the SELPA will administer a reimbursement pool for RTC room and board, NPS mental health services, transportation, and site-based therapeutic programs within the parameters established by the SELPA mental health guidelines. Partners have agreed to self-fund this reimbursement pool each year by allocating to the SELPA from state base special education revenue a dollar amount per current year P-2 ADA sufficient to provide:

a. For the SELPA, an amount equal to the previous year's mental health administration charge plus (+)/minus (-) the finalized COLA for the year.

b. For the reimbursement pool, an amount projected to fund (in priority order):
    i. Eligible RTC expenditures for room & board and transportation at 100% for the year. If the estimated is insufficient, funds from the Rate Protection Pool will be used.
    ii. NPS mental health services and transportation at 90%. If the estimated amount is not sufficient, reimbursements will be prorated.
    iii. Approved site-based therapeutic programs at 80% of eligible expenditures. If the estimated amount is insufficient, reimbursements will be prorated.

Prior to calculating the per-ADA amount to be retained from state special education revenue disbursements to partners, the total dollar amount determined by a. and b. above will be reduced by the applicable year's annual OOHC funding amount.

SELPA administration will manage the reimbursement pool funding first to meet the specified target reimbursement percentages (90% NPS services & 80% site-based programs), then to increase those percentages if possible. Any remaining funding will be carried over into the following year and factored into SELPA administration's projections. At the spring meeting, SELPA administration will inform the CEO Council of:

- the projected final pool reimbursements for the current year and any carryover;
- the projected administration charge based on the state budget COLA information available;
- the projected pool amounts needed for the following year; and
- the rate per ADA for the upcoming year based on these projections.

5. Mental Health Costs Eligible for Reimbursement

5.1 - Site-Based Structured Therapeutic Program

a. Costs that may be claimed are restricted to services that are required to be performed by

b. certificated staff. Staff may be contracted through an NPA or hired by the charter. Books and supplies may be claimed.
c. Eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability.
d. Approved program costs are 80% reimbursed, with a required 20% charter match. No facility/rent costs, direct support, administrative costs, or indirect costs are allowable for the 80% reimbursement or 20% match.
e. A budget request for site-based structured therapeutic program reimbursement must be filed with the Charter SELPA by November 1 for the current fiscal year and annually if the program operates into subsequent years.
f. In order to provide a predictable ERMHS funding stream for all charter members, a site-based structured therapeutic program established after November 1 may not be guaranteed funding in the current year.

5.2 - NPS Mental Health Services

a. Costs that may be claimed are the mental health services for a student in an NPS placement as specified in the student's IEP. The educational costs are the responsibility of the partner and are not reimbursed. The educational costs, however, must be reported and must be, at a minimum, equal to the charter's LCFF per ADA funding amount.
b. Prior to July 1, 2023, eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability. As of July 1, 2023, a student with any disability is eligible.
c. Approved NPS ERMHS costs are 90% reimbursed, with a required 10% charter match. No facility/rent costs, direct support, or administrative costs are allowable for the 90% reimbursement or 10% match.
d. Indirect costs are allowed for NPS ERMHS, consistent with the California School Accounting Manual (CSAM) indirect cost provisions that do now allow for indirect costs to be claimed for contract costs beyond the first $25,000.
e. At the start of each year, Charter SELPA shall contact all charters with placements in the prior year to determine the anticipated current-year budget amounts.
    - Prior to any new placements, SELPA must be consulted, and a preliminary budget request must be submitted.
    - Immediately after execution of a contract, a copy of the master contract, Individual Service Agreement (ISA), and revised budget request must be submitted to the Charter SELPA. When a placement is discontinued, Charter SELPA shall be notified immediately so the budget may be revised.
    - A budget request for the NPS ERMHS reimbursement funding must be filed with the Charter SELPA and submitted within 30 days of contract signing.

5.3 - Residential Room and Board (RTC)

a. Costs that may be claimed are the residential room and board costs related to a student in an NPS placement. The educational costs are the responsibility of the charter member and are not reimbursed. ERMHS costs for a student may also be claimed (NPS Mental Health Services).
b. Prior to July 1, 2023, eligible students must meet ED eligibility criteria and be identified in SEIS with ED as the primary or secondary disability. As of July 1, 2023, a student with any disability is eligible.

c. Approved NPS room and board costs are 100% reimbursed, with no required match. No facility/rent costs, direct support, or administrative costs are allowable for the 100% reimbursement.
d. Indirect costs would be allowed for NPS room and board costs, consistent with CSAM indirect cost provisions that do now allow for indirect costs to be claimed for contract costs beyond the first $25,000.
e. Effective October 15, 2021, the maximum daily room and board reimbursement is limited to the current monthly revenue rate for short-term residential therapeutic programs published by the State of California multiplied by 12 then divided by 365.
f. At the start of each year, Charter SELPA shall contact all charters with placements in the prior year to determine the anticipated current year budget amounts.
    - Prior to any new placements, SELPA must be consulted, and a preliminary budget request submitted.
    - Immediately after execution of a contract, a copy of the contract, ISA, and revised budget request must be submitted to the Charter SELPA. When a placement is discontinued, Charter SELPA shall be notified immediately so the budget may be revised.
    - A budget request for the NPS ERMHS reimbursement funding must be filed with the Charter SELPA and submitted within 30 days of contract signing.

9. LEGAL RISK POOL (Reinstated October 2022)

CEO Council (May 2020) approved suspension of the Legal Risk Pool beginning in 2020-21 and directed that any remaining balance at the end of 2019-20 be directed to the Set-Aside Risk Pool. In October 2022, CEO Council resumed the pool as of July 1, 2023 with a transfer from the Rate Protection Pool.

Background

CEO Council (May 2013) established a risk pool with the primary intent to fund legal costs associated with a due process filing.

CEO Council (May 2016) approved a transfer of $200K to the new Set-Aside Risk Pool and the risk pool balances are now specifically identified as a Legal Risk Pool.

CEO Council (May 2017) approved a transfer of $500K to the Rate-Smoothing Pool.

CEO Council (October 2022) approved a transfer of $3.1 million from the Rate-Protection Pool to resume the pool as of July 1, 2023.

Charter SELPA Formula

Reimbursement parameters from the Legal Risk Pool for legal costs:

Eligible Reimbursements: Attorney costs associated with a due process filing
Match Requirement: 50% charter/50% risk pool
Maximum Reimbursement: Up to $15,000 ($30,000 in eligible/approved costs, 50% paid by risk pool)

Charter SELPA shall provide forms for Charter SELPA members to request reimbursement. Deadlines for submission of claims will be established to ensure adequacy of funds.

10. LOW INCIDENCE MATERIALS AND SERVICES (Last revised October 2020)

Intent

Low incidence (LI) funds are available for reimbursing the cost of low incidence services and materials. Annually, the SELPA receives a state-determined rate per student with an LI disability based on the December pupil count report.

Charter SELPA Formula

Charters may apply for low incidence materials and funding based on the following criteria:

General Conditions

a. Low incidence eligibility per education code definitions.
b. Charters are advised that funding is dependent upon the SELPA receiving full credit for all low incidence students in the Fall 1 pupil count.
c. Verification will take place in February at the first point in the funding certification cycle.

The intent of establishing a minimum level of funding is to provide predictability in funding to member LEAs. In May of each year, SELPA Leadership shall establish the minimum level of funding for the following year based on current trends. The minimum level will be updated the following May when the majority of requests will have been submitted for reimbursement.

1. In early May, SELPA leadership will set the next year minimum level of funding for low incidence reimbursements at or above the current year state low-incidence per-pupil funding rate. The following factors will be taken into account:
   - Current year trend data on reimbursement request submissions.
   - Low incidence funding, which is based on pupil counts and state rates.
   - Any carryover balances of low incidence funding.

   CEO Council will be informed of the established level at the spring meeting.

2. A minimum request is $600. This will direct available funding toward higher-cost materials and services.

3. All requests for funding must be submitted by May 1 to be eligible for reimbursement. Only IEPs agreed to after May 1 will be considered on a case-by-case basis.

4. Final reimbursement is based on end of year expenditure reports, which must be filed by July 13. Reimbursement will not exceed actual cost.

5. By May of each year, a finding will be made regarding the ability to fund beyond the established minimum with the intent of expending all current year revenue and any carryover from previous years.

Funding parameters will be reviewed annually and may be revised for more flexibility if large balances exist or revised with more limited parameters if shortfalls exist.

11. CASH FLOW

Intent

SELPA funding is sent by CDE/State Controller to the Charter SELPA/EDCOE. Charter SELPA in a timely fashion will request that the Administrative Unit (EDCOE) issue electronic payments/warrants to Charter SELPA members. Cash flow policies of the Charter SELPA follow.

Rate Protection Pool Payment Cash-Flow

The one-time $5 per ADA payment for charters in the first year of SELPA membership is done in two parts: 75% in February (P-1) and 25% in June (P-2).

Cash Flow/Administrative Fee

The administrative fee, as approved by CEO Council, is a percentage of each charter's total state and federal funding for a fiscal year. Prior to distribution of state and federal funding, the applicable administrative fee is applied and held back (see Element 5/Charter SELPA Administrative Fee). While the fee is calculated on both state and federal funding, the total administrative fee is held back from state cash flow only. The administrative fee is adjusted when federal revenue is updated and at each state certification period (see below) and accounted for in the published cash flow schedules.

State Funding Cash-Flow

For the months of July through January, funding received from CDE is based on prior year P-2. This method of funding means new charters entering the Charter SELPA and/or growth funding will not be received until P-1 certification in February. During the months of July through January, cash-flow to the Charter SELPA members will be based on the CDE apportionment payment schedules and the charter's estimated P-2 ADA, but not to exceed CDE funded data. Any state deferrals applied to the SELPA will be applied to the Charter SELPA members. CDE will not flow cash to the SELPA until the California State Budget has passed. Should there be a delay in funding from CDE due to the state budget, there will be a delay in the cash-flow to the Charter SELPA members.

In February, CDE publishes the P-1 certification and funding for all current year P-1 ADA will begin through CDE's apportionment payment schedule. At that time, each charter's P-1 certified ADA will be updated in the entitlement and cash flow schedules.

In June, CDE publishes the P-2 certification. At that time, CDE will publish final P-2 certification exhibits in June for funding to be received in July. At this time, P-2 ADA will be used. A new entitlement is determined. Cash distribution is adjusted based on any CDE cash-flow deferral schedule.

The Charter SELPA publishes an updated state cash flow schedule for charters in the SELPA after each certification period. Please see these detailed documents on the Charter SELPA website.

Federal Funding Cash-Flow

Cash flow for federal funds varies from year to year based on CDE timelines. El Dorado County Charter SELPA will annually develop a federal cash flow process that results in federal cash distribution to SELPA members in as short a turn-around time as possible.

The Charter SELPA publishes a federal cash flow schedule for charters in the SELPA. Please see these detailed documents on the Charter SELPA website.

State Re-Certification Process

Each February and June for two subsequent fiscal years, CDE will continue to re-certify funding based on any changes to the ADA.

Below is the certification schedule for each fiscal year:

July Advance Apportionment (based on Prior are P-2 ADA) February – P-1 certification

June – P-2 certification February – Annual certification
June – R-1 certification (1st re-certification)
February – R-2 certification (2nd re-certification)
June – R-3 certification (3rd re-certification)

As re-certifications occur, funding may change based on any ADA or rate changes. These changes in funding will be allocated 50% in March (after the February annual or R-2 certification) and the balance will be allocated in July (after the June R-1 or R-3 re-certification).

APPENDIX J - COMMUNITY OUTREACH PLAN

Introduction

Oceanlight School was founded on the principle that a truly excellent education must be accessible to all families in our region—especially those who have historically faced barriers to enrollment, engagement, and success. Our mission is to reflect the diversity of our community through intentional, equity-driven outreach and support. We recognize that students may belong to multiple groups: they may be newcomers to the United States, English learners, from low-income families, members of ethnic or cultural minorities, or in foster care. By designing targeted and intersecting strategies, we aim to ensure that every Oceanlight family is welcomed, included, and supported. That they know they belong in the Oceanlight School community.

Our community outreach efforts between July and September 2025 have been focused on reaching communities centered around preschools and learning centers for children, like dance and martial arts studios located across school district boundaries. On social media, we targeted advertising to families with young and school-age children. Our communication has been aggregated but targeted geographically. We began to offer multi-lingual communication via our family interest survey, which is available in English and Spanish. When we began collecting signatures for our charter petition, we provided translations of our charter petition and signature pages in English, Spanish, Chinese, and Tagalog. These were the first steps in lowering critical language barriers for our largest linguistic communities.

Moving forward, this community outreach plan is designed to intentionally and strategically recruit families with the goal of Oceanlight School reflecting the diverse communities of Northern San Mateo County. As Oceanlight grows, equity-focused recruitment and comprehensive support for all families will be central to our efforts.

We are committed to continually collecting and analyzing enrollment and participation data across all student demographic groups. Whenever we identify that a particular community is underrepresented, we will focus our outreach and partnership efforts specifically to support and welcome more families from those specific communities.

Outreach to Socioeconomically Disadvantaged Families

Many families in our region face barriers related to income, work schedules, transportation, and limited access to traditional school communications. Oceanlight is committed to reaching and supporting these families by partnering with organizations they already trust—community “anchors” that help meet families’ everyday needs.

We will collaborate with:

- **Head Start & Early Head Start centers** (e.g., Izzi Early Education, Peninsula Family Service) for early outreach and K-8 transitions, and will explore launching our own program to fill critical gaps.
- **Family Resource Centers** in Daly City, Pacifica, and South San Francisco to provide enrollment information and participate in special events.
- **Food pantries and meal programs** (e.g., Second Harvest of Silicon Valley) to connect with families in accessible, non-traditional locations.
- **Affordable housing organizations/tenant advocacy groups** (such as MidPen Housing, Mercy Housing) to reach families living in subsidized housing.
- **Community health clinics and immigrant social service hubs** (Daly City Health Center, NEMS, Samaritan House, El Concilio) to distribute information and invite families to school events.

- **Workforce and adult education programs** (JobTrain, adult school programs, day laborer centers) to ensure working families are aware of Oceanlight opportunities.

- **Libraries, laundromats, recreational centers, and faith-based organizations**—including churches, mosques, synagogues, and temples—places that many low- and moderate-income families frequent.

- **First 5 CA sites, youth centers (Boys & Girls Clubs, YMCA, StarVista), and other local hubs**, ensuring our outreach is comprehensive, persistent, and genuinely welcoming.

Oceanlight's engagement with faith-based organizations is solely for the purpose of sharing school information and supporting equitable, inclusive enrollment. All outreach is secular, and we welcome families of all faiths.

Outreach to English Learners

Oceanlight serves a region of extraordinary linguistic diversity. To ensure English learner (EL) families feel welcomed and supported, we base our outreach on primary language data and strong relationships with anchor organizations and cultural centers.

Our efforts include:

- Partnering with organizations such as the **Chinese Culture Center of SF, San Mateo County Chinese School, Tzu Chi Academy, Cumberland Presbyterian Chinese Church** (for Chinese speakers); **Ukrainian American Coordinating Council, St. Michael's Ukrainian Orthodox Church, Nova Ukraine** (for Slavic languages); and **Daly City Community Service Center, Latino/a/x Collaborative, Casa Circulo Cultural, El Concilio** (for Spanish-speaking families).

- Engaging with Tagalog- and Vietnamese-serving organizations (**Kapwa Kultural Center, Bayanihan Resource Center, Au Co Vietnamese Cultural Center, Southeast Asian Development Center**) as well as outreach to Arabic, Burmese, and Brazilian groups.

- Providing translated school materials, interpreter support at events, multilingual ambassadors, and communication via trusted local faith, cultural, and social media platforms.

- Ensuring language is never a barrier to enrollment, family involvement, or student success at Oceanlight.

As with all outreach, engagement with faith-based organizations is secular, inclusive, and designed only to provide equal school access for all families.

Outreach to Ethnic Minorities

Oceanlight School is founded on a commitment to reflect and serve the full diversity of our region, with a special focus on ensuring equitable access and a sense of belonging for all families. Establishing trust and breaking down barriers—especially those related to language, culture, and community history—requires intentional outreach, active listening, and partnership with our area's vibrant ethnic communities.

- We have prioritized language access, translating school materials and our website into Chinese, Tagalog, and Spanish. Email subscribers will be offered the opportunity to indicate their preferred language for email communication and will receive communications in their preferred language.

- We will partner with respected organizations, including **North County Outreach Collaborative, El Concilio, Filipino Mental Health Initiative, AAPI Alliance, Pacific Islander Community Partnership, Latino/a/x Collaborative**, and **Southeast Asian Development Center**, to co-host informational events and attend multicultural fairs, resource days, and faith-based gatherings—including those serving Black, Polynesian, Pacific Islander, Latino/a/x, Asian, and multiracial communities.

- Our presence will be active at key events such as **Pacifica Fog Fest, Kasayahan Filipino Fest, Bay Area Aloha Festival, San Mateo County Fair (with Asian & Pacific Islander Cultural Days), Juneteenth and Black History Month celebrations, Día de los Muertos,** and other major community festivals.

- Outreach will extend via ethnic supermarkets, community centers, churches, mosques, synagogues, and parent advisory groups.

- Oceanlight's **Diversity Leadership Group (DLG)**, with guidance from our Community Manager, will provide continuous advice and connection to community priorities.

- We plan to recruit multicultural and multilingual family volunteers as liaisons who can bridge communication and cultural understanding between the school and our diverse community.

- We will continually review participation and enrollment data and adjust our strategies to ensure full and equitable representation.

Outreach to Foster Youth

Students in foster care often experience frequent school changes, fractured support systems, and barriers to long-term connections with educators and peers. Oceanlight's K-8 model and intentional community-building are uniquely positioned to provide foster youth with the stability, continuity, and caring relationships that support academic and social-emotional growth. Our outreach and support efforts ensure that foster youth and their caregivers are welcomed, understood, and connected from the start.

To support foster youth, Oceanlight will:

- Collaborate with San Mateo County child welfare agencies, foster family resource centers, and non-profit partners for smooth enrollment and full support.

- Include foster care liaisons in the DLG and advisory partnerships.

- Proactively provide enrollment information to group homes, foster family agencies, and CASA networks across all target cities.

- Clearly communicate in public materials that foster youth are welcomed and supported, with our Community Manager as a direct contact.

- Offer trauma-informed professional development and connect families with local resources for comprehensive support.

Additional key resources and partners are detailed in the appendix.

Conclusion

Oceanlight's outreach strategy recognizes that to achieve our goal of full belonging for families and their students, our work must be intersectional and community-driven. We honor the multiple, overlapping identities of our families and draw on the full strength of our local community anchors to foster authentic, ongoing relationships. **Through ongoing, disaggregated data review, we will be able to identify enrollment gaps and immediately adapt our outreach strategies to ensure all groups are equitably represented.**

We also recognize that the diversity of our region cannot be captured in any single list. As Oceanlight grows, we pledge to continue listening, learning, and working alongside any families, organizations, and communities that seek to join or enrich our school.

As our school grows, we will continuously revisit our methods, seek feedback, and adapt to ensure that every family—regardless of language, background, income, or circumstance—can thrive within the Oceanlight community.

APPENDIX K - LETTERS OF SUPPORT

View Letters of Support

APPENDIX L - SIGNATURES

The contents of this appendix item contain personal and private information.
Please do not publish online.

Teacher and Parent Signatures
(Please request permission to view or download)

Signatures from Teachers With Intent to Teach

Name	Email	Phone	Address	City	Credentials
Vicki Zettler	[redacted]			Pacifica	Special Ed mild/mod
Natalie Bell				Pacifica	Masters in Education
Ashleigh Quirarte				Pacifica	Masters in counseling with a specialization in school counseling
Erika Patterson				Pacifica	Multi subject teaching credential(sf state
Michelle Zuromski				Pacifica	Multiple Subject BCLAD California Credential
Sophie Korn				Pacifica	SS Social Science
Rachael Reimers				Pacifica	CA Single Subject Teaching Credential: Social Science
Lily Escobedo				San Francisco	Multiple Subject Teaching Credential
Rebecca Howarth				Pacifica	CA Multiple Subject
Halie Wheatly				Pacifica	CA Multiple Subject Credential
Ryan Long				Pacifica	Multi subjext credential
Marguerite Rodigou				Pacifica	Professional Clear Multiple Subject Teaching Credential
Danielle Redlin Gustavson				Pacifica	K-12 Art Teacher License, also fluent in Spanish/ bilingual educator. Admin/ and after school teacher experience. Run my own afterschool art/ nature/ bilingual program in Vallemar (Creative heARTS). I also am a muralist who is beginning a youth mural profram in the Pacifica area (Pacifica Murals).
Amy Burnett				Pacifica	Multiple Subject, Clear
Jessical Paul				Pacifica	Multiple Subject Credential

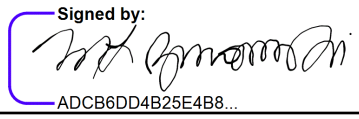
Docusign Envelope ID: 09FF6075-962E-48BD-9134-0AD985A1793F

Signature Page for Teachers – Oceanlight School

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a teacher who is meaningfully interested in teaching at the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

First and Last Name:	Michelle Zuromski
Signature:	Signed by:  ADCB6DD4B25E4B8...
Date:	8/27/2025
Credentials Held:	Multiple Subject BCLAD California Credential
Address:	[redacted] Pacifica,CA 94044
Phone Number:	[redacted]

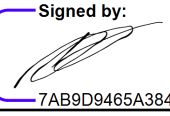
Docusign Envelope ID: B61EFFB4-E094-449B-89E4-74F36B6D2D24

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First and Last Name:	Erika Patterson
Signature:	Signed by:  7AB9D9465A3843B...
Date:	8/27/2025
Credentials Held:	Multi subject teaching credential(sf state BA sociology (minor in women's studies) (UCSB)
Address:	[redacted] Pacifica, ca 94044
Phone Number:	[redacted]

Docusign Envelope ID: 706C0210-D002-4F72-B24D-46B5E4014481

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First and Last Name:	Natalie Bell
Signature:	Signed by:  122DAB8636A9459...
Date:	8/28/2025
Credentials Held:	Masters in Education CA Multiple Subject Teaching Credential Wilson Dyslexia Practitioner
Address:	[redacted], Pacifica, CA, 94044
Phone Number:	[redacted]

Docusign Envelope ID: 3E5C4480-E07D-4084-9307-F1FCFC913A68

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First and Last Name:	Ashleigh Quirarte
Signature:	Signed by: Ashleigh Quirarte E430CF0458044D0...
Date:	8/28/2025
Credentials Held:	Masters in counseling with a specialization in school counseling 7 years experience as a K-6 school counselor
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Amy Burnett
Signature:	
Date:	09 / 10 / 2025
Credentials Held:	Multiple Subject, Clear
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Danielle Redlin Gustavson
Signature:	
Date:	09 / 10 / 2025
Credentials Held:	K-12 Art Teacher License, also fluent in Spanish/ bilingual educator. Admin/ and after school teacher experience. Run my own afterschool art/ nature/ bilingual program in Vallemar (Creative heARTS). I also am a muralist who is beginning a youth mural profram in the Pacifica area (Pacifica Murals).
Address:	[redacted]. Pacifica, Ca 94044
Phone Number:	[redacted]

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First and Last Name:	Halie Wheatly
Signature:	[redacted]
Date:	09 / 01 / 2025
Credentials Held:	CA Multiple Subject Credential
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Kelly Mendoza
Signature:	Kelly Marie Mendoza
Date:	09 / 06 / 2025
Credentials Held:	PhD Media and Communication
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Lily Escobedo
Signature:	
Date:	09 / 06 / 2025
Credentials Held:	Multiple Subject Teaching Credential
Address:	[redacted] San Francisco CA 94112
Phone Number:	[redacted]

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First and Last Name:	Marguerite Rodigou
Signature:	
Date:	09 / 10 / 2025
Credentials Held:	Professional Clear Multiple Subject Teaching Credential
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Ryan Long
Signature:	
Date:	09 / 11 / 2025
Credentials Held:	Multi-subject credential
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Rachael Reimers
Signature:	Rachael Reimers
Date:	09 / 05 / 2025
Credentials Held:	CA Single Subject Teaching Credential: Social Science
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Rebecca Howarth
Signature:	
Date:	08 / 30 / 2025
Credentials Held:	CA Multiple Subject CA Foundational Mathematics CA Physics
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

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First and Last Name:	Sophie Korn
Signature:	
Date:	09 / 07 / 2025
Credentials Held:	SS Social Science SS Foundational Science
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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First and Last Name:	Jessica Paul
Signature:	[redacted]
Date:	09 / 15 / 2025
Credentials Held:	Multiple Subject Credential One test away from a Single Subject ELA credential
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

Signature Page for Teachers – Oceanlight School

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a teacher who is meaningfully interested in teaching at the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

First and Last Name:	Vicki Zettler
Signature:	
Date:	08 / 31 / 2025
Credentials Held:	Special Ed mild/mod
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

Certificate Of Completion

Envelope Id: 706C0210-D002-4F72-B24D-46B5E4014481
Status: Completed
Subject: Complete with Docusign: Oceanlight Signature Page for Teachers
Source Envelope:
Document Pages: 289
Signatures: 1
Certificate Pages: 3
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
IP Address: 50.202.111.2

Record Tracking

Status: Original
8/28/2025 11:04:25 AM

Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org

Location: DocuSign

Signer Events	Signature	Timestamp
Natalie Bell [redacted] Security Level: Email, Account Authentication (None)	Signed by:  122DAB8636A9459...	Sent: 8/28/2025 11:04:41 AM Viewed: 8/28/2025 11:05:25 AM Signed: 8/28/2025 11:06:50 AM
	Signature Adoption: Drawn on Device Using IP Address: 50.202.111.2 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 11:05:25 AM
ID: 099fc66d-e33f-4ed7-9006-17c476d14964

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 11:04:41 AM
Certified Delivered	Security Checked	8/28/2025 11:05:25 AM
Signing Complete	Security Checked	8/28/2025 11:06:50 AM
Completed	Security Checked	8/28/2025 11:06:50 AM

Payment Events	Status	Timestamps

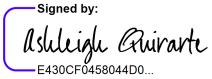
Electronic Record and Signature Disclosure

Certificate Of Completion

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Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 0
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 67.161.17.174
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 12:34:25 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Ashleigh Quirarte [redacted] Security Level: Email, Account Authentication (None)	Signed by:  E430CF0458044D0... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8001:4550:698b:ea7f:120:b006 Signed using mobile	Sent: 8/28/2025 12:34:42 PM Viewed: 8/28/2025 12:35:44 PM Signed: 8/28/2025 12:38:13 PM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 12:35:44 PM
ID: ccc50fba-bec7-4299-93eb-84c935758d1e

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 12:34:42 PM
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Completed	Security Checked	8/28/2025 12:38:13 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

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Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 0
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.84.30
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:25:12 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Erika Patterson [redacted] Security Level: Email, Account Authentication (None)	Signed by: 7AB9D9465A3843B... Signature Adoption: Drawn on Device Using IP Address: 2601:640:8200:4a93:b9f4:d450:80ae:256c Signed using mobile	Sent: 8/27/2025 9:25:27 PM Viewed: 8/27/2025 9:26:19 PM Signed: 8/27/2025 9:29:20 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 9:26:19 PM ID: 7e0393a8-7dcd-4fe0-9519-16acac477a61		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
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Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

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Source Envelope:
Document Pages: 289
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Certificate Pages: 3
Initials: 0
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EnvelopeId Stamping: Enabled
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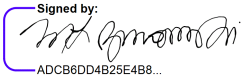
Envelope Originator:
LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
IP Address: 98.47.117.192

Record Tracking

Status: Original
8/27/2025 9:08:14 PM

Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org

Location: DocuSign

Signer Events	Signature	Timestamp
Michelle Zuromski [redacted] Security Level: Email, Account Authentication (None)	Signed by:  ADCB6DD4B25E4B8... Signature Adoption: Drawn on Device Using IP Address: 2601:640:8085:9e20:3dd4:409d:c64f:2e6a Signed using mobile	Sent: 8/27/2025 9:08:29 PM Viewed: 8/27/2025 9:09:11 PM Signed: 8/27/2025 9:11:41 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 9:09:11 PM ID: 7c8686cf-9522-4b37-b86f-68060c479fb5		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:08:29 PM
Certified Delivered	Security Checked	8/27/2025 9:09:11 PM
Signing Complete	Security Checked	8/27/2025 9:11:41 PM
Completed	Security Checked	8/27/2025 9:11:41 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Teacher Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f072951fabeb2b5f4b1804479d5ac700c36d8c3f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 22:11:13 UTC-7	Viewed by [redacted] IP: 71.145.212.122
SIGNED	**09 / 10 / 2025** 22:25:46 UTC-7	Signed by [redacted] IP: 71.145.212.122
COMPLETED	**09 / 10 / 2025** 22:25:46 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Teacher Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	2aaea6327a5e2f0461ca5b37eef94084169ea01e
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 10 / 2025** 17:27:42 UTC-7	Viewed by [redacted] IP: 67.164.54.207
SIGNED	**09 / 10 / 2025** 17:32:36 UTC-7	Signed by [redacted] IP: 67.164.54.207
COMPLETED	**09 / 10 / 2025** 17:32:36 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 01 / 2025** 17:31:29 UTC-7	Signed by [redacted] IP: 174.221.123.78
COMPLETED	**09 / 01 / 2025** 17:31:29 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 06 / 2025** 12:53:18 UTC-7	Viewed by [redacted] IP: 12.75.216.21
SIGNED	**09 / 06 / 2025** 12:55:26 UTC-7	Signed by [redacted] IP: 12.75.216.21
COMPLETED	**09 / 06 / 2025** 12:55:26 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Status	• Signed

Document History

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SIGNED	**09 / 06 / 2025** 11:00:35 UTC-7	Signed by [redacted] IP: 12.75.116.28
COMPLETED	**09 / 06 / 2025** 11:00:35 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 10 / 2025** 15:50:08 UTC-7	Signed by [redacted] IP: 24.4.80.122
COMPLETED	**09 / 10 / 2025** 15:50:08 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document history

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SIGNED	**09 / 11 / 2025** 15:12:54 UTC-7	Signed by - [redacted] IP: 104.28.123.182
COMPLETED	**09 / 11 / 2025** 15:12:54 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 05 / 2025** 10:01:53 UTC-7	Signed by [redacted] IP: 66.73.104.118
COMPLETED	**09 / 05 / 2025** 10:01:53 UTC-7	The document has been completed.

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File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	84e0e255c255a671868cd46e7dd08e0d1a78ba43
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**08 / 30 / 2025** 08:06:16 UTC-7	Viewed by [redacted] IP: 108.212.68.240
SIGNED	**08 / 30 / 2025** 08:10:40 UTC-7	Signed by [redacted] IP: 108.212.68.240
COMPLETED	**08 / 30 / 2025** 08:10:40 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Teacher Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e4748013df63d466f0878d3a7c65671bab4a8f6b
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 07 / 2025** 15:54:43 UTC-7	Viewed by [redacted] IP: 162.227.162.126
SIGNED	**09 / 07 / 2025** 15:55:58 UTC-7	Signed by [redacted] IP: 162.227.162.126
COMPLETED	**09 / 07 / 2025** 15:55:58 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Teacher Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	84da1f3978f4cc5cec9de7770d7bf84c00414fd3
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document history

VIEWED	**09 / 15 / 2025** 18:55:30 UTC-7	Viewed by - [redacted] IP: 99.151.12.217
SIGNED	**09 / 15 / 2025** 18:59:14 UTC-7	Signed by - [redacted] IP: 99.151.12.217
COMPLETED	**09 / 15 / 2025** 18:59:14 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	09b6b2423ec559635c6dfe5d0cc53b2c09d55a3d
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 31 / 2025** 18:46:54 UTC-7	Viewed by [redacted] IP: 68.251.56.249
SIGNED	**08 / 31 / 2025** 18:49:11 UTC-7	Signed by [redacted] IP: 68.251.56.249
COMPLETED	**08 / 31 / 2025** 18:49:11 UTC-7	The document has been completed.

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Adrienne Baumann	[redacted]			Pacifica	94044	[redacted]									
Aida Ting-Chow				Pacifica	94044										
Aleilee Asper				South S…	94080										
Alice Kasper				Pacifica	94044										
Alissa Sideman				Pacifica	94044										
Amy Blake				Pacifica	94044										
Amy Burnett				Pacifica	94044										
Amy Skeeters-Bebtens				Pacifica	94044										
Amy Widdows				Pacifica	94044										
Andi Gustavson				Pacifica	94044										
Andrew Flury				Pacifica	94044										
Angeleena Gaggero				Pacifica	94044										
Angeliki Kokalis				Pacifica	94044										
Angelina Piccolotti				Pacifica	94044										
Anna Harris				Pacifica	94044										
Anna Kabrich				Montara	94037										
Anna M Owens				Pacifica	94044										
Anna Yeung				Pacifica	94044										
Anthony Rinehart				Pacifica	94044										
Arielle Strehl				Pacifica	94044										
Ashleigh Quirarte				Pacifica	94044										
Benny Tsui				South S…	94080										
Bernadette Brogan				Burling…	94010										
Brenda Hammond				South S…	94080										
Britta Cheng				Montara	94037										
Brittany Pepper				Pacifica	94044										
Carnley Nee				Pacifica	94044										
Carol Tappenden				Pacifica	94044										
Caroline Ang				Daly City	94014										
caroline siu chui				Pacifica	94044										
Celene Matthews				Pacifica	94044										
Chathren Halteh				Pacifica	94044										
Christie Robinson				Pacifica	94044										
Christina Dudley				Pacifica	94044										
Christina Keen				Pacifica	94044										
Christina Lee				Pacifica	94044										
Christina O'Brien				Pacifica	94044										

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Christine Flores	[redacted]			Pacifica	94044	[redacted]									
Christine Novak				El Gran…	94018										
Cindy Ng				Pacifica	94044										
Cindy Soremekun				Pacifica	94044										
Claudia Nhan				Pacifica	94044										
Colleen Coburn				Pacifica	94044										
Conner Richardson				Pacifica	94044										
Connie Chau				Pacifica	94044										
Connie Cheng				Daly City	94014										
Crissie Mcbride				Pacifica	94044										
Dana Chin				Pacifica	94044										
Danielle Lee				San Br…	94066										
Danielle Seyler				Pacifica	94044										
Danish Rehman				San Br…	94066										
Dean Wilson				Pacifica	94044										
Deanna Nilmeier				Pacifica	94044										
Debora Taylor				Daly City	94015										
Deborah Sherwin				Pacifica	94044										
Deena Keller				Pacifica	94044										
Donald Burdette				Pacifica	94044										
Elisa Wu				Pacifica	94044										
Elizabeth Bolle				Pacifica	94044										
Emily Kaiser-Termes				Pacifica	94044										
Emily Wong Derreumaux				Pacifica	94044										
Erika Torres				San Br…	94066										
Everett McLeod				Daly City	94015										
Fe Soleil Sales				San Br…	94066										
Fernando Nicolau Reichert Alberti				Pacifica	94044										
Florence Osuagwu				Pacifica	94044										
Francine Tran-Oeyo				Pacifica	94044										
Gail Kenney				Pacifica	94044										
Gara Larson				Pacifica	94044										
Garen Sogomonov				Pacifica	94044										
Gina Dragomanovich				Pacifica	94044										
Grace Kavanaugh				Pacifica	94044										
Grace Ng				Pacifica	94044										
Grace Sobieski				Pacifica	94044										

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Hadeel Tashtoush	[redacted]			Pacifica	94044	[redacted]									
Heather Cheatham				Pacifica	94044										
Heidi Pereira				Pacifica	94044										
Idalia Guerrero				Pacifica	94044										
Ivayla Vaceva				San Ma…	94403										
Jacob Meltzer				Pacifica	94044										
Jacqueline de borja				Pacifica	94044										
Jacqueline Yea				Pacifica	94044										
Jady Lim				Pacifica	94044										
James Delos Santos				Pacifica	94044										
James Norris				Pacifica	94044										
James Santos				Pacifica	94044										
Jamie freedman				Pacifica	94044										
Jana van den Boom				Pacifica	94044										
Janet Ho				Pacifica	94044										
Jasmine Sartain				Pacifica	94044										
Jason Sylvester				Pacifica	94044										
Jennie Burke				Pacifica	94044										
Jennifer Brych				Pacifica	94044										
Jennifer Hunt				South S…	94080										
Jennifer Kronkright				Pacifica	94044										
Jennifer Ly				Pacifica	94044										
Jenny Jeansonne				Moss B…	94038										
Jessi Tseng				Pacifica	94044										
Jessica DeLong				Pacifica	94044										
Jessica N Jones				Pacifica	94044										
Jessica Woo-Kim				Daly City	94014										
Jinjin Vazquez				Daly City	94015										
John Fagan				Pacifica	94044										
Jonathan Salomon				Pacifica	94044										
Jordan Steele-BeDell				Pacifica	94044										
Joseph Gregory Stevens				Pacifica	94044										
Jubilee Menzies				Daly City	94015										
Judy Lee				Pacifica	94044										
Julia Ayres				Daly City	94015										
Julia Baghai				Pacifica	94044										
Julie Hill Kimbrell				San Br…	94066										

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Julie Reyes	[redacted]			Pacifica	94044	[redacted]									
June Cassidy				Pacifica	94044										
Kali Drake				Pacifica	94044										
Karen Kee				Pacifica	94044										
Karen Vuong				Pacifica	94044										
Kathleen Favor				Pacifica	94044										
Kelly Durham				Pacifica	94044										
Kelly Toth				Pacifica	94044										
Kendra Vara				Pacifica	94044										
Kim Barrett				Pacifica	94044										
Kirk Webber				Pacifica	94044										
Krystal Leong				Pacifica	94044										
Lacey Ragland				Pacifica	94044										
Laquetta Crouch				Daly City	94015										
Laura Werner				Pacifica	94044										
Lauren Balcioni				Pacifica	94044										
Lauren Macedo				Pacifica	94044										
Leah Chen Price				Pacifica	94044										
Liezel Dimaano				Pacifica	94044										
Lilian Pepito				Pacifica	94044										
Lisa Beckman				Pacifica	94044										
Lisa oh				Pacifica	94044										
Lisa Walsh				Pacifica	94044										
Lorilie Garcia				Pacifica	94044										
Manushka Vaidya				South S…	94080										
Marbella Alfonzo				Pacifica	94044										
Margaret Lamont				Pacifica	94044										
Margot Seeto				Pacifica	94044										
Maria Jasmin Baldivas				Pacifica	94044										
Maria Magallon				Pacifica	94044										
Marianna Yesoyan				Daly City	94015										
Marie Lukehart				Daly City	94015										
Marina Pascual				Pacifica	94044										
Marlon Manuel				Pacifica	94044										
Mary Martini				Pacifica	94044										
Mary Olson				Pacifica	94044										
Matthew Stewart				Montara	94037										

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Max Wheatly	[redacted]			Pacifica	94044	[redacted]									
Megan April				Pacifica	94044										
Megan McKenna				Pacifica	94044										
Meghan Jewitt				Pacifica	94044										
Meghan Parks				Pacifica	94044										
Melia Gee				Pacifica	94044										
Melissa Ng				Pacifica	94044										
Michael Wahlman				Pacifica	94044										
Mimi Pham				Pacifica	94044										
Mindy Wong				San Ma…	94015										
Molly R Dahlman				Pacifica	94044										
Monica Howell				Pacifica	94044										
Monica Meagher				Pacifica	94044										
Morgan McCormick Weibel				Pacifica	94044										
Nai Saelaw				Pacifica	94044										
Napalai Srisakbangtoey				Brisbane	94005										
Nely Herrera				Daly City	94015										
Nian Chen				Pacifica	94044										
Nicole Mendoza-Villaraza				Pacifica	94044										
Nicole Radcliffe				Pacifica	94044										
Nicole Sachkar				Burling…	94010										
Noorjahan Saiyed				Pacifica	94044										
Olga Smyslova				Foster …	94404										
Oriana Kreutzfeld				Pacifica	94044										
Paige Hallsted				Pacifica	94044										
Patricia Maria Archer				Pacifica	94044										
Queenie Kwan				Pacifica	94044										
Rahul Agarwal				Pacifica	94044										
Raymond Yee				Pacifica	94044										
Rebecca Watry				Pacifica	94044										
Rebekah sass				Pacifica	94044										
Robin Oxley Marquardt				Pacifica	94044										
Roxanne Lee				Pacifica	94044										
Ryan McAuliffe				Pacifica	94044										
Samantha Shum				Daly City	94015										
Sara Stewart				Pacifica	94044										
Sarah Cusenza				Pacifica	94044										

Signatures from Families with Intent to Enroll

Name of Signatory	Signatory Email	Phone Number	Street Address	City	Post Code	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Sarah Jolley	[redacted]			San Ma…	94401	[redacted]									
Sharlena Lembkey				Pacifica	94044										
Shawna Ahern				Pacifica	94044										
Shenna Rodeo-Diano				Daly City	94014										
Shivani Ganguly				Pacifica	94044										
Shruti Kant				Pacifica	94044										
Sophie Korn				Pacifica	94044										
Stacey Friedman				Pacifica	94044										
Stacy Lein				Pacifica	94044										
Starr Tomlinson				Pacifica	94044										
Stephanie Ahern				Pacifica	94044										
Stephanie Barrueto				Pacifica	94044										
Stephanie Ching				Pacifica	94044										
Stephanie Goodman				Pacifica	94044										
Suzanne Hansson				Pacifica	94044										
Sze Ki Wong				Pacifica	94044										
Talia Klein				Daly City	94015										
Tamara Escobar				Pacifica	94044										
Tanya Guido				Pacifica	94044										
Tara Valcarcel				Pacifica	94044										
Tarra Knotts				Pacifica	94044										
Tatiana Brasil				Half M…	94019										
Terence Dalmeida				Pacifica	94044										
Tiana Leung				Daly City	94015										
Tomomi Biel				Pacifica	94044										
Tressa Navalta				Pacifica	94044										
Trisha Murillo				Pacifica	94044										
Vanessa Aspericueta				Pacifica	94044										
Vanessa Lombardo				Pacifica	94044										
Veronica Rossi				Pacifica	94044										
Virginia Clements				Pacifica	94044										
Winkie Kwok				Pacifica	94044										
Xianjing Bao				Pacifica	94044										
Yifan Li				Daly City	94015										
Ying Shan Li				Daly City	94014										
Yoselinn Carrillo				Pacifica	94044										

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Carol Tappenden
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Nai Saelaw
Signature:	[redacted]
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Fe Soleil Sales
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] San Bruno CA 94066
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level [redacted]

Child #2 will enter 2026-27 school year in grade level [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Docusign Envelope ID: 40953BB6-DCA2-4652-BD22-18278F096567

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Andi Gustavson
Signature:	DocuSigned by: 647F876327514DD...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial AG

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Docusign Envelope ID: BD0E2FF5-6213-49FD-87A6-8EF906E89607

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Angeleena Gaggero
Signature:	Signed by: 9330217FD95A429...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial AG

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Docusign Envelope ID: F1DDD657-0BAC-4B6B-8B1F-2382E24DA662

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Parent/Guardian Name:	Anna Harris
Signature:	DocuSigned by: Anna Harris 4194B83C54F248E...
Date:	8/27/2025
Address:	[redacted], Pacifica CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Anna Kabrich
Signature:	Signed by: Anna Kabrich 5E1204CDC507474...
Date:	8/27/2025
Address:	[redacted] Montara, CA 94037
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial AK

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Docusign Envelope ID: C82F3EAC-AD0D-4416-9664-9BE1ECE8878D

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Parent/Guardian Name:	Anna Yeung
Signature:	DocuSigned by: Anna Yeung FB24ADFE7C4C489...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Docusign Envelope ID: 998D104E-3135-411D-9686-4DA63A1CDB41

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Parent/Guardian Name:	Anthony Rinehart
Signature:	Signed by: 276F7A4E2AB64C4...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: EBDD6DFE-F5BE-4C07-9318-5FF7A4FB05FC

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Parent/Guardian Name:	Ashleigh Quirarte
Signature:	Signed by: Ashleigh Quirarte E430CF0458044D0...
Date:	8/28/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial LQ

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Docusign Envelope ID: 663C2510-CDD1-4AE5-BACB-C70D8C056C6A

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Parent/Guardian Name:	Brenda Hammond
Signature:	Signed by: 06EF36C8B4DA4F0...
Date:	8/27/2025
Address:	[redacted]ssf Ca. 94080
Phone Number:	[redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial BA

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Docusign Envelope ID: 55AE4CC6-63C3-4372-8DF0-07784F392F83

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Britta Cheng
Signature:	DocuSigned by: 782624D6EA8B4DE...
Date:	8/27/2025
Address:	[redacted] Montara, CA 94037
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: E9577ADA-18A0-4066-8BBE-9B3B7A247436

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Christie Robinson
Signature:	Signed by: F1FFDB01392A4F1...
Date:	8/29/2025
Address:	[redacted], Pacifics, CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial CR

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Docusign Envelope ID: 37EA42A7-3687-49BA-AA1D-D0B57D0CE7BB

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Christina Dudley
Signature:	Signed by: Christina Dudley 1BF9A29B018E4E6...
Date:	8/28/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial CD

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Parent/Guardian Name:	Christina Lee
Signature:	Signed by: Christina Lee 6BB3E873998D48F...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial CL

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Parent/Guardian Name:	Cindy Soremekun
Signature:	Signed by: D8B9DF96A9004D7...
Date:	8/27/2025
Address:	[redacted] Pacifica , Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Parent/Guardian Name:	Conner Richardson
Signature:	Signed by: 6B44AFED1092419...
Date:	8/27/2025
Address:	[redacted] Pacifica ca
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Parent/Guardian Name:	Crissie Mcbride
Signature:	DocuSigned by: E73C9075A1BA463...
Date:	8/27/2025
Address:	[redacted] pacifica, ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 6B107427-2F84-4B20-926F-945AE0CE7CA7

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Parent/Guardian Name:	Danielle Lee
Signature:	Signed by: Danielle Lee 7B57CE702BA04A2...
Date:	8/27/2025
Address:	[redacted], San Bruno, CA 94066
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial DL

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Danielle Seyler
Signature:	DocuSigned by: Danielle Seyler 0CC859D9AB174DD...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Docusign Envelope ID: 53BB52B3-AF85-4101-837C-B35E1347A060

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Parent/Guardian Name:	Deborah Sherwin
Signature:	Signed by: 587F192686D34E3...
Date:	8/27/2025
Address:	[redacted] pacifica, Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 33B133AE-2128-42B0-815B-9E19296CBBFC

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Parent/Guardian Name:	Donald Burdette
Signature:	Signed by: 933FC8F90FA14DD...
Date:	8/27/2025
Address:	[redacted] Pacifica, California 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 8E4A49CD-AE22-422A-9CE6-981DBF0A8B0A

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Parent/Guardian Name:	Elisa Wu
Signature:	DocuSigned by: Elisa Wu 428E66E766B140C...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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Child #7 will enter 2026-27 school year in grade level:

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DS EW

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Docusign Envelope ID: 3F299936-BD19-4ACE-A9D9-24EE9F0A59D9

Signature Page for Parents/Guardians – Oceanlight School

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I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Erika Torres
Signature:	DocuSigned by: C8AFD70EFD6D429...
Date:	8/27/2025
Address:	[redacted] San Bruno, CA 94066
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 176DE76B-B8E8-4820-A7B9-9933F34DD648

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Gara Larson
Signature:	DocuSigned by: BE2B5328FB9B4C8...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Docusign Envelope ID: 7550BC39-3B6F-49FB-846B-5F41878FB6B3

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Garen Sogomonov
Signature:	Signed by: Garen Sogomonov A061CAC807F945C...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial GS

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Docusign Envelope ID: 36462512-D40B-463D-B41C-E087B26A16DA

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Gina Dragomanovich
Signature:	Signed by: Gina Dragomanovich 44039B4600FC401...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial GD

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Grace Kavanaugh
Signature:	DocuSigned by: Grace Kavanaugh 4C64540AB7FA440...
Date:	8/27/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS GK

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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Grace Ng
Signature:	DocuSigned by: 166DAA91FDEB4EF...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 2285E375-E039-48F7-8561-252A7CDCE848

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Grace Sobieski
Signature:	DocuSigned by: Grace Sobieski 2CDDAD5D67FF46E...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS GS

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Docusign Envelope ID: 87481217-1A84-4B4B-9D46-0ED97EDB7806

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Heidi Pereira
Signature:	DocuSigned by: C9072E179F214EA...
Date:	8/28/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: AE2EC63F-5D9A-4720-9EFD-F5253A7EDE36

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Idalia Guerrero
Signature:	Signed by: D96CA7381C394E7...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

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Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: AEA641F7-26D1-4A6F-8649-145F6AF183D8

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Parent/Guardian Name:	Jady lim
Signature:	Signed by: Jady lim 6585E10B98A04A2...
Date:	8/27/2025
Address:	[redacted] Pacifica, ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial JL

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 29079898-ED83-444A-A8FF-7E95CC74A268

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	James Delos Santos
Signature:	DocuSigned by: James Delos Santos 20A8410F6FB14C0...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS JDS

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Docusign Envelope ID: 8CDE2A4D-F199-42D3-80CA-6105695E8A38

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jana van den Boom
Signature:	Signed by: [signature] 84E4E2850B1347E...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

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Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial [signature]

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Docusign Envelope ID: E4D79F64-72EA-4AD8-91CC-139C53A7786B

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jennie Burke
Signature:	DocuSigned by: 2CCBA200B6D046D...
Date:	8/27/2025
Address:	[redacted] Pacifica , Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 2B60514F-EED9-4A23-9E0B-6919D3502A91

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

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Parent/Guardian Name:	Jennifer Kronkright
Signature:	Signed by: 5D5B18B60DD84F6...
Date:	8/27/2025
Address:	[redacted] Pacifica, Ca. 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: F84FF7A3-32AA-4404-A219-B07377D07741

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jenny Jeansonne
Signature:	DocuSigned by: Jenny Jeansonne 3E9D29B3787E47C...
Date:	8/27/2025
Address:	[redacted] Moss Beach. ca
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS JJ

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Docusign Envelope ID: EB5F5DA1-A46E-4AD7-A61B-A43C9A5142FB

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jessica DeLong
Signature:	Signed by: 5A5C92A4386E431...
Date:	8/27/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial JD

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Docusign Envelope ID: 972C6854-63B4-4489-BAD0-66540CB160E9

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jessica N Jones
Signature:	Signed by: E5287B2F149449A...
Date:	8/27/2025
Address:	[redacted] pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 32698AAC-EA59-47E1-8022-F025AB4D7EEA

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Jessica Woo-Kim
Signature:	Signed by: Jessica Woo-kim B1FD3757C2D0468...
Date:	8/27/2025
Address:	[redacted] Daly City, CA 94014
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial JW

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: DEC48954-7E37-4286-BBAB-A640F873460D

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	John Fagan
Signature:	DocuSigned by: John Fagan 44DFA57000B34FA...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS JF

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 6B6A4EBF-B9BB-4427-9D54-8A52E57432BD

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Joseph Gregory Stevens
Signature:	Signed by: 3E2C5ADBCF88405...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: E245F4EC-BC2B-49BA-8C60-AABB6E59F17B

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Judy Lee
Signature:	Signed by: Judy Lee B4F678EE5A104CD...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial JL

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: AA2E2141-71F1-4900-913D-4541C09A04E9

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Julie Reyes
Signature:	Signed by: 1F87075B0FEF40A...
Date:	8/28/2025
Address:	[redacted] Pacifica Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial JR

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: E4D126C0-72D4-41B1-89D2-34AE2A347604

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	June Cassidy
Signature:	Signed by: June Cassidy 89F15931FBF74AA...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 463A7165-B067-4809-9F65-99DCA66BC68C

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Karen Kee
Signature:	DocuSigned by: 0F46C483D3D5434...
Date:	8/28/2025
Address:	[redacted], Pacifica , CA94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 10342093-8EA2-4180-875E-37D4542385B3

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Karen Vuong
Signature:	DocuSigned by: E168F75C7C724E4...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: E66BB0BB-94A0-498C-9309-EF97CB2983D5

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Kathleen Favor
Signature:	Signed by: FF35C967CD2E4C4...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial KF

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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Kim Barrett
Signature:	DocuSigned by: 237128E228A54D6...
Date:	8/28/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: CF1BC5AA-96DC-451F-9373-746E3A77F013

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Kirk Webber
Signature:	Signed by: Kirk Webber DF665840B9B24CC...
Date:	8/28/2025
Address:	[redacted] Pacifica Ca.94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial KW

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Lauren Balcioni
Signature:	Signed by: 3FBACC6D7CCA47A...
Date:	8/27/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: F947D956-D6C0-45B3-8D2E-5992F6416A6E

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Parent/Guardian Name:	Liezel Dimaano
Signature:	DocuSigned by: BEE4DF2480C4455...
Date:	8/27/2025
Address:	[redacted] Pacifica Ca
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Docusign Envelope ID: D6F72E9F-1B04-4B9E-9FF7-E2FEB227A501

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Parent/Guardian Name:	Lilian Pepito
Signature:	DocuSigned by: E885597FF2214DC...
Date:	8/27/2025
Address:	[redacted] Pacifica 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Parent/Guardian Name:	Lorilie Garcia
Signature:	DocuSigned by: Lorilie Garcia 845ACA0CEC9F43F...
Date:	8/27/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS LG

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Margaret Lamont
Signature:	DocuSigned by: Margaret Lamont 6B4F2B58D7EA45E...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS ML *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Maria Magallon
Signature:	Signed by: 3E89A5F61760454...
Date:	8/27/2025
Address:	[redacted] Pacifica Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 1C333AE7-3D3F-4063-9A8E-D28F718711CC

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Marie Lukehart
Signature:	Signed by: Marie Lukehart 1789E79937A641F...
Date:	8/27/2025
Address:	[redacted] Daly City CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial
Marie Lukehart

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 473AB9D0-E358-4D50-92CB-4818B51104A4

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Marlon Manuel
Signature:	DocuSigned by: Marlon Manuel 19324F0A9DA84DC...
Date:	8/27/2025
Address:	[redacted] Pacifica Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MM

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 40E691CC-42DF-4CDE-97AB-D0BAFF671D14

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Max Wheatly
Signature:	DocuSigned by: 504BB1D962B648A...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MW

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Docusign Envelope ID: 758BCE4B-FEE8-4A8C-AACA-82581EFCBA07

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Megan APRIL
Signature:	DocuSigned by: Megan APRIL 922941EC2378492...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MA

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 38897A93-F16F-4A54-8D2E-FD48E65E55CE

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Megan McKenna
Signature:	DocuSigned by: 5E07643E2186406...
Date:	8/27/2025
Address:	[redacted] Pacifica Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MM

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Docusign Envelope ID: 29A959A0-9FCB-489C-9F22-C94DBFF923D4

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Parent/Guardian Name:	Meghan Parks
Signature:	Signed by: Meghan Parks BB4233079DC6402...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial MP

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Docusign Envelope ID: 524C0636-985A-4944-8F2A-BD06CB2ED420

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Melia Gee
Signature:	Signed by: Melia Gee 893E2D13C0D0478...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial MG *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Mimi Pham
Signature:	Signed by: 4F4E75522D0049D...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Parent/Guardian Name:	Molly R Dahlman
Signature:	DocuSigned by: Molly R Dahlman D2F02A27DAFC49B...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MRD

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Parent/Guardian Name:	Monica Meagher
Signature:	DocuSigned by: Monica Meagher C19BA4BBAFBE4E3...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS MM

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Parent/Guardian Name:	Morgan McCormick Weibel
Signature:	Signed by: 40A2F90C34D340B...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

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Docusign Envelope ID: 14C9E681-0C24-4B07-AFDB-BEEC405C12C2

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Parent/Guardian Name:	Nicole Mendoza-Villaraza
Signature:	Signed by: Nicole Mendoza-Villaraza C296CD7E231A43D...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial NMV

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Parent/Guardian Name:	Nicole Sachkar
Signature:	Signed by: Nicole Sachkar 5B4FE17816B04E7...
Date:	8/27/2025
Address:	[redacted] Burlingame, CA 94010
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial MS

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Docusign Envelope ID: 0498C203-B0C9-48A3-AB75-37AC1DFE0617

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Parent/Guardian Name:	Rahul Agarwal
Signature:	DocuSigned by: Rahul Agarwal 40320F49500F4B3...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS RA

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Docusign Envelope ID: 9A523354-F607-43BD-822B-0FE7B91F7F80

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Parent/Guardian Name:	Robin Oxley Marquardt
Signature:	DocuSigned by: Robin Oxley Marquardt 02366B927D394C0...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS RQM

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Docusign Envelope ID: 1B527FD2-6131-4F9C-ACD8-9F4EE7C5F002

Signature Page for Parents/Guardians – Oceanlight School

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I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Ryan McAuliffe
Signature:	Signed by: Ryan McAuliffe E16AF0501AEF4AA...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial RM

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: C616D570-CACB-44C7-A674-8F94CDE358AD

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Sara Stewart
Signature:	DocuSigned by: Sara Stewart E8EF69650F59461...
Date:	8/28/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS SS

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Docusign Envelope ID: 7310FD25-E466-49CB-BB5F-39BF153F27E2

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Sarah Cusenza
Signature:	Signed by: 7F2734C5D2074A6...
Date:	8/28/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 6DFBB595-D6A3-4878-B2C9-D30A4E2DE81C

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Sarah Jolley
Signature:	Signed by: Sarah Jolley 9AE708B08A864C9...
Date:	8/27/2025
Address:	[redacted] San Mateo, CA 94401
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial SJ

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Docusign Envelope ID: B0F8C8FD-38C8-4E04-AE0A-CD2026A3E432

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Parent/Guardian Name:	Shawna Ahern
Signature:	Signed by: A3133859A6F34A8...
Date:	8/27/2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS

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Docusign Envelope ID: 97FF282A-B77F-4E76-9CAD-F975D88F5638

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Shivani Ganguly
Signature:	DocuSigned by: Shivani Ganguly C5E7B83E75B2447...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS SG

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Docusign Envelope ID: 33ADD83E-DA4D-4E2A-A8FC-BB66B9706750

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Starr Tomlinson
Signature:	DocuSigned by: Starr Tomlinson 6D1CA1DDB077466...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS ST

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Docusign Envelope ID: FF144EE0-D6D8-4049-BE8A-5DB44AD6BF3D

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Parent/Guardian Name:	Stephanie Ching
Signature:	Signed by: E61A06C9C561424...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial SM *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Docusign Envelope ID: 8164EF3F-FA7A-4BCA-87CE-D7BAA320D8E0

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Tressa Navalta
Signature:	DocuSigned by: Tressa Navalta 3991BB8F060F48F...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 940444
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #8 will enter 2026-27 school year in grade level:

DS TN

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Trisha Murillo
Signature:	DocuSigned by: Trisha Murillo F9B555A8C35647C...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #8 will enter 2026-27 school year in grade level:

DS Tm

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Docusign Envelope ID: 7CFA8A9C-AB9A-4093-8B9C-C9C8C3439363

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Parent/Guardian Name:	Vanessa Lombardo
Signature:	Signed by: 587A4BFED65347E...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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Initial VL

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Docusign Envelope ID: AAE6AE6E-DED0-4D8B-B1D5-6CA826F289B6

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Parent/Guardian Name:	Virginia Clements
Signature:	DocuSigned by: 2543BE57A56E409...
Date:	8/28/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

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Initial

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Docusign Envelope ID: C24892EB-1AE1-4E89-B231-6C60E9A3EB3B

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Winkie Kwok
Signature:	Signed by: C615AEE710634DC...
Date:	8/27/2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial WK

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 8CCE61E0-1D41-4865-A3AF-35731E529922

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Yifan Li
Signature:	Signed by: E3FA157307C542C...
Date:	8/27/2025
Address:	[redacted] Daly City 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: BABDFFBA-676C-4EE7-99A2-625D310FD407

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Ying Shan Li
Signature:	Signed by: Ying Shan Li 3C67DE0C5DC24DE...
Date:	8/27/2025
Address:	[redacted] Daly City CA 94014
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial YSL

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: 0196C0D6-CC82-4371-BBF7-AEA7781720E7

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Yoselinn Carrillo
Signature:	Signed by: Yoselinn FF5F71C20095475...
Date:	8/27/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Initial YC

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Docusign Envelope ID: A7BCF954-2726-4DCF-905A-9DCCCFBA6C6A

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Jennifer Hunt
Signature:	DocuSigned by: Jennifer Hunt 81616E7C017641A...
Date:	8/27/2025
Address:	[redacted] South San Francisco CA 94080
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

DS JH

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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Brittany Pepper
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Bernadette Brogan
Signature:	Bernadette Brogan
Date:	09 / 11 / 2025
Address:	[redacted], Burlingame, CA 94010
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Benny Tsui
Signature:	
Date:	08 / 31 / 2025
Address:	[redacted] South San Francisco CA 94080
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

BT *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Arielle Strehl
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Anna M Owens
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

AO *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Angeliki Kokalis
Signature:	[redacted]
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Angelina Piccolotti
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Andrew Flury
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #3 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Amy Widdows
Signature:	
Date:	09 / 07 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Amy Skeeters-Bebtens
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Amy Burnett
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level [redacted]

Child #2 will enter 2026-27 school year in grade level

Child #3 will enter 2026-27 school year in grade level

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Amy Blake
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Aleilee Asper
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] South San Francisco
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

AA *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Aida Ting-Chow
Signature:	
Date:	09 / 05 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Adrienne Baumann
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Carnley Nee
Signature:	
Date:	08 / 30 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

CN *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Caroline Ang
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted]., Daly City, CA 94014
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	caroline siu chui
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Celene Matthews
Signature:	
Date:	09 / 05 / 2025
Address:	[redacted] Pacifica
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

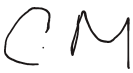
Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Christina Keen
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Christina O'Brien
Signature:	[redacted]
Date:	09 / 02 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

COB *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Christine Flores
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted] Pacifica CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

CF *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Christine Novak
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], El Granada CA 94018
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

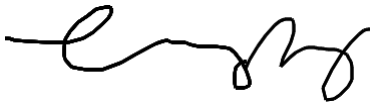
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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Cindy Ng
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Claudia Nhan
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Colleen Coburn
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Connie Chau
Signature:	Connie L Chau
Date:	08 / 30 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Connie Cheng
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted], CA 94014
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Dana Chin
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Danish Rehman
Signature:	
Date:	09 / 04 / 2025
Address:	[redacted], San Bruno, California 94066
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Dean Wilson
Signature:	Dean Wilson
Date:	09 / 05 / 2025
Address:	[redacted] Pacifica, Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Debora Taylor
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted], Daly city, CA, 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Deena Keller
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Elizabeth Bolle
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Emily Kaiser-Termes
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Emily Wong Derreumaux
Signature:	[redacted]
Date:	08 / 30 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

EWD *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Everett McLeod
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted]., Daly City, CA, 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

 *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Fernando Nicolau Reichert Alberti
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica-CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

FNRA *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Florence Osuagwu
Signature:	
Date:	09 / 08 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

F O *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Francine Tran-Oeyo
Signature:	
Date:	09 / 05 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

F12 *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Gail Kenney
Signature:	[redacted]
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Hadeel Tashtoush
Signature:	
Date:	09 / 08 / 2025
Address:	[redacted] Pacifica, CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

HT *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Heather Cheatham
Signature:	
Date:	08 / 30 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

HKC *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Ivayla Vaceva
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], San Mateo, CA 94403
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Jacob Meltzer
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level: 0

Child #4 will enter 2026-27 school year in grade level: 0

Child #5 will enter 2026-27 school year in grade level: 0

Child #6 will enter 2026-27 school year in grade level: 0

Child #7 will enter 2026-27 school year in grade level: 0

Child #8 will enter 2026-27 school year in grade level: 0



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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Jacqueline de borja
Signature:	
Date:	08 / 31 / 2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

JD *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Jacqueline Yea
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level: [redacted]

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	James Norris
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	James Santos
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted]. Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Jasmine Sartain
Signature:	Jasmine Sartain
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Deanna Nilmeier
Signature:	Deanna Nilmeier
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Jamie freedman
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Janet Ho
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica, CA, 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Jason Sylvester
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifics, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Jennifer Brych
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Jennifer Ly
Signature:	Jennifer Ly
Date:	08 / 29 / 2025
Address:	[redacted]. Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Jessi Tseng
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted]. Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Jinjin Vazquez
Signature:	[redacted]
Date:	09 / 10 / 2025
Address:	[redacted], Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Jonathan Salomon
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Jordan Steele-BeDell
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Jubilee Menzies
Signature:	
Date:	09 / 07 / 2025
Address:	[redacted] Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Julia Ayres
Signature:	
Date:	08 / 29 / 2025
Address:	[redacted]., Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Julia Baghai
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Julie Hill Kimbrell
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted] San Bruno CA 94066
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Signature Page for Parents/Guardians – Oceanlight School

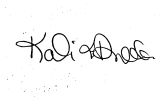
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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Kali Drake
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica California 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Kelly Durham
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Kendra Vara
Signature:	Kendra Vara
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Kelly Toth
Signature:	
Date:	09 / 02 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Krystal Leong
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Lacey Ragland
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

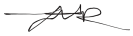
Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Laquetta Crouch
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted], Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Laura Werner
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Lauren Macedo
Signature:	
Date:	09 / 07 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Parent/Guardian Name:	Leah Chen Price
Signature:	Leah Chen Price
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Lisa Beckman
Signature:	
Date:	09 / 04 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Lisa Walsh
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Manushka Vaidya
Signature:	Manushka Vaidya
Date:	09 / 10 / 2025
Address:	[redacted], South San Francisco, CA 94080
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Marbella Alfonzo
Signature:	Marbella Alfonzo
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

MA *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Margot Seeto
Signature:	
Date:	09 / 04 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

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Parent/Guardian Name:	Maria Jasmin Baldivas
Signature:	
Date:	08 / 30 / 2025
Address:	[redacted] Pacifica, Ca. 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

MJB *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Marianna Yesoyan
Signature:	Marianna Y
Date:	09 / 01 / 2025
Address:	[redacted] Daly city, Ca 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Marianna Y *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Marina Pascual
Signature:	Marina Pascual
Date:	08 / 30 / 2025
Address:	[redacted], Pacifica,CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Marina Pascual *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Mary Martini
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Mary Olson
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

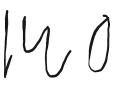
Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Michael Wahlman
Signature:	Michael Wahlman
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Michael Wahlman *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Matthew Stewart
Signature:	[redacted]
Date:	09 / 05 / 2025
Address:	[redacted] Montara, CA 94037
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

MS *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Melissa Ng
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Meghan Jewitt
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Mindy Wong
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] San Mateo, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Monica Howell
Signature:	
Date:	09 / 04 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Napalai Srisakbangtoey
Signature:	Napalai Sri
Date:	09 / 10 / 2025
Address:	[redacted], Brisbane, CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Nely Herrera
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted], Daly City
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Nian Chen
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica, Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Nicole Radcliffe
Signature:	
Date:	08 / 30 / 2025
Address:	[redacted] Pacifica,Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Noorjahan Saiyed
Signature:	N-S-S
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

N-S-S *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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Parent/Guardian Name:	Olga Smyslova
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] foster city
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Oriana Kreutzfeld
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

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Child #5 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	PAIGE HALLSTED
Signature:	Paige Hallsted
Date:	09 / 09 / 2025
Address:	[redacted] PACIFICA, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Patricia Maria Archer
Signature:	[redacted]
Date:	09 / 08 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

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Child #4 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Queenie Kwan
Signature:	
Date:	09 / 04 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Raymond yee
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Rebecca Watry
Signature:	[redacted]
Date:	08 / 31 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

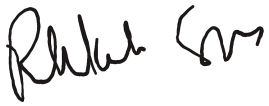
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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Rebekah sass
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Roxanne Lee
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level: [redacted]

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Samantha Shum
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Sharlena Lembkey
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], Pacfica
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Shenna Rodeo-Diano
Signature:	
Date:	08 / 29 / 2025
Address:	[redacted] Daly City, CA 94014
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Shruti Kant
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

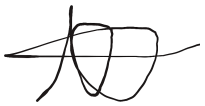
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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Stacey Friedman
Signature:	
Date:	09 / 11 / 2025
Address:	[redacted], Pacifica, CA, 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Signature Page for Parents/Guardians – Oceanlight School

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Sophie Korn
Signature:	
Date:	09 / 07 / 2025
Address:	[redacted]., Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Lisa oh
Signature:	
Date:	09 / 11 / 2025
Address:	[redacted], pacifica, ca , 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	Stacy Lein
Signature:	[redacted]
Date:	08 / 30 / 2025
Address:	[redacted]., Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
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Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #3 will enter 2026-27 school year in grade level:

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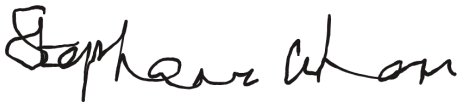
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Parent/Guardian Name:	Stephanie Ahern
Signature:	
Date:	08 / 31 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level: Na

Child #4 will enter 2026-27 school year in grade level: Na

Child #5 will enter 2026-27 school year in grade level: Na

Child #6 will enter 2026-27 school year in grade level: Na

Child #7 will enter 2026-27 school year in grade level: Na

Child #8 will enter 2026-27 school year in grade level: Na

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Stephanie Barrueto
Signature:	Stephanie Barrueto
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Stephanie Goodman
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica, Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Suzanne Hansson
Signature:	
Date:	08 / 29 / 2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Sze Ki Wong
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted] Pacifica
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Tomomi Biel
Signature:	TB
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

TB *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Vanessa Aspericueta
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Veronica Rossi
Signature:	Veronica Rossi
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica, Ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

Veronica Rossi *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

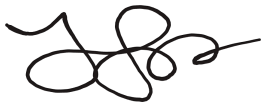
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I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Tiana Leung
Signature:	
Date:	09 / 01 / 2025
Address:	[redacted] Daly City, CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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Parent/Guardian Name:	Terence Dalmeida
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted]., Pacifica, CA
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



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I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Tatiana Brasil
Signature:	Tatiana Brasil
Date:	09 / 02 / 2025
Address:	[redacted], Half Moon Bay CA 94019
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Parent/Guardian Name:	tarra knotts
Signature:	tarra knotts
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica ca 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Tara Valcarcel
Signature:	
Date:	08 / 31 / 2025
Address:	[redacted] Pacifica 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

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Parent/Guardian Name:	Alissa Sideman
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:



I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

Signature Page for Parents/Guardians – Oceanlight School

- View translations of this signature page and the charter petition in Spanish, Filipino, and Chinese
- Vea las traducciones de esta página de firmas y la petición de la carta en, filipino y chino
  Tingnan ang mga pagsasalin ng signature page na ito at ang charter petition sa Spanish, Filipino, at Chinese
- 查看此签名页和宪章请愿书的西班牙语、菲律宾语和中文译本

https://tinyurl.com/OSpetitionsign

I, the undersigned, believe that the attached Charter for the creation of Oceanlight School ("Charter School") merits consideration and hereby petition the San Mateo County Board of Education to grant approval of the Countywide Benefit Charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter.

I certify that I am a parent or guardian who resides in San Mateo County and am meaningfully interested in having my children or wards attend the Charter School.

I recognize LiLing Pang as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Mateo County Board of Education.

Parent/Guardian Name:	Alice Kasper
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted], Pacifica, CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

 *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Tanya Guido
Signature:	
Date:	09 / 09 / 2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

TdP *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Tamara Escobar
Signature:	
Date:	09 / 10 / 2025
Address:	[redacted] Pacifica 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

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Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Talia Klein
Signature:	[redacted]
Date:	09 / 02 / 2025
Address:	[redacted] Daly City CA 94015
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level:

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level:

Child #6 will enter 2026-27 school year in grade level:

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

[redacted] *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

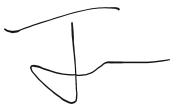
- View translations of this signature page and the charter petition in Spanish, Filipino, and Chinese
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  Tingnan ang mga pagsasalin ng signature page na ito at ang charter petition sa Spanish, Filipino, at Chinese
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Parent/Guardian Name:	Xianjing Bao
Signature:	
Date:	09 / 03 / 2025
Address:	[redacted], Pacifica, 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level: [redacted]

Child #2 will enter 2026-27 school year in grade level: None

Child #3 will enter 2026-27 school year in grade level: None

Child #4 will enter 2026-27 school year in grade level: None

Child #5 will enter 2026-27 school year in grade level: None

Child #6 will enter 2026-27 school year in grade level: None

Child #7 will enter 2026-27 school year in grade level: None

Child #8 will enter 2026-27 school year in grade level: None

BXJ *I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.*

Signature Page for Parents/Guardians – Oceanlight School

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Parent/Guardian Name:	Chathren Halteh
Signature:	
Date:	9/9/2025
Address:	[redacted] Pacifica CA 94044
Phone Number:	[redacted]

How many children do you have who are eligible to attend the proposed charter:
(You must have at least one (1) child eligible to attend in 2026-27 for your signature of support to be added to the petition)

Child #1 will enter 2026-27 school year in grade level:

Child #2 will enter 2026-27 school year in grade level: [redacted]

Child #3 will enter 2026-27 school year in grade level:

Child #4 will enter 2026-27 school year in grade level:

Child #5 will enter 2026-27 school year in grade level: [redacted]

Child #6 will enter 2026-27 school year in grade level: [redacted]

Child #7 will enter 2026-27 school year in grade level:

Child #8 will enter 2026-27 school year in grade level:

I understand that signing my support of this petition does not constitute enrollment of my child/children to Oceanlight School, nor does it guarantee enrollment.

OnlinePhotoScanner.com

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Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	2417840cc1603a5c031d073170b0f6ce0c8972ca
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 02 / 2025** 18:14:50 UTC-7	Signed by [redacted] IP: 162.227.163.191
COMPLETED	**09 / 02 / 2025** 18:14:50 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	0dbe97f6bab048158996baaad822edcc3c295afa
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 10 / 2025** 23:50:44 UTC-7	Signed by [redacted] IP: 97.206.133.202
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Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
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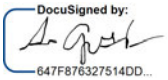
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Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 205.154.255.134
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

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Status: Original
8/27/2025 3:23:25 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Andi Gustavson [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  647F876327514DD...	Sent: 8/27/2025 3:23:42 PM Viewed: 8/27/2025 3:24:40 PM Signed: 8/27/2025 3:30:22 PM
	Signature Adoption: Drawn on Device Using IP Address: 205.154.255.134 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 3:24:40 PM
ID: 976a15eb-0247-4273-9101-633aeeb8e265

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
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Payment Events	Status	Timestamps

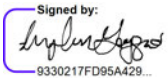
Electronic Record and Signature Disclosure

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Source Envelope:
Document Pages: 289
Signatures: 1
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Initials: 1
LiLing Pang (Oceanlight School)
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legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
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legal@oceanlightschool.org
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In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

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Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

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Document Pages: 289
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Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.252.145.168
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

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legal@oceanlightschool.org
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Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
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Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

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legal@oceanlightschool.org
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Payment Events	Status	Timestamps

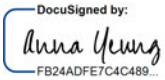
Electronic Record and Signature Disclosure

Certificate Of Completion

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Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
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Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

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legal@oceanlightschool.org
Location: DocuSign

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In Person Signer Events	Signature	Timestamp

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Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

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Completed	Security Checked	8/27/2025 1:19:49 PM

Payment Events	Status	Timestamps

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Envelope Id: 998D104E-3135-411D-9686-4DA63A1CDB41
Status: Completed
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Source Envelope:
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Signatures: 1
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Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 146.75.154.54
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:18:22 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Anthony Rinehart [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2a02:26f7:c358:8013:0:e000:0:8 Signed using mobile	Sent: 8/27/2025 12:18:46 PM Viewed: 8/27/2025 12:24:42 PM Signed: 8/27/2025 12:27:41 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:24:42 PM
ID: 1af1d346-a3de-4c76-b3b7-514dc134f83c

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:18:46 PM
Certified Delivered	Security Checked	8/27/2025 12:24:42 PM
Signing Complete	Security Checked	8/27/2025 12:27:41 PM
Completed	Security Checked	8/27/2025 12:27:41 PM

Payment Events	Status	Timestamps

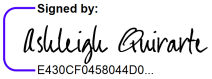
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: EBDD6DFE-F5BE-4C07-9318-5FF7A4FB05FC
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.194.200.8
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 5:06:28 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Ashleigh Quirarte [redacted] Security Level: Email, Account Authentication (None)	Signed by:  E430CF0458044D0... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8001:4550:698b:ea7f:120:b006 Signed using mobile	Sent: 8/27/2025 5:06:44 PM Viewed: 8/27/2025 5:07:14 PM Signed: 8/28/2025 12:32:47 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 5:07:14 PM
ID: 44729614-9fdf-4542-bd2c-71263fe4e860

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 5:06:44 PM
Certified Delivered	Security Checked	8/27/2025 5:07:14 PM
Signing Complete	Security Checked	8/28/2025 12:32:47 PM
Completed	Security Checked	8/28/2025 12:32:47 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 663C2510-CDD1-4AE5-BACB-C70D8C056C6A
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 104.28.123.171
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:08:51 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Brenda Hammond [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2a09:bac2:655e:1232::1d0:be Signed using mobile	Sent: 8/27/2025 9:09:06 PM Viewed: 8/27/2025 9:09:46 PM Signed: 8/27/2025 9:13:58 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 9:09:46 PM
ID: 9fbc0eba-e30e-40a1-b8bf-27965071d662

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:09:06 PM
Certified Delivered	Security Checked	8/27/2025 9:09:46 PM
Signing Complete	Security Checked	8/27/2025 9:13:58 PM
Completed	Security Checked	8/27/2025 9:13:58 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 55AE4CC6-63C3-4372-8DF0-07784F392F83
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.223.254.24
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 4:46:48 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britta Cheng [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  782624D6EA8B4DE...	Sent: 8/27/2025 4:47:05 PM Viewed: 8/27/2025 4:47:30 PM Signed: 8/27/2025 4:48:14 PM
	Signature Adoption: Drawn on Device Using IP Address: 73.223.254.24 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 4:47:30 PM
ID: c01bf63e-50d8-4f59-90fb-70c87055535c

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 4:47:05 PM
Certified Delivered	Security Checked	8/27/2025 4:47:30 PM
Signing Complete	Security Checked	8/27/2025 4:48:14 PM
Completed	Security Checked	8/27/2025 4:48:14 PM

Payment Events	Status	Timestamps

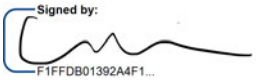
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E9577ADA-18A0-4066-8BBE-9B3B7A247436
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.49.118
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 7:02:18 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Christie Robinson [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 24.4.49.118 Signed using mobile	Sent: 8/28/2025 7:02:38 AM Viewed: 8/29/2025 9:05:18 AM Signed: 8/29/2025 9:06:33 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 8:02:19 AM
ID: c277f682-ad9d-4b7a-82d3-a775f9d4531f

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 7:02:38 AM
Certified Delivered	Security Checked	8/29/2025 9:05:18 AM
Signing Complete	Security Checked	8/29/2025 9:06:33 AM
Completed	Security Checked	8/29/2025 9:06:33 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 37EA42A7-3687-49BA-AA1D-D0B57D0CE7BB
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.54.198
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 6:13:33 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Christina Dudley [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8202:7b20:253e:3a31:ecd3:3ccc Signed using mobile	Sent: 8/28/2025 6:13:56 AM Viewed: 8/28/2025 6:14:15 AM Signed: 8/28/2025 6:15:29 AM
Electronic Record and Signature Disclosure: Accepted: 8/28/2025 6:14:15 AM ID: 54944dde-4c84-4712-8728-5910beed1a96		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 6:13:56 AM
Certified Delivered	Security Checked	8/28/2025 6:14:15 AM
Signing Complete	Security Checked	8/28/2025 6:15:29 AM
Completed	Security Checked	8/28/2025 6:15:29 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E5F213D1-D965-4AAC-A80F-87B88608034E
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.227.189.75
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 2:36:13 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Christina Lee [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 2600:1010:b09c:7f62:f19f:4b6e:3b5:ccb3 Signed using mobile	Sent: 8/27/2025 2:36:32 PM Viewed: 8/27/2025 2:36:58 PM Signed: 8/27/2025 2:38:14 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 2:36:58 PM ID: 9ae69b77-03cf-42b4-8606-c8d86268f3a5		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 2:36:32 PM
Certified Delivered	Security Checked	8/27/2025 2:36:58 PM
Signing Complete	Security Checked	8/27/2025 2:38:14 PM
Completed	Security Checked	8/27/2025 2:38:14 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 5875E2C6-FF5B-460F-AACD-37245E673923
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 65.155.135.22
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:39:33 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Cindy Soremekun [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 65.155.135.22 Signed using mobile	Sent: 8/27/2025 12:39:49 PM Viewed: 8/27/2025 12:41:16 PM Signed: 8/27/2025 12:42:57 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:41:16 PM
ID: 4c0dfc55-7045-4369-b1af-eef28ea24240

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:39:49 PM
Certified Delivered	Security Checked	8/27/2025 12:41:16 PM
Signing Complete	Security Checked	8/27/2025 12:42:57 PM
Completed	Security Checked	8/27/2025 12:42:57 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 490451E6-EF90-471A-9530-FE3A05DA662F
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.54.139
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:51:57 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Conner Richardson [redacted] Security Level: Email, Account Authentication (None)	Signed by:  6B44AFED1092419...	Sent: 8/27/2025 12:52:35 PM Viewed: 8/27/2025 12:54:34 PM Signed: 8/27/2025 12:55:48 PM
	Signature Adoption: Drawn on Device Using IP Address: 24.4.54.139 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:54:34 PM
ID: 4a474f48-bd74-4be5-9f6c-49a115ca858a

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:52:35 PM
Certified Delivered	Security Checked	8/27/2025 12:54:34 PM
Signing Complete	Security Checked	8/27/2025 12:55:48 PM
Completed	Security Checked	8/27/2025 12:55:48 PM

Payment Events	Status	Timestamps

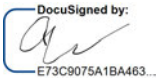
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 276D5EE0-B718-452E-B40C-1728F17CA75C
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 99.151.12.121
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:33:12 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Crissie Mcbride [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  E73C9075A1BA463... Signature Adoption: Drawn on Device Using IP Address: 99.151.12.121 Signed using mobile	Sent: 8/27/2025 10:33:45 AM Viewed: 8/27/2025 10:37:02 AM Signed: 8/27/2025 10:38:58 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:37:02 AM
ID: 43a0ca39-de0a-4ed2-ba49-3053f69db781

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:33:45 AM
Certified Delivered	Security Checked	8/27/2025 10:37:02 AM
Signing Complete	Security Checked	8/27/2025 10:38:58 AM
Completed	Security Checked	8/27/2025 10:38:58 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 6B107427-2F84-4B20-926F-945AE0CE7CA7
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 74.51.144.135
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 6:20:21 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Danielle Lee [redacted] Security Level: Email, Account Authentication (None)	Signed by:  7B57CE702BA04A2... Signature Adoption: Pre-selected Style Using IP Address: 74.51.144.135 Signed using mobile	Sent: 8/27/2025 6:20:36 PM Viewed: 8/27/2025 6:21:37 PM Signed: 8/27/2025 6:24:14 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 6:21:37 PM
ID: 07de8b38-6db7-41da-8cff-1542233ffdba

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 6:20:36 PM
Certified Delivered	Security Checked	8/27/2025 6:21:37 PM
Signing Complete	Security Checked	8/27/2025 6:24:14 PM
Completed	Security Checked	8/27/2025 6:24:14 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 982AA9E7-355A-429F-A188-16A8385303F4
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.160.27.42
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:40:54 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Danielle Seyler [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Danielle Seyler 0CC859D9AB174DD... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8000:3750:fd43:4757:1496:1d0 Signed using mobile	Sent: 8/27/2025 12:41:15 PM Viewed: 8/27/2025 12:42:27 PM Signed: 8/27/2025 12:44:13 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 12:42:27 PM ID: 04d49d23-54bb-47ab-9979-7394bf6af14b		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:41:16 PM
Certified Delivered	Security Checked	8/27/2025 12:42:27 PM
Signing Complete	Security Checked	8/27/2025 12:44:13 PM
Completed	Security Checked	8/27/2025 12:44:13 PM

Payment Events	Status	Timestamps

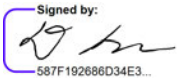
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 53BB52B3-AF85-4101-837C-B35E1347A060
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.249.146.15
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:36:21 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Deborah Sherwin [redacted] Security Level: Email, Account Authentication (None)	Signed by:  587F192686D34E3...	Sent: 8/27/2025 12:36:38 PM Viewed: 8/27/2025 12:38:03 PM Signed: 8/27/2025 12:39:56 PM
	Signature Adoption: Drawn on Device Using IP Address: 2600:1010:b0b6:f10e:0:16:66b4:2c01 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:38:03 PM
ID: 28b91be4-6423-47d9-81ea-fef688e6fc47

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:36:38 PM
Certified Delivered	Security Checked	8/27/2025 12:38:03 PM
Signing Complete	Security Checked	8/27/2025 12:39:56 PM
Completed	Security Checked	8/27/2025 12:39:56 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 33B133AE-2128-42B0-815B-9E19296CBBFC
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 66.73.104.118
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:36:49 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Donald Burdette [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd0:8bd0:296e:3dd7:942e:896d Signed using mobile	Sent: 8/27/2025 9:37:04 PM Viewed: 8/27/2025 9:37:51 PM Signed: 8/27/2025 9:42:08 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 9:37:51 PM ID: 2dbf9c82-a3b9-47e0-b0fb-6df1827ed439		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:37:04 PM
Certified Delivered	Security Checked	8/27/2025 9:37:51 PM
Signing Complete	Security Checked	8/27/2025 9:42:08 PM
Completed	Security Checked	8/27/2025 9:42:08 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 8E4A49CD-AE22-422A-9CE6-981DBF0A8B0A
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 12.74.250.188
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 8:11:06 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Elisa Wu [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  428E66E766B140C...	Sent: 8/27/2025 8:11:21 PM Viewed: 8/27/2025 8:12:24 PM Signed: 8/27/2025 8:16:11 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:387:15:80e::3c Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:12:24 PM
ID: 57ed4b77-a92f-42b0-8eed-87b89c9fbd42

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 8:11:21 PM
Certified Delivered	Security Checked	8/27/2025 8:12:24 PM
Signing Complete	Security Checked	8/27/2025 8:16:11 PM
Completed	Security Checked	8/27/2025 8:16:11 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 3F299936-BD19-4ACE-A9D9-24EE9F0A59D9
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 162.227.161.226
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 3:26:12 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Erika Torres [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  C8AFD70EFD6D429...	Sent: 8/27/2025 3:26:36 PM Viewed: 8/27/2025 3:27:12 PM Signed: 8/27/2025 3:30:48 PM
	Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd0:1bd0:bd2d:2ee5:1268:18b7 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 3:27:12 PM
ID: b5429940-b45c-4e83-a3c5-de1f6cb1b182

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 3:26:36 PM
Certified Delivered	Security Checked	8/27/2025 3:27:12 PM
Signing Complete	Security Checked	8/27/2025 3:30:48 PM
Completed	Security Checked	8/27/2025 3:30:48 PM

Payment Events	Status	Timestamps

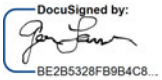
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 176DE76B-B8E8-4820-A7B9-9933F34DD648
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 164.44.36.20
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:20:08 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Gara Larson [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 164.44.36.20 Signed using mobile	Sent: 8/27/2025 12:20:27 PM Viewed: 8/27/2025 12:25:46 PM Signed: 8/27/2025 12:26:55 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 12:25:46 PM ID: 836f0d6d-ccfd-4b3f-844a-053dfbf70d8a		
In Person Signer Events	**Signature**	**Timestamp**
Editor Delivery Events	**Status**	**Timestamp**
Agent Delivery Events	**Status**	**Timestamp**
Intermediary Delivery Events	**Status**	**Timestamp**
Certified Delivery Events	**Status**	**Timestamp**
Carbon Copy Events	**Status**	**Timestamp**
Witness Events	**Signature**	**Timestamp**
Notary Events	**Signature**	**Timestamp**

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:20:28 PM
Certified Delivered	Security Checked	8/27/2025 12:25:46 PM
Signing Complete	Security Checked	8/27/2025 12:26:55 PM
Completed	Security Checked	8/27/2025 12:26:55 PM
Payment Events	**Status**	**Timestamps**

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 7550BC39-3B6F-49FB-846B-5F41878FB6B3
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 66.73.104.173
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 9:05:24 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Garen Sogomonov [redacted] Security Level: Email, Account Authentication (None)	Signed by: Garen Sogomonov A061CAC807F945C... Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:8fd2:a000:44b1:6d54:320c:fdd3	Sent: 8/28/2025 9:05:41 AM Viewed: 8/28/2025 9:06:50 AM Signed: 8/28/2025 9:21:55 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 9:06:50 AM
ID: b812e756-09b4-49c7-8461-6ad333026fbb

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 9:05:41 AM
Certified Delivered	Security Checked	8/28/2025 9:06:50 AM
Signing Complete	Security Checked	8/28/2025 9:21:55 AM
Completed	Security Checked	8/28/2025 9:21:55 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 36462512-D40B-463D-B41C-E087B26A16DA
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 108.212.68.44
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 3:46:06 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Gina Dragomanovich [redacted] Security Level: Email, Account Authentication (None)	Signed by:  44039B4600FC401... Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:8fd0:8910:b03b:4b3a:8ef1:7ebb	Sent: 8/27/2025 3:46:23 PM Viewed: 8/27/2025 3:48:56 PM Signed: 8/27/2025 3:54:06 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 3:48:56 PM
ID: 60ff2394-6de4-4356-bb09-4184ac3bf037

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 3:46:23 PM
Certified Delivered	Security Checked	8/27/2025 3:48:56 PM
Signing Complete	Security Checked	8/27/2025 3:54:06 PM
Completed	Security Checked	8/27/2025 3:54:06 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 254B728A-9BDE-4490-8CC7-169B470DD14F
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.92.165.44
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:03:55 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Grace Kavanaugh [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  4C64540AB7FA440...	Sent: 8/27/2025 1:04:19 PM Viewed: 8/27/2025 8:42:16 PM Signed: 8/27/2025 8:44:36 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8000:6600:e00e:35c5:6981:6c2c Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:42:16 PM
ID: 876f3da7-3140-4384-9e9b-1290110cd403

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:04:19 PM
Certified Delivered	Security Checked	8/27/2025 8:42:16 PM
Signing Complete	Security Checked	8/27/2025 8:44:36 PM
Completed	Security Checked	8/27/2025 8:44:36 PM

Payment Events	Status	Timestamps

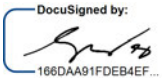
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: ED96C3FB-E4CD-46B7-9DBF-2FEC0A9E2473
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.222.235.230
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 2:03:14 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Grace Ng [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  166DAA91FDEB4EF...	Sent: 8/27/2025 2:03:32 PM Viewed: 8/27/2025 2:04:23 PM Signed: 8/27/2025 2:22:28 PM
	Signature Adoption: Drawn on Device Using IP Address: 73.222.235.230 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 2:04:23 PM
ID: 910578aa-2e51-444e-83f2-de873e7b6a98

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 2:03:32 PM
Certified Delivered	Security Checked	8/27/2025 2:04:23 PM
Signing Complete	Security Checked	8/27/2025 2:22:28 PM
Completed	Security Checked	8/27/2025 2:22:28 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 2285E375-E039-48F7-8561-252A7CDCE848
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.223.198.71
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 8:47:26 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Grace Sobieski [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Grace Sobieski 2CDDAD5D67FF46E... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8203:54f0:9f1:496:12e1:182a	Sent: 8/27/2025 8:47:43 PM Viewed: 8/27/2025 8:48:56 PM Signed: 8/27/2025 8:50:57 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:48:56 PM
ID: 853f7023-78e5-4826-a14c-0518313ce3ff

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 8:47:43 PM
Certified Delivered	Security Checked	8/27/2025 8:48:56 PM
Signing Complete	Security Checked	8/27/2025 8:50:57 PM
Completed	Security Checked	8/27/2025 8:50:57 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 87481217-1A84-4B4B-9D46-0ED97EDB7806
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.80.59
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 3:33:41 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Heidi Pereira [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2601:640:8280:ec90:b09e:a58d:6104:f19c Signed using mobile	Sent: 8/28/2025 3:33:57 AM Viewed: 8/28/2025 3:34:48 AM Signed: 8/28/2025 3:36:55 AM
Electronic Record and Signature Disclosure: Accepted: 8/28/2025 3:34:48 AM ID: a3d1bd57-1d32-4631-a3be-73f380b5e2ad		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 3:33:58 AM
Certified Delivered	Security Checked	8/28/2025 3:34:48 AM
Signing Complete	Security Checked	8/28/2025 3:36:55 AM
Completed	Security Checked	8/28/2025 3:36:55 AM

Payment Events	Status	Timestamps

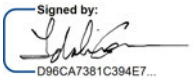
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: AE2EC63F-5D9A-4720-9EFD-F5253A7EDE36
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 146.75.154.154
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 6:41:03 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Idalia Guerrero [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2a04:4e41:6404:4a69::5adf:fa69 Signed using mobile	Sent: 8/27/2025 6:41:18 PM Viewed: 8/27/2025 6:41:55 PM Signed: 8/27/2025 6:44:12 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 6:41:55 PM
ID: 5c7545a1-69ca-40c0-9649-c0c200c9ca54

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 6:41:18 PM
Certified Delivered	Security Checked	8/27/2025 6:41:55 PM
Signing Complete	Security Checked	8/27/2025 6:44:12 PM
Completed	Security Checked	8/27/2025 6:44:12 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: AEA641F7-26D1-4A6F-8649-145F6AF183D8
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.194.192.173
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:18:23 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jady lim [redacted] Security Level: Email, Account Authentication (None)	Signed by:  6585E10B98A04A2...	Sent: 8/27/2025 11:18:43 AM Viewed: 8/27/2025 7:38:44 PM Signed: 8/27/2025 7:45:41 PM
	Signature Adoption: Pre-selected Style Using IP Address: 98.42.188.230 Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 7:38:44 PM ID: 1e759312-80af-4d4f-a972-b4e0024fe68c		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:18:43 AM
Certified Delivered	Security Checked	8/27/2025 7:38:44 PM
Signing Complete	Security Checked	8/27/2025 7:45:41 PM
Completed	Security Checked	8/27/2025 7:45:41 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 29079898-ED83-444A-A8FF-7E95CC74A268
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 12.47.128.130
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:06:24 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
James Delos Santos [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  20A8410F6FB14C0...	Sent: 8/27/2025 10:06:45 AM Viewed: 8/27/2025 4:31:12 PM Signed: 8/27/2025 4:32:56 PM
	Signature Adoption: Pre-selected Style Using IP Address: 108.212.69.106 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 4:31:12 PM
ID: 14bcd2bb-54a7-41fe-98ab-5ebf9a3cb090

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:06:45 AM
Certified Delivered	Security Checked	8/27/2025 4:31:12 PM
Signing Complete	Security Checked	8/27/2025 4:32:56 PM
Completed	Security Checked	8/27/2025 4:32:56 PM

Payment Events	Status	Timestamps

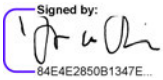
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 8CDE2A4D-F199-42D3-80CA-6105695E8A38
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.195.84.205
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:42:37 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jana van den Boom [redacted] Security Level: Email, Account Authentication (None)	Signed by:  84E4E2850B1347E...	Sent: 8/27/2025 10:42:55 AM Viewed: 8/27/2025 10:45:22 AM Signed: 8/27/2025 10:48:11 AM
	Signature Adoption: Drawn on Device Using IP Address: 2600:1010:b07d:e1dd:5de5:f104:71fe:3e82 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:45:22 AM
ID: ebdf4811-c2a3-4549-b86a-c49186ddbed0

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:42:55 AM
Certified Delivered	Security Checked	8/27/2025 10:45:22 AM
Signing Complete	Security Checked	8/27/2025 10:48:11 AM
Completed	Security Checked	8/27/2025 10:48:11 AM

Payment Events	Status	Timestamps

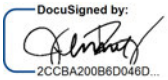
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E4D79F64-72EA-4AD8-91CC-139C53A7786B
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 68.251.57.96
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:06:02 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jennie Burke [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2607:fb90:9e69:afe:8401:77f7:8609:f640 Signed using mobile	Sent: 8/27/2025 11:06:20 AM Viewed: 8/27/2025 11:07:02 AM Signed: 8/27/2025 11:12:10 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:07:02 AM
ID: 16512f1d-cde4-4574-9f67-5932a3050112

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:06:20 AM
Certified Delivered	Security Checked	8/27/2025 11:07:02 AM
Signing Complete	Security Checked	8/27/2025 11:12:10 AM
Completed	Security Checked	8/27/2025 11:12:10 AM

Payment Events	Status	Timestamps

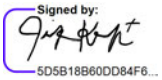
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 2B60514F-EED9-4A23-9E0B-6919D3502A91
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 67.207.119.107
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:38:49 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jennifer Kronkright [redacted] Security Level: Email, Account Authentication (None)	Signed by:  5D5B18B60DD84F6...	Sent: 8/27/2025 12:39:08 PM Viewed: 8/27/2025 2:46:36 PM Signed: 8/27/2025 2:48:51 PM
	Signature Adoption: Drawn on Device Using IP Address: 2601:640:8202:6fd0:e943:447f:2826:c072 Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 2:46:36 PM ID: bf548f31-d3bb-4d0b-be82-8fca99cb8d43		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:39:08 PM
Certified Delivered	Security Checked	8/27/2025 2:46:36 PM
Signing Complete	Security Checked	8/27/2025 2:48:51 PM
Completed	Security Checked	8/27/2025 2:48:51 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: F84FF7A3-32AA-4404-A219-B07377D07741
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 67.164.91.1
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:58:37 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jenny Jeansonne [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  3E9D29B3787E47C...	Sent: 8/27/2025 10:58:58 AM Viewed: 8/27/2025 11:12:53 AM Signed: 8/27/2025 11:18:20 AM
	Signature Adoption: Pre-selected Style Using IP Address: 67.164.91.1 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:12:53 AM
ID: c9353148-7313-4dc7-983d-086269076b35

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:58:58 AM
Certified Delivered	Security Checked	8/27/2025 11:12:53 AM
Signing Complete	Security Checked	8/27/2025 11:18:20 AM
Completed	Security Checked	8/27/2025 11:18:20 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: EB5F5DA1-A46E-4AD7-A61B-A43C9A5142FB
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 172.56.46.40
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:50:27 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jessica DeLong [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 172.56.46.40 Signed using mobile	Sent: 8/27/2025 10:50:46 AM Viewed: 8/27/2025 10:55:08 AM Signed: 8/27/2025 10:57:12 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:55:08 AM
ID: a7ef3ad8-24a4-4fad-a188-797eba5625b8

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:50:46 AM
Certified Delivered	Security Checked	8/27/2025 10:55:08 AM
Signing Complete	Security Checked	8/27/2025 10:57:12 AM
Completed	Security Checked	8/27/2025 10:57:12 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 972C6854-63B4-4489-BAD0-66540CB160E9
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 162.227.160.135
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:02:09 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jessica N Jones [redacted] Security Level: Email, Account Authentication (None)	Signed by:  E5287B2F149449A... Signature Adoption: Drawn on Device Using IP Address: 162.227.160.135 Signed using mobile	Sent: 8/27/2025 11:02:26 AM Viewed: 8/27/2025 11:02:54 AM Signed: 8/27/2025 11:04:03 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:02:54 AM
ID: 04a360b0-758e-4cbf-b760-b484df9a5f24

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:02:27 AM
Certified Delivered	Security Checked	8/27/2025 11:02:54 AM
Signing Complete	Security Checked	8/27/2025 11:04:03 AM
Completed	Security Checked	8/27/2025 11:04:03 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 32698AAC-EA59-47E1-8022-F025AB4D7EEA
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 108.78.253.226
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 2:03:24 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jessica Woo-Kim [redacted] Security Level: Email, Account Authentication (None)	Signed by: Jessica Woo-kim B1FD3757C2D0468...	Sent: 8/27/2025 2:03:42 PM Viewed: 8/27/2025 2:05:23 PM Signed: 8/27/2025 2:07:28 PM
	Signature Adoption: Pre-selected Style Using IP Address: 108.78.253.226	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 2:05:23 PM
ID: facd02ab-9694-46e5-8cbf-07cbd3fb81fd

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 2:03:43 PM
Certified Delivered	Security Checked	8/27/2025 2:05:23 PM
Signing Complete	Security Checked	8/27/2025 2:07:28 PM
Completed	Security Checked	8/27/2025 2:07:28 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: CF1BC5AA-96DC-451F-9373-746E3A77F013
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 67.188.82.136
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 10:50:08 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Kirk Webber [redacted] Security Level: Email, Account Authentication (None)	Signed by:  DF665840B9B24CC... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8a82:e940:d2:ce1a:22a9:e6ed	Sent: 8/28/2025 10:50:28 AM Viewed: 8/28/2025 10:51:52 AM Signed: 8/28/2025 10:53:40 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 10:51:52 AM
ID: e7eaaf46-ae5a-4b1a-9baf-a16c63139eda

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 10:50:28 AM
Certified Delivered	Security Checked	8/28/2025 10:51:52 AM
Signing Complete	Security Checked	8/28/2025 10:53:40 AM
Completed	Security Checked	8/28/2025 10:53:40 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: DEC48954-7E37-4286-BBAB-A640F873460D
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 162.227.161.216
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:21:21 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
John Fagan [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  44DFA57000B34FA... Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:8fd0:12ff:4dd5:3a5b:121e:2af6 Signed using mobile	Sent: 8/27/2025 12:21:41 PM Viewed: 8/28/2025 12:26:24 AM Signed: 8/28/2025 12:29:44 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 12:26:24 AM
ID: d09bb073-e3cc-476f-b57f-368fc91024fa

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:21:41 PM
Certified Delivered	Security Checked	8/28/2025 12:26:24 AM
Signing Complete	Security Checked	8/28/2025 12:29:44 AM
Completed	Security Checked	8/28/2025 12:29:43 AM

Payment Events	Status	Timestamps

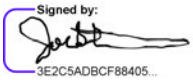
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 6B6A4EBF-B9BB-4427-9D54-8A52E57432BD
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 68.251.58.37
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 8:23:59 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Joseph Gregory Stevens [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd0:6b00:9401:97e8:6369:bf5b	Sent: 8/27/2025 8:24:16 PM Viewed: 8/27/2025 8:24:47 PM Signed: 8/27/2025 8:30:52 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:24:47 PM
ID: 0b42b6a4-4f7d-4896-b4e4-9cd73bd41492

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 8:24:16 PM
Certified Delivered	Security Checked	8/27/2025 8:24:47 PM
Signing Complete	Security Checked	8/27/2025 8:30:52 PM
Completed	Security Checked	8/27/2025 8:30:52 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E245F4EC-BC2B-49BA-8C60-AABB6E59F17B
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.194.198.156
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:29:41 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Judy Lee [redacted] Security Level: Email, Account Authentication (None)	Signed by:  B4F678EE5A104CD... Signature Adoption: Pre-selected Style Using IP Address: 2600:1010:b058:2502:7893:c4d:7b12:933b Signed using mobile	Sent: 8/27/2025 10:30:00 AM Viewed: 8/27/2025 10:30:36 AM Signed: 8/27/2025 10:34:54 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:30:36 AM
ID: 4a8623e5-f8f2-4061-943e-df5a5c487d93

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:30:00 AM
Certified Delivered	Security Checked	8/27/2025 10:30:36 AM
Signing Complete	Security Checked	8/27/2025 10:34:54 AM
Completed	Security Checked	8/27/2025 10:34:54 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: AA2E2141-71F1-4900-913D-4541C09A04E9
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.160.61.219
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 4:22:09 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Julie Reyes [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2601:640:8a02:1590:55a8:3719:f41:b138 Signed using mobile	Sent: 8/28/2025 4:22:25 AM Viewed: 8/28/2025 4:23:06 AM Signed: 8/28/2025 4:31:44 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 4:23:06 AM
ID: 4683f231-d388-4ecd-9228-c268a8bd0176

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 4:22:25 AM
Certified Delivered	Security Checked	8/28/2025 4:23:06 AM
Signing Complete	Security Checked	8/28/2025 4:31:44 AM
Completed	Security Checked	8/28/2025 4:31:44 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E4D126C0-72D4-41B1-89D2-34AE2A347604
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.221.119.120
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:12:07 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
June Cassidy [redacted] Security Level: Email, Account Authentication (None)	Signed by:  89F15931FBF74AA... Signature Adoption: Pre-selected Style Using IP Address: 2600:1010:b211:c866:b48b:59fe:a312:3489 Signed using mobile	Sent: 8/27/2025 1:12:28 PM Viewed: 8/27/2025 1:14:32 PM Signed: 8/27/2025 1:17:15 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 1:14:32 PM
ID: 54563798-f14b-45fc-9a37-3972ecf36d22

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:12:28 PM
Certified Delivered	Security Checked	8/27/2025 1:14:32 PM
Signing Complete	Security Checked	8/27/2025 1:17:15 PM
Completed	Security Checked	8/27/2025 1:17:15 PM

Payment Events	Status	Timestamps

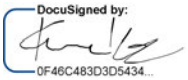
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 463A7165-B067-4809-9F65-99DCA66BC68C
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.160.115.203
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 7:59:52 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Karen Kee [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 174.160.115.203 Signed using mobile	Sent: 8/28/2025 8:00:09 AM Viewed: 8/28/2025 8:00:42 AM Signed: 8/28/2025 8:02:07 AM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 8:00:42 AM
ID: a508aebf-67d8-4e9f-bced-50511ff061d9

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 8:00:09 AM
Certified Delivered	Security Checked	8/28/2025 8:00:42 AM
Signing Complete	Security Checked	8/28/2025 8:02:07 AM
Completed	Security Checked	8/28/2025 8:02:07 AM

Payment Events	Status	Timestamps

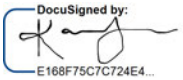
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 10342093-8EA2-4180-875E-37D4542385B3
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 72.34.128.250
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 2:17:21 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Karen Vuong [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  E168F75C7C724E4...	Sent: 8/27/2025 2:17:48 PM Viewed: 8/27/2025 2:19:01 PM Signed: 8/27/2025 2:27:52 PM
	Signature Adoption: Drawn on Device Using IP Address: 72.34.128.250	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 2:19:01 PM
ID: 0f3a897a-fdf8-4178-9c03-2a7d176a7c69

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 2:17:48 PM
Certified Delivered	Security Checked	8/27/2025 2:19:01 PM
Signing Complete	Security Checked	8/27/2025 2:27:52 PM
Completed	Security Checked	8/27/2025 2:27:52 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E66BB0BB-94A0-498C-9309-EF97CB2983D5
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.49.19
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:25:01 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Kathleen Favor [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Uploaded Signature Image Using IP Address: 2601:640:8281:b550:60df:662e:1c9d:594b	Sent: 8/27/2025 11:25:17 PM Viewed: 8/27/2025 11:26:27 PM Signed: 8/27/2025 11:31:47 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:26:27 PM
ID: 2df0a59d-2ca5-4332-89c8-7179f7510c56

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:25:17 PM
Certified Delivered	Security Checked	8/27/2025 11:26:27 PM
Signing Complete	Security Checked	8/27/2025 11:31:47 PM
Completed	Security Checked	8/27/2025 11:31:47 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: E6CA27E0-9802-4F81-B8C2-4F751DD6A2A9
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.116.246
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 9:17:27 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Kim Barrett [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  237128E228A54D6...	Sent: 8/28/2025 9:17:45 AM Viewed: 8/28/2025 9:18:57 AM Signed: 8/28/2025 9:20:02 AM
	Signature Adoption: Drawn on Device Using IP Address: 24.4.116.246 Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/28/2025 9:18:57 AM ID: b2833bf8-3c93-41d2-8a79-753173424803		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 9:17:45 AM
Certified Delivered	Security Checked	8/28/2025 9:18:57 AM
Signing Complete	Security Checked	8/28/2025 9:20:02 AM
Completed	Security Checked	8/28/2025 9:20:02 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: F4348093-9833-4420-80BA-80E043D99216
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 104.28.124.176
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 7:29:55 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Lauren Balcioni [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2a09:bac2:655e:1246::1d2:31 Signed using mobile	Sent: 8/27/2025 7:30:11 PM Viewed: 8/27/2025 7:30:34 PM Signed: 8/27/2025 7:32:07 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 7:30:34 PM
ID: 08f13b14-75b7-4812-9c63-7abeee289f6c

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 7:30:11 PM
Certified Delivered	Security Checked	8/27/2025 7:30:34 PM
Signing Complete	Security Checked	8/27/2025 7:32:07 PM
Completed	Security Checked	8/27/2025 7:32:07 PM

Payment Events	Status	Timestamps

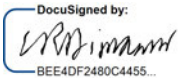
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: F947D956-D6C0-45B3-8D2E-5992F6416A6E
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 71.145.212.10
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 6:43:34 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Liezel Dimaano [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  BEE4DF2480C4455...	Sent: 8/27/2025 6:43:50 PM Viewed: 8/27/2025 6:44:28 PM Signed: 8/27/2025 6:46:31 PM
	Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd8:2820:6174:9767:ed7a:be99 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 6:44:28 PM
ID: 45c527df-254c-4c3a-8f05-88cee382d2a6

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 6:43:50 PM
Certified Delivered	Security Checked	8/27/2025 6:44:28 PM
Signing Complete	Security Checked	8/27/2025 6:46:31 PM
Completed	Security Checked	8/27/2025 6:46:31 PM

Payment Events	Status	Timestamps

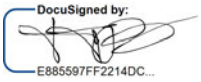
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: D6F72E9F-1B04-4B9E-9FF7-E2FEB227A501
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 71.145.213.230
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:08:23 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Lilian Pepito [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd9:6dd0:3c10:1021:a01b:604a Signed using mobile	Sent: 8/27/2025 10:08:45 PM Viewed: 8/27/2025 10:09:24 PM Signed: 8/27/2025 10:45:18 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:09:24 PM
ID: 6a3064ac-8c7c-4214-9b51-17822437d208

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:08:45 PM
Certified Delivered	Security Checked	8/27/2025 10:09:24 PM
Signing Complete	Security Checked	8/27/2025 10:45:18 PM
Completed	Security Checked	8/27/2025 10:45:18 PM

Payment Events	Status	Timestamps

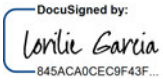
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 5E25BDB7-5B56-4CDF-B35A-69DE828839AF
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 162.227.160.88
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:54:43 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Lorilie Garcia [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  845ACA0CEC9F43F...	Sent: 8/27/2025 12:55:06 PM Viewed: 8/27/2025 12:56:01 PM Signed: 8/27/2025 12:57:26 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:8fd0:25f0:61b8:13ff:1805:3a08 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:56:01 PM
ID: a7bda8ef-d6f5-45fb-8fe8-82fbe8e0fc19

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:55:06 PM
Certified Delivered	Security Checked	8/27/2025 12:56:01 PM
Signing Complete	Security Checked	8/27/2025 12:57:26 PM
Completed	Security Checked	8/27/2025 12:57:26 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 864371C2-5C87-45CB-8C20-161148145C8A
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.80.99
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:40:26 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Margaret Lamont [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Margaret Lamont 6B4F2B58D7EA45E... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8281:3470:5701:323:4237:98f3 Signed using mobile	Sent: 8/27/2025 10:40:42 PM Viewed: 8/27/2025 10:41:36 PM Signed: 8/27/2025 10:43:18 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 10:41:36 PM ID: ea6c9fbf-3916-4604-a901-dd0e1ba52452		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:40:42 PM
Certified Delivered	Security Checked	8/27/2025 10:41:36 PM
Signing Complete	Security Checked	8/27/2025 10:43:18 PM
Completed	Security Checked	8/27/2025 10:43:18 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: BBD73B0F-870B-4185-ACE5-10D598D10DBC
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.194.205.171
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 8:44:19 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Maria Magallon [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1010:b061:d255:d02c:4df7:f7c6:7094 Signed using mobile	Sent: 8/27/2025 8:44:35 PM Viewed: 8/27/2025 8:45:07 PM Signed: 8/27/2025 8:48:19 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:45:07 PM
ID: d03cc68d-1d00-4221-841e-c8a9de7c2b04

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 8:44:35 PM
Certified Delivered	Security Checked	8/27/2025 8:45:07 PM
Signing Complete	Security Checked	8/27/2025 8:48:19 PM
Completed	Security Checked	8/27/2025 8:48:19 PM

Payment Events	Status	Timestamps

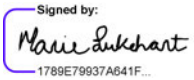
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 1C333AE7-3D3F-4063-9A8E-D28F718711CC
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.82.28
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 4:33:38 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Marie Lukehart [redacted] Security Level: Email, Account Authentication (None)	Signed by:  1789E79937A641F... Signature Adoption: Drawn on Device Using IP Address: 2601:640:8203:a0e0:b94e:1fe2:93ee:3faa Signed using mobile	Sent: 8/27/2025 4:33:54 PM Viewed: 8/27/2025 4:37:01 PM Signed: 8/27/2025 4:45:24 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 4:37:01 PM ID: 59ea9f12-703a-4370-8a3d-42dca6227565		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 4:33:54 PM
Certified Delivered	Security Checked	8/27/2025 4:37:01 PM
Signing Complete	Security Checked	8/27/2025 4:45:24 PM
Completed	Security Checked	8/27/2025 4:45:24 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 473AB9D0-E358-4D50-92CB-4818B51104A4
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 104.28.123.86
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:58:31 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Marlon Manuel [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  19324F0A9DA84DC... Signature Adoption: Pre-selected Style Using IP Address: 2a09:bac3:6148:123c::1d1:e3	Sent: 8/27/2025 12:58:50 PM Viewed: 8/27/2025 12:59:46 PM Signed: 8/27/2025 1:01:34 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:59:46 PM
ID: 8ec31eb0-5690-4d3c-9184-a72471197f15

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:58:50 PM
Certified Delivered	Security Checked	8/27/2025 12:59:46 PM
Signing Complete	Security Checked	8/27/2025 1:01:34 PM
Completed	Security Checked	8/27/2025 1:01:34 PM

Payment Events	Status	Timestamps

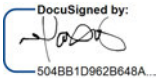
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 40E691CC-42DF-4CDE-97AB-D0BAFF671D14
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.49.132
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:12:04 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Max Wheatly [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  504BB1D962B648A...	Sent: 8/27/2025 9:12:19 PM Viewed: 8/27/2025 9:13:04 PM Signed: 8/27/2025 9:16:52 PM
	Signature Adoption: Drawn on Device Using IP Address: 2601:640:8201:cdb0:2174:114:221f:99f5 Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 9:13:04 PM ID: befa6d6b-4bfc-4fea-992c-c32b17495d46		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:12:19 PM
Certified Delivered	Security Checked	8/27/2025 9:13:04 PM
Signing Complete	Security Checked	8/27/2025 9:16:52 PM
Completed	Security Checked	8/27/2025 9:16:52 PM

Payment Events	Status	Timestamps

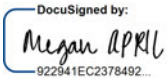
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 758BCE4B-FEE8-4A8C-AACA-82581EFCBA07
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.223.116.252
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:55:57 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Megan APRIL [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  922941EC2378492...	Sent: 8/27/2025 9:56:12 PM Viewed: 8/27/2025 9:56:45 PM Signed: 8/27/2025 9:58:56 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8002:6d00:3479:84b6:ce2a:eb38 Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 9:56:45 PM ID: 1ff51ae1-ab6c-4e8b-8ade-ad6c8d893ddc		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:56:12 PM
Certified Delivered	Security Checked	8/27/2025 9:56:45 PM
Signing Complete	Security Checked	8/27/2025 9:58:56 PM
Completed	Security Checked	8/27/2025 9:58:56 PM

Payment Events	Status	Timestamps

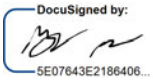
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 38897A93-F16F-4A54-8D2E-FD48E65E55CE
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 75.11.10.186
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:51:07 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Megan McKenna [redacted] Producer Security Level: Email, Account Authentication (None)	DocuSigned by:  5E07643E2186406... Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd8:2050:c105:8c37:153a:faa3	Sent: 8/27/2025 1:51:36 PM Viewed: 8/27/2025 1:52:20 PM Signed: 8/27/2025 1:55:28 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 1:52:20 PM
ID: 4a942545-9519-4910-b506-91b306494db8

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:51:36 PM
Certified Delivered	Security Checked	8/27/2025 1:52:20 PM
Signing Complete	Security Checked	8/27/2025 1:55:28 PM
Completed	Security Checked	8/27/2025 1:55:28 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 29A959A0-9FCB-489C-9F22-C94DBFF923D4
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 67.161.17.74
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 12:14:20 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Meghan Parks [redacted] Security Level: Email, Account Authentication (None)	Signed by: Meghan Parks BB4233079DC6402...	Sent: 8/27/2025 12:14:40 PM Viewed: 8/27/2025 12:15:22 PM Signed: 8/27/2025 12:23:00 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8001:6ed0:1120:3d5b:bb40:c8b	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 12:15:22 PM
ID: 1809fd6e-2027-485a-b697-0e35677bc797

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 12:14:40 PM
Certified Delivered	Security Checked	8/27/2025 12:15:22 PM
Signing Complete	Security Checked	8/27/2025 12:23:00 PM
Completed	Security Checked	8/27/2025 12:23:00 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 524C0636-985A-4944-8F2A-BD06CB2ED420
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.83.20
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 3:41:52 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Melia Gee [redacted] Security Level: Email, Account Authentication (None)	Signed by:  893E2D13C0D0478...	Sent: 8/27/2025 3:42:15 PM Viewed: 8/27/2025 3:43:57 PM Signed: 8/27/2025 3:46:18 PM
	Signature Adoption: Drawn on Device Using IP Address: 24.4.83.20 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 3:43:57 PM
ID: f14d29ab-f886-4726-858b-298760d88f85

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 3:42:15 PM
Certified Delivered	Security Checked	8/27/2025 3:43:57 PM
Signing Complete	Security Checked	8/27/2025 3:46:18 PM
Completed	Security Checked	8/27/2025 3:46:18 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 95BA61EE-7768-404D-A777-E79426630383
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 172.224.243.134
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:54:06 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Mimi Pham [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2a02:26f7:c34c:816f:0:2800:0:c Signed using mobile	Sent: 8/27/2025 1:54:25 PM Viewed: 8/27/2025 1:55:10 PM Signed: 8/27/2025 1:56:43 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 1:55:10 PM
ID: a84bab83-28d2-44a3-b22e-db04cae9da75

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:54:25 PM
Certified Delivered	Security Checked	8/27/2025 1:55:10 PM
Signing Complete	Security Checked	8/27/2025 1:56:43 PM
Completed	Security Checked	8/27/2025 1:56:43 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: B6C8C1DE-5141-4918-8273-83DFF369F390
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.115.164
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:01:25 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Molly R Dahlman [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  D2F02A27DAFC49B...	Sent: 8/27/2025 11:01:40 PM Viewed: 8/27/2025 11:02:40 PM Signed: 8/27/2025 11:04:15 PM
	Signature Adoption: Pre-selected Style Using IP Address: 24.4.115.164 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:02:40 PM
ID: 0dc82910-7989-42a4-b9d5-bc246aad1d2c

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:01:40 PM
Certified Delivered	Security Checked	8/27/2025 11:02:40 PM
Signing Complete	Security Checked	8/27/2025 11:04:15 PM
Completed	Security Checked	8/27/2025 11:04:15 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 0724EAE9-7FC9-400F-8E1B-E5DCAD871DD9
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.227.172.247
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 6:51:20 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Monica Meagher [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  C19BA4BBAFBE4E3...	Sent: 8/28/2025 6:51:38 AM Viewed: 8/28/2025 6:55:23 AM Signed: 8/28/2025 6:57:41 AM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:1010:b088:f956:1c2c:eec4:b24f:2eb2 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 6:55:23 AM
ID: 26d5c936-9fce-4960-8303-edd95bc1407b

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 6:51:38 AM
Certified Delivered	Security Checked	8/28/2025 6:55:23 AM
Signing Complete	Security Checked	8/28/2025 6:57:41 AM
Completed	Security Checked	8/28/2025 6:57:41 AM

Payment Events	Status	Timestamps

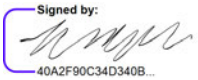
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 7DED048D-8597-4713-A0AF-193BAAFA65C8
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.5.167.147
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 4:01:47 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Morgan McCormick Weibel [redacted] Security Level: Email, Account Authentication (None)	Signed by:  40A2F90C34D340B... Signature Adoption: Drawn on Device Using IP Address: 24.5.167.147 Signed using mobile	Sent: 8/27/2025 4:02:04 PM Viewed: 8/27/2025 4:23:00 PM Signed: 8/27/2025 4:24:33 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 4:23:00 PM
ID: daed4334-439d-4ef2-a751-174e31e0fece

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 4:02:04 PM
Certified Delivered	Security Checked	8/27/2025 4:23:00 PM
Signing Complete	Security Checked	8/27/2025 4:24:33 PM
Completed	Security Checked	8/27/2025 4:24:33 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 14C9E681-0C24-4B07-AFDB-BEEC405C12C2
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 173.36.212.118
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:51:15 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Nicole Mendoza-Villaraza [redacted] Security Level: Email, Account Authentication (None)	Signed by:  C296CD7E231A43D... Signature Adoption: Pre-selected Style Using IP Address: 173.36.212.118	Sent: 8/27/2025 10:51:35 AM Viewed: 8/27/2025 10:53:26 AM Signed: 8/27/2025 10:54:50 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:53:26 AM
ID: 30dcf838-9031-4231-9b41-7d8adb898ed4

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:51:35 AM
Certified Delivered	Security Checked	8/27/2025 10:53:26 AM
Signing Complete	Security Checked	8/27/2025 10:54:50 AM
Completed	Security Checked	8/27/2025 10:54:50 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: F08081F0-1653-422A-AB85-34529D8ABFBE
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 76.132.138.135
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:30:13 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Nicole Sachkar [redacted] Security Level: Email, Account Authentication (None)	Signed by: Nicole Sachkar 5B4FE17816B04E7... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8086:9b50:f960:aef8:196b:8faf Signed using mobile	Sent: 8/27/2025 10:30:35 AM Viewed: 8/27/2025 10:31:18 AM Signed: 8/27/2025 10:47:27 AM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 10:31:18 AM ID: 9fd94fa5-75cb-4b27-9dc4-10c1743dd09d		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:30:35 AM
Certified Delivered	Security Checked	8/27/2025 10:31:18 AM
Signing Complete	Security Checked	8/27/2025 10:47:27 AM
Completed	Security Checked	8/27/2025 10:47:27 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 0498C203-B0C9-48A3-AB75-37AC1DFE0617
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 108.212.69.137
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 6:39:24 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Rahul Agarwal [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Rahul Agarwal 40320F49500F4B3...	Sent: 8/27/2025 6:39:39 PM Viewed: 8/27/2025 6:40:08 PM Signed: 8/27/2025 6:41:17 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:8fd3:d400:35d9:79d7:3bcb:677e	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 6:40:08 PM
ID: 153260d6-f124-4e6c-bfa1-5f9bf5735141

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 6:39:39 PM
Certified Delivered	Security Checked	8/27/2025 6:40:08 PM
Signing Complete	Security Checked	8/27/2025 6:41:17 PM
Completed	Security Checked	8/27/2025 6:41:17 PM

Payment Events	Status	Timestamps

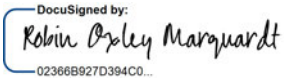
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 9A523354-F607-43BD-822B-0FE7B91F7F80
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.52.110
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:33:23 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Robin Oxley Marquardt [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  02366B927D394C0...	Sent: 8/27/2025 10:33:55 AM Viewed: 8/27/2025 10:35:08 AM Signed: 8/27/2025 10:36:20 AM
	Signature Adoption: Pre-selected Style Using IP Address: 24.4.52.110 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:35:08 AM
ID: c76b2be4-c5ba-4b6d-b867-de30cd622499

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:33:55 AM
Certified Delivered	Security Checked	8/27/2025 10:35:08 AM
Signing Complete	Security Checked	8/27/2025 10:36:20 AM
Completed	Security Checked	8/27/2025 10:36:20 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 1B527FD2-6131-4F9C-ACD8-9F4EE7C5F002
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 12.75.116.107
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 6:00:02 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Ryan McAuliffe [redacted] Security Level: Email, Account Authentication (None)	Signed by:  E16AF0501AEF4AA... Signature Adoption: Pre-selected Style Using IP Address: 2600:387:16:118::b Signed using mobile	Sent: 8/28/2025 6:00:18 PM Viewed: 8/28/2025 6:01:37 PM Signed: 8/28/2025 6:03:16 PM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 6:01:37 PM
ID: 7fadf8ba-beab-40ff-a997-25ef2f49b3a5

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 6:00:18 PM
Certified Delivered	Security Checked	8/28/2025 6:01:37 PM
Signing Complete	Security Checked	8/28/2025 6:03:16 PM
Completed	Security Checked	8/28/2025 6:03:16 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: C616D570-CACB-44C7-A674-8F94CDE358AD
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.221.117.144
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 5:52:46 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Sara Stewart [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  E8EF69650F59461...	Sent: 8/28/2025 5:53:01 PM Viewed: 8/28/2025 5:54:28 PM Signed: 8/28/2025 5:55:23 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:1010:b201:20a9:4d23:1018:f5e6:fe3c Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 5:54:28 PM
ID: eca7a5cf-f7b8-4589-bb77-bd6afbc5776f

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 5:53:01 PM
Certified Delivered	Security Checked	8/28/2025 5:54:28 PM
Signing Complete	Security Checked	8/28/2025 5:55:23 PM
Completed	Security Checked	8/28/2025 5:55:23 PM

Payment Events	Status	Timestamps

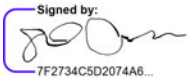
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 7310FD25-E466-49CB-BB5F-39BF153F27E2
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 68.251.58.99
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 7:31:57 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Sarah Cusenza [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd0:7b80:258f:2e84:715c:4ad4 Signed using mobile	Sent: 8/28/2025 7:32:13 PM Viewed: 8/28/2025 7:33:05 PM Signed: 8/28/2025 7:37:34 PM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 7:33:05 PM
ID: fa1f8a62-47d9-46d1-8f37-02f2305b7b04

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 7:32:13 PM
Certified Delivered	Security Checked	8/28/2025 7:33:05 PM
Signing Complete	Security Checked	8/28/2025 7:37:34 PM
Completed	Security Checked	8/28/2025 7:37:34 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 6DFBB595-D6A3-4878-B2C9-D30A4E2DE81C
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.18.202
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 7:37:43 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Sarah Jolley [redacted] Security Level: Email, Account Authentication (None)	Signed by:  9AE708B08A864C9...	Sent: 8/27/2025 7:38:04 PM Viewed: 8/27/2025 7:39:17 PM Signed: 8/27/2025 7:41:37 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8203:4ba0:d5bb:8dd6:6d2b:afd4	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 7:39:17 PM
ID: 184f99f4-46d1-46a6-8c3b-9d7d805559e1

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 7:38:04 PM
Certified Delivered	Security Checked	8/27/2025 7:39:17 PM
Signing Complete	Security Checked	8/27/2025 7:41:37 PM
Completed	Security Checked	8/27/2025 7:41:37 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: B0F8C8FD-38C8-4E04-AE0A-CD2026A3E432
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 171.66.13.161
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 9:59:37 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Shawna Ahern [redacted] Security Level: Email, Account Authentication (None)	Signed by:  A3133859A6F34A8...	Sent: 8/27/2025 9:59:57 AM Viewed: 8/27/2025 10:03:58 AM Signed: 8/27/2025 10:05:06 AM
	Signature Adoption: Drawn on Device Using IP Address: 171.66.13.161 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 10:03:58 AM
ID: 54e81395-ca44-450f-b616-fd651bff20e3

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 9:59:58 AM
Certified Delivered	Security Checked	8/27/2025 10:03:58 AM
Signing Complete	Security Checked	8/27/2025 10:05:06 AM
Completed	Security Checked	8/27/2025 10:05:06 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 97FF282A-B77F-4E76-9CAD-F975D88F5638
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 96.64.239.233
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:09:25 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Shivani Ganguly [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  C5E7B83E75B2447... Signature Adoption: Pre-selected Style Using IP Address: 96.64.239.233	Sent: 8/27/2025 1:09:44 PM Viewed: 8/27/2025 1:21:09 PM Signed: 8/27/2025 1:21:38 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 1:21:09 PM
ID: 8b39e81e-dd15-478e-b098-b606685d83c1

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:09:45 PM
Certified Delivered	Security Checked	8/27/2025 1:21:09 PM
Signing Complete	Security Checked	8/27/2025 1:21:38 PM
Completed	Security Checked	8/27/2025 1:21:38 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 33ADD83E-DA4D-4E2A-A8FC-BB66B9706750
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 172.56.43.91
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:04:24 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Starr Tomlinson [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Starr Tomlinson 6D1CA1DDB077466...	Sent: 8/27/2025 10:04:48 AM Viewed: 8/27/2025 10:05:26 AM Signed: 8/27/2025 10:07:14 AM
	Signature Adoption: Pre-selected Style Using IP Address: 2607:fb90:dda1:4adc:4484:88cc:3c0:5a3d Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 10:05:26 AM ID: d56b4684-8cca-4832-beb8-83ab29ebd559		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:04:48 AM
Certified Delivered	Security Checked	8/27/2025 10:05:26 AM
Signing Complete	Security Checked	8/27/2025 10:07:14 AM
Completed	Security Checked	8/27/2025 10:07:14 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: FF144EE0-D6D8-4049-BE8A-5DB44AD6BF3D
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 64.54.15.150
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 1:37:11 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Stephanie Ching [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 64.54.15.150 Signed using mobile	Sent: 8/28/2025 1:37:28 PM Viewed: 8/28/2025 1:38:01 PM Signed: 8/28/2025 1:44:34 PM

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 1:38:01 PM
ID: 44a327c5-40fa-4069-9fd6-ecd5db52a909

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 1:37:28 PM
Certified Delivered	Security Checked	8/28/2025 1:38:01 PM
Signing Complete	Security Checked	8/28/2025 1:44:34 PM
Completed	Security Checked	8/28/2025 1:44:34 PM

Payment Events	Status	Timestamps

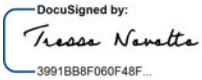
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 8164EF3F-FA7A-4BCA-87CE-D7BAA320D8E0
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 4.53.138.130
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 10:56:46 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Tressa Navalta [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  3991BB8F060F48F... Signature Adoption: Pre-selected Style Using IP Address: 4.53.138.130	Sent: 8/27/2025 10:57:05 AM Viewed: 8/27/2025 11:05:08 AM Signed: 8/27/2025 11:05:50 AM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:05:08 AM
ID: 42e63cf2-7ff2-4ddc-9009-79f20fb8dc13

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 10:57:05 AM
Certified Delivered	Security Checked	8/27/2025 11:05:08 AM
Signing Complete	Security Checked	8/27/2025 11:05:50 AM
Completed	Security Checked	8/27/2025 11:05:50 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 24C5C9A3-221D-444F-8F89-E7B25759F178
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 12.75.116.107
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 5:52:47 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Trisha Murillo [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Trisha Murillo F9B555A8C35647C...	Sent: 8/28/2025 5:53:02 PM Viewed: 8/28/2025 5:53:41 PM Signed: 8/28/2025 5:54:57 PM
	Signature Adoption: Pre-selected Style Using IP Address: 2600:387:16:118::b Signed using mobile	
Electronic Record and Signature Disclosure: Accepted: 8/28/2025 5:53:41 PM ID: afcb0ff8-c20a-459b-bae3-95f32d9d3b9d		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 5:53:02 PM
Certified Delivered	Security Checked	8/28/2025 5:53:41 PM
Signing Complete	Security Checked	8/28/2025 5:54:57 PM
Completed	Security Checked	8/28/2025 5:54:57 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 7CFA8A9C-AB9A-4093-8B9C-C9C8C3439363
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 73.71.132.153
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:18:12 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Vanessa Lombardo [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2600:1700:8fd0:9480:d44:2760:41c5:d43 Signed using mobile	Sent: 8/27/2025 11:18:31 AM Viewed: 8/27/2025 8:58:12 PM Signed: 8/27/2025 9:26:40 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 8:58:12 PM
ID: 439c9277-683f-4169-ab5c-6e6b2a108a31

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:18:31 AM
Certified Delivered	Security Checked	8/27/2025 8:58:12 PM
Signing Complete	Security Checked	8/27/2025 9:26:40 PM
Completed	Security Checked	8/27/2025 9:26:40 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: AAE6AE6E-DED0-4D8B-B1D5-6CA826F289B6
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.4.38.77
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/28/2025 1:30:24 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Virginia Clements [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by:  2543BE57A56E409...	Sent: 8/28/2025 1:30:46 AM Viewed: 8/28/2025 1:31:21 AM Signed: 8/28/2025 1:34:08 AM
	Signature Adoption: Drawn on Device Using IP Address: 24.4.38.77 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/28/2025 1:31:21 AM
ID: aba1b385-eb7c-4ca8-b827-94e2d2eae78d

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/28/2025 1:30:46 AM
Certified Delivered	Security Checked	8/28/2025 1:31:21 AM
Signing Complete	Security Checked	8/28/2025 1:34:08 AM
Completed	Security Checked	8/28/2025 1:34:08 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: A7BCF954-2726-4DCF-905A-9DCCCFBA6C6A
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 24.6.177.171
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:47:34 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Jennifer Hunt [redacted] Security Level: Email, Account Authentication (None)	DocuSigned by: Jennifer Hunt 81616E7C017641A... Signature Adoption: Pre-selected Style Using IP Address: 2601:640:8d80:c6d0:8441:d13a:cf22:6db Signed using mobile	Sent: 8/27/2025 1:47:52 PM Viewed: 8/27/2025 1:49:09 PM Signed: 8/27/2025 1:53:17 PM
Electronic Record and Signature Disclosure: Accepted: 8/27/2025 1:49:09 PM ID: 8e140ff0-0248-4782-bd5f-d1a170f8ecd4		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:47:52 PM
Certified Delivered	Security Checked	8/27/2025 1:49:09 PM
Signing Complete	Security Checked	8/27/2025 1:53:17 PM
Completed	Security Checked	8/27/2025 1:53:17 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 8CCE61E0-1D41-4865-A3AF-35731E529922
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 174.160.62.59
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 2:15:10 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Yifan Li [redacted] Security Level: Email, Account Authentication (None)	 Signature Adoption: Drawn on Device Using IP Address: 2601:640:8a00:7f00:a337:bf36:18d3:a08a Signed using mobile	Sent: 8/27/2025 2:15:29 PM Viewed: 8/27/2025 2:16:06 PM Signed: 8/27/2025 2:17:14 PM

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 2:16:06 PM
ID: b6807ced-84b4-4cfc-b641-702d2f1675aa

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 2:15:29 PM
Certified Delivered	Security Checked	8/27/2025 2:16:06 PM
Signing Complete	Security Checked	8/27/2025 2:17:14 PM
Completed	Security Checked	8/27/2025 2:17:14 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: C24892EB-1AE1-4E89-B231-6C60E9A3EB3B
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 172.225.103.26
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 11:39:09 AM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Winkie Kwok [redacted] Security Level: Email, Account Authentication (None)	Signed by:  C615AEE710634DC...	Sent: 8/27/2025 11:39:31 AM Viewed: 8/27/2025 11:40:04 AM Signed: 8/27/2025 11:43:28 AM
	Signature Adoption: Drawn on Device Using IP Address: 2a02:26f7:c014:4000:8800::1 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 11:40:04 AM
ID: 02d8ae66-2c8d-4d90-b098-e07d43c3f13f

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 11:39:31 AM
Certified Delivered	Security Checked	8/27/2025 11:40:04 AM
Signing Complete	Security Checked	8/27/2025 11:43:28 AM
Completed	Security Checked	8/27/2025 11:43:28 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: BABDFFBA-676C-4EE7-99A2-625D310FD407
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 76.14.122.244
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 3:45:32 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Ying Shan Li [redacted] Security Level: Email, Account Authentication (None)	Signed by:  3C67DE0C5DC24DE...	Sent: 8/27/2025 3:45:53 PM Viewed: 8/27/2025 3:47:13 PM Signed: 8/27/2025 3:59:51 PM
	Signature Adoption: Pre-selected Style Using IP Address: 76.14.122.244	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 3:47:13 PM
ID: d6527ea8-332a-41e0-a5b0-25442ca1e318

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 3:45:53 PM
Certified Delivered	Security Checked	8/27/2025 3:47:13 PM
Signing Complete	Security Checked	8/27/2025 3:59:51 PM
Completed	Security Checked	8/27/2025 3:59:51 PM

Payment Events	Status	Timestamps

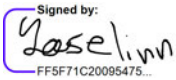
Electronic Record and Signature Disclosure

Certificate Of Completion

Envelope Id: 0196C0D6-CC82-4371-BBF7-AEA7781720E7
Status: Completed
Subject: Complete with Docusign - Parent Signature in Support of Oceanlight School Petition
Source Envelope:
Document Pages: 289
Signatures: 1
Envelope Originator:
Certificate Pages: 3
Initials: 1
LiLing Pang (Oceanlight School)
AutoNav: Enabled
legal@oceanlightschool.org
EnvelopeId Stamping: Enabled
IP Address: 172.56.42.225
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/27/2025 1:05:36 PM
Holder: LiLing Pang (Oceanlight School)
legal@oceanlightschool.org
Location: DocuSign

Signer Events	Signature	Timestamp
Yoselinn Carrillo [redacted] Security Level: Email, Account Authentication (None)	Signed by:  FF5F71C20095475...	Sent: 8/27/2025 1:05:54 PM Viewed: 8/27/2025 1:06:20 PM Signed: 8/27/2025 1:08:38 PM
	Signature Adoption: Drawn on Device Using IP Address: 2607:fb90:9e42:c3fa:7875:b1cf:a413:fe85 Signed using mobile	

Electronic Record and Signature Disclosure:
Accepted: 8/27/2025 1:06:20 PM
ID: 9f6f1aab-4e37-4dda-97c0-b58d216f0a60

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/27/2025 1:05:55 PM
Certified Delivered	Security Checked	8/27/2025 1:06:20 PM
Signing Complete	Security Checked	8/27/2025 1:08:38 PM
Completed	Security Checked	8/27/2025 1:08:38 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	b3ed21c5b4d8a0ad18a5de8b3e04a24272976d45
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 08:55:07 UTC-7	Viewed by [redacted] IP: 104.53.139.194
SIGNED	**09 / 09 / 2025** 08:57:07 UTC-7	Signed by [redacted] IP: 104.53.139.194
COMPLETED	**09 / 09 / 2025** 08:57:07 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	9364e127840888c25dcf011e8ee2956b29049cf1
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 22:13:32 UTC-7	Viewed by [redacted] IP: 174.160.114.43
SIGNED	**09 / 11 / 2025** 00:11:54 UTC-7	Signed by [redacted] IP: 174.160.114.43
COMPLETED	**09 / 11 / 2025** 00:11:54 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	c76739bacbec2ce0bdbfe9e97e69fe625d3fafb1
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 31 / 2025** 15:53:26 UTC-7	Viewed by [redacted] IP: 50.0.2.196
SIGNED	**08 / 31 / 2025** 15:55:34 UTC-7	Signed by [redacted] IP: 174.195.80.43
COMPLETED	**08 / 31 / 2025** 15:55:34 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f1cb5673b830fc7a7113d1605268415b0f4d91a0
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 15:32:10 UTC-7	Viewed by [redacted] IP: 50.215.14.201
SIGNED	**09 / 10 / 2025** 15:33:08 UTC-7	Signed by [redacted] IP: 50.215.14.201
COMPLETED	**09 / 10 / 2025** 15:33:08 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	0e2d4553c800d34d21aab7f1870dea3499f850b8
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 13:24:02 UTC-7	Viewed by [redacted] IP: 68.251.59.75
SIGNED	**09 / 09 / 2025** 13:25:27 UTC-7	Signed by [redacted] IP: 68.251.59.75
COMPLETED	**09 / 09 / 2025** 13:25:27 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	4c2298fb91f5627e0d45e0ab394965258c3a8cbf
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 05:50:18 UTC-7	Viewed by [redacted] IP: 99.151.13.55
SIGNED	**09 / 10 / 2025** 06:01:51 UTC-7	Signed by [redacted] IP: 99.151.13.55
COMPLETED	**09 / 10 / 2025** 06:01:51 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e824c9ee80abf59ecca4b9e8130e71d07b75a0be
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 13:45:36 UTC-7	Viewed by [redacted] IP: 74.253.6.41
SIGNED	**09 / 03 / 2025** 13:48:32 UTC-7	Signed by [redacted] IP: 74.253.6.41
COMPLETED	**09 / 03 / 2025** 13:48:32 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	07726651a1cd99c7518d3dd2a6f3ba783dd0318e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 14:52:54 UTC-7	Viewed by [redacted] IP: 108.212.68.76
SIGNED	**09 / 03 / 2025** 15:09:22 UTC-7	Signed by [redacted] IP: 108.212.68.76
COMPLETED	**09 / 03 / 2025** 15:09:22 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	af5d8a5d790cb490b44188bcf714d1ed7886fc61
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 07 / 2025** 08:48:47 UTC-7	Viewed by [redacted] IP: 73.223.119.72
SIGNED	**09 / 07 / 2025** 08:54:59 UTC-7	Signed by [redacted] IP: 73.223.119.72
COMPLETED	**09 / 07 / 2025** 08:54:59 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	68a4ecd1f9d2cc25adaeff7363e745ca92dc5262
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 19:00:14 UTC-7	Viewed by [redacted] IP: 12.75.216.126
SIGNED	**09 / 10 / 2025** 19:02:36 UTC-7	Signed by [redacted] IP: 12.75.216.126
COMPLETED	**09 / 10 / 2025** 19:02:36 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	7c23d94753bd2df1e8a7482a97dbeccbe086ac0c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 12:18:42 UTC-7	Viewed by [redacted] IP: 174.221.119.117
SIGNED	**09 / 10 / 2025** 22:07:53 UTC-7	Signed by [redacted] IP: 71.145.212.122
COMPLETED	**09 / 10 / 2025** 22:07:53 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	b1f08cb75100ff57eb23cc7e26c08d6df32c02f8
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 01 / 2025** 06:28:34 UTC-7	Viewed by [redacted] IP: 108.212.68.38
SIGNED	**09 / 01 / 2025** 06:31:28 UTC-7	Signed by [redacted] IP: 108.212.68.38
COMPLETED	**09 / 01 / 2025** 06:31:28 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	cb818e1917fa2ebde024ebff937cffc48d4dd6e4
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 13:57:25 UTC-7	Viewed by [redacted] IP: 73.223.119.57
SIGNED	**09 / 10 / 2025** 13:59:35 UTC-7	Signed by [redacted] IP: 73.223.119.57
COMPLETED	**09 / 10 / 2025** 13:59:35 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	fdeaf26da4a125ba9e096852d8c489a6cdc35e64
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 13:39:06 UTC-7	Viewed by [redacted] IP: 75.11.10.200
SIGNED	**09 / 09 / 2025** 13:44:39 UTC-7	Signed by [redacted] IP: 75.11.10.200
COMPLETED	**09 / 09 / 2025** 13:44:39 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a00336923baf9ec7b146be66725b31d2438d55ce
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 10:24:12 UTC-7	Viewed by [redacted] IP: 135.180.142.120
SIGNED	**09 / 03 / 2025** 10:26:50 UTC-7	Signed by [redacted] IP: 135.180.142.120
COMPLETED	**09 / 03 / 2025** 10:26:50 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	12011575285501e1214d255bd8c3eb0b632c8dcc
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 05 / 2025** 20:11:49 UTC-7	Viewed by [redacted] IP: 68.251.59.158
SIGNED	**09 / 05 / 2025** 20:14:01 UTC-7	Signed by [redacted] IP: 68.251.59.158
COMPLETED	**09 / 05 / 2025** 20:14:01 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	c8af49f081ecb910b0c8e888c596953d6053e199
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 09 / 2025** 13:13:15 UTC-7	Viewed by [redacted] IP: 64.54.15.151
SIGNED	**09 / 09 / 2025** 13:16:33 UTC-7	Signed by [redacted] IP: 64.54.15.151
COMPLETED	**09 / 09 / 2025** 13:16:33 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	112ab1b3c76a0c0357868423513932d959517a41
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 17:01:42 UTC-7	Viewed by [redacted] IP: 162.227.161.213
SIGNED	**08 / 30 / 2025** 17:11:58 UTC-7	Signed by [redacted] IP: 162.227.161.213
COMPLETED	**08 / 30 / 2025** 17:11:58 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	8fa353af86299d51d9380a086babe43ec5e5965b
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 09:07:25 UTC-7	Viewed by [redacted] IP: 73.241.147.114
SIGNED	**09 / 03 / 2025** 17:16:47 UTC-7	Signed by [redacted] IP: 50.145.45.51
COMPLETED	**09 / 03 / 2025** 17:16:47 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f1332ea1f6d9b17d40b1322837b0de4aeb36bca3
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 13:53:28 UTC-7	Viewed by [redacted] IP: 99.151.12.167
SIGNED	**09 / 09 / 2025** 13:54:58 UTC-7	Signed by [redacted] IP: 99.151.12.167
COMPLETED	**09 / 09 / 2025** 13:54:58 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e2e5af4908087e2ee92cb50c20d17b984c282028
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 05 / 2025** 12:55:47 UTC-7	Viewed by [redacted] IP: 174.249.149.146
SIGNED	**09 / 05 / 2025** 13:20:55 UTC-7	Signed by [redacted] IP: 174.249.149.146
COMPLETED	**09 / 05 / 2025** 13:20:55 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	336556fdcfd55b626f57dab59135e86cc21c5fc4
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 12:36:59 UTC-7	Viewed by [redacted] IP: 146.75.136.215
SIGNED	**09 / 09 / 2025** 12:38:10 UTC-7	Signed by [redacted] IP: 146.75.136.215
COMPLETED	**09 / 09 / 2025** 12:38:10 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	0c3494136342f90c04a4003c722209f66545948e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 20:15:50 UTC-7	Viewed by [redacted] IP: 73.202.147.144
SIGNED	**09 / 02 / 2025** 20:19:10 UTC-7	Signed by [redacted] IP: 73.202.147.144
COMPLETED	**09 / 02 / 2025** 20:19:10 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a79489c783b380a571630b2a5fdae8129bad899f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 10:41:00 UTC-7	Viewed by [redacted] IP: 24.5.240.23
SIGNED	**09 / 02 / 2025** 10:44:51 UTC-7	Signed by [redacted] IP: 24.5.240.23
COMPLETED	**09 / 02 / 2025** 10:44:51 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	fe6c79d16d47c4fb33bcf8fe69eed12bf5a37f0f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 18:58:05 UTC-7	Viewed by [redacted] IP: 67.164.90.125
SIGNED	**09 / 10 / 2025** 19:00:23 UTC-7	Signed by [redacted] IP: 67.164.90.125
COMPLETED	**09 / 10 / 2025** 19:00:23 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	ea76c1411c01311c260a6412afe3f022fb5944be
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 19:16:20 UTC-7	Viewed by [redacted] IP: 98.45.66.114
SIGNED	**09 / 03 / 2025** 19:18:09 UTC-7	Signed by [redacted] IP: 98.45.66.114
COMPLETED	**09 / 03 / 2025** 19:18:09 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e2977824ca737b1278849253bd30f89512674b1a
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 11:40:43 UTC-7	Viewed by [redacted] IP: 50.76.59.244
SIGNED	**09 / 09 / 2025** 11:42:17 UTC-7	Signed by [redacted] IP: 50.76.59.244
COMPLETED	**09 / 09 / 2025** 11:42:17 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	13034f4bc73bea20b085f825f02b85e438a94520
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 16:08:35 UTC-7	Viewed by [redacted] IP: 24.4.51.86
SIGNED	**09 / 01 / 2025** 16:10:20 UTC-7	Signed by [redacted] IP: 24.4.51.86
COMPLETED	**09 / 01 / 2025** 16:10:20 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	3d4b45479dc6f33d6ff9bc9a9b9fad920380aa2e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 20:36:44 UTC-7	Viewed by [redacted] IP: 24.4.48.127
SIGNED	**08 / 30 / 2025** 20:42:48 UTC-7	Signed by [redacted] IP: 174.194.135.188
COMPLETED	**08 / 30 / 2025** 20:42:48 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	890a8bd0c92924d9471b4d1acc8c3e6ff0883f41
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 20:57:10 UTC-7	Viewed by [redacted] IP: 104.13.63.121
SIGNED	**09 / 03 / 2025** 21:23:09 UTC-7	Signed by [redacted] IP: 104.13.63.121
COMPLETED	**09 / 03 / 2025** 21:23:09 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	73a992a773c4a531fac0c5f77ba08109e0ac1069
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 07:36:28 UTC-7	Viewed by [redacted] IP: 24.4.87.40
SIGNED	**09 / 10 / 2025** 13:54:19 UTC-7	Signed by [redacted] IP: 199.184.253.20
COMPLETED	**09 / 10 / 2025** 13:54:19 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	887dcb2c5f750e38d26e70ee1901246857cdadcf
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 04 / 2025** 01:17:58 UTC-7	Viewed by [redacted] IP: 76.210.4.196
SIGNED	**09 / 04 / 2025** 01:23:27 UTC-7	Signed by [redacted] IP: 76.210.4.196
COMPLETED	**09 / 04 / 2025** 01:23:27 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	cba7af5a2c42c4723c446d4bc04198d690be05b0
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 05 / 2025** 14:56:06 UTC-7	Viewed by [redacted] IP: 68.251.57.16
SIGNED	**09 / 05 / 2025** 15:00:42 UTC-7	Signed by [redacted] IP: 68.251.57.16
COMPLETED	**09 / 05 / 2025** 15:00:42 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	28de1d9046f21c034634bb478fc59c4244e17d5c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 15:01:49 UTC-7	Viewed by [redacted] IP: 12.33.149.130
SIGNED	**09 / 01 / 2025** 15:04:38 UTC-7	Signed by [redacted] IP: 12.33.149.130
COMPLETED	**09 / 01 / 2025** 15:04:38 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	85087a554d4480cdc5927d410bcccd58f61dfa1e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 14:16:46 UTC-7	Viewed by [redacted] IP: 162.227.160.120
SIGNED	**09 / 03 / 2025** 14:22:53 UTC-7	Signed by [redacted] IP: 162.227.160.120
COMPLETED	**09 / 03 / 2025** 14:22:53 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	d32661e4e0c6a2aecd31abf52691c78a32327296
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 18:06:00 UTC-7	Viewed by [redacted] IP: 98.42.187.81
SIGNED	**09 / 10 / 2025** 18:08:58 UTC-7	Signed by [redacted] IP: 98.42.187.81
COMPLETED	**09 / 10 / 2025** 18:08:58 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e497555c874253e5a6639018dfbdd67466f9ab9f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 22:54:16 UTC-7	Viewed by [redacted] IP: 104.28.123.70
SIGNED	**09 / 02 / 2025** 23:06:20 UTC-7	Signed by [redacted] IP: 104.28.123.70
COMPLETED	**09 / 02 / 2025** 23:06:20 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	76c52a7110ed87055449e3837a85c28971f45f79
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 20:20:56 UTC-7	Viewed by [redacted] IP: 104.28.123.88
SIGNED	**08 / 30 / 2025** 20:22:53 UTC-7	Signed by [redacted] IP: 104.28.123.88
COMPLETED	**08 / 30 / 2025** 20:22:53 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	0137bd0769c6a2c79ace60686b3889f563a1a62f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 17:12:20 UTC-7	Viewed by [redacted] IP: 76.14.9.74
SIGNED	**09 / 02 / 2025** 17:13:49 UTC-7	Signed by [redacted] IP: 76.14.9.74
COMPLETED	**09 / 02 / 2025** 17:13:49 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	19cbc566992dc16c40b5f3713c05abec3fa7b346
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 21:27:07 UTC-7	Viewed by [redacted] IP: 146.75.154.82
SIGNED	**09 / 10 / 2025** 21:30:44 UTC-7	Signed by [redacted] IP: 146.75.154.82
COMPLETED	**09 / 10 / 2025** 21:30:44 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a19ae63af3450755e25e1e9d584667579dfe0f9c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 08 / 2025** 09:28:40 UTC-7	Viewed by [redacted] IP: 204.68.210.230
SIGNED	**09 / 08 / 2025** 10:01:48 UTC-7	Signed by [redacted] IP: 204.68.210.230
COMPLETED	**09 / 08 / 2025** 10:01:48 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	96129426d270853ef4aaadf7f225faefd15b4088
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 05 / 2025** 15:13:39 UTC-7	Viewed by [redacted] IP: 75.11.10.55
SIGNED	**09 / 05 / 2025** 15:23:35 UTC-7	Signed by [redacted] IP: 75.11.10.55
COMPLETED	**09 / 05 / 2025** 15:23:35 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	7266b4e6d572287d94eb5bfdb59d23cf1d1a72f2
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 12:41:34 UTC-7	Viewed by [redacted] IP: 75.11.10.53
SIGNED	**09 / 09 / 2025** 12:47:30 UTC-7	Signed by [redacted] IP: 75.11.10.53
COMPLETED	**09 / 09 / 2025** 12:47:30 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	cd61ba2bffc1b2590578aca836b512c91d8bdb3a
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 08 / 2025** 18:29:05 UTC-7	Viewed by [redacted] IP: 73.170.206.149
SIGNED	**09 / 08 / 2025** 18:32:15 UTC-7	Signed by [redacted] IP: 73.170.206.149
COMPLETED	**09 / 08 / 2025** 18:32:15 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	c71e936e30bec3958e295c88320a8205b727719c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 14:47:05 UTC-7	Viewed by [redacted] IP: 174.160.133.74
SIGNED	**08 / 30 / 2025** 14:50:25 UTC-7	Signed by [redacted] IP: 174.160.133.74
COMPLETED	**08 / 30 / 2025** 14:50:25 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	4b9ccbf2e6a69e62b9be3601462f80766ff27dbc
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 16:58:12 UTC-7	Viewed by [redacted] IP: 107.77.211.158
SIGNED	**09 / 10 / 2025** 17:00:38 UTC-7	Signed by [redacted] IP: 107.77.211.158
COMPLETED	**09 / 10 / 2025** 17:00:38 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	cbbb80238db9cbfdd4a33aa35915c534e77dd3ce
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 03 / 2025** 22:49:20 UTC-7	Viewed by [redacted] IP: 24.4.115.164
SIGNED	**09 / 03 / 2025** 22:56:51 UTC-7	Signed by [redacted] IP: 24.4.115.164
COMPLETED	**09 / 03 / 2025** 22:56:51 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	44c9c7e2732fd8884003f0aff02f2f3ad8c66205
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 31 / 2025** 00:25:15 UTC-7	Viewed by [redacted] IP: 66.73.104.50
SIGNED	**08 / 31 / 2025** 00:26:32 UTC-7	Signed by [redacted] IP: 66.73.104.50
COMPLETED	**08 / 31 / 2025** 00:26:32 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	ac1f234e13c154916ac50ad67fa678bd8fb17b1e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 19:05:42 UTC-7	Viewed by [redacted] IP: 68.251.58.209
SIGNED	**09 / 10 / 2025** 14:51:10 UTC-7	Signed by [redacted] IP: 68.251.58.209
COMPLETED	**09 / 10 / 2025** 14:51:10 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	d2b7dad9732772c76c96fe9132cbc39c146739ec
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 01 / 2025** 22:49:07 UTC-7	Viewed by [redacted] IP: 73.241.65.248
SIGNED	**09 / 01 / 2025** 22:51:50 UTC-7	Signed by [redacted] IP: 73.241.65.248
COMPLETED	**09 / 01 / 2025** 22:51:50 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	bb241824369140eec305ece320744f10dd499290
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 07:42:32 UTC-7	Viewed by [redacted] IP: 73.70.150.186
SIGNED	**09 / 09 / 2025** 07:44:29 UTC-7	Signed by [redacted] IP: 73.70.150.186
COMPLETED	**09 / 09 / 2025** 07:44:29 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f71e84349b7545769406baa30dce2e612137ac9d
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 10:25:23 UTC-7	Viewed by [redacted] IP: 98.45.128.225
SIGNED	**09 / 10 / 2025** 10:46:46 UTC-7	Signed by [redacted] IP: 98.45.128.225
COMPLETED	**09 / 10 / 2025** 10:46:46 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5c23bc3c85310555e0dd3233531ced87597947b0
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 10 / 2025** 18:37:42 UTC-7	Viewed by [redacted] IP: 24.4.54.90
SIGNED	**09 / 10 / 2025** 18:40:06 UTC-7	Signed by [redacted] IP: 24.4.54.90
COMPLETED	**09 / 10 / 2025** 18:40:06 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a27ee98863fb440c78b254eee0716b9c5d8b7668
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 13:41:16 UTC-7	Viewed by [redacted] IP: 162.227.160.216
SIGNED	**09 / 01 / 2025** 13:42:39 UTC-7	Signed by [redacted] IP: 162.227.160.216
COMPLETED	**09 / 01 / 2025** 13:42:39 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	661cbf078e32e78681e951c627748081f6aca2ea
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 07 / 2025** 21:39:36 UTC-7	Viewed by [redacted] IP: 98.45.30.21
SIGNED	**09 / 09 / 2025** 22:55:57 UTC-7	Signed by [redacted] IP: 98.45.30.21
COMPLETED	**09 / 09 / 2025** 22:55:57 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	ce35eecc7bb26c822342d0ea8c919f1b04360b12
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 12:12:47 UTC-7	Viewed by [redacted] IP: 166.198.130.6
SIGNED	**09 / 03 / 2025** 12:35:26 UTC-7	Signed by [redacted] IP: 166.198.130.6
COMPLETED	**09 / 03 / 2025** 12:35:26 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e95ddc5a04120e24d8c6c77a677c2797ca33d166
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 06:35:25 UTC-7	Viewed by [redacted] IP: 24.4.83.13
SIGNED	**09 / 10 / 2025** 06:38:48 UTC-7	Signed by [redacted] IP: 24.4.83.13
COMPLETED	**09 / 10 / 2025** 06:38:48 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	7c4e664a4f9f37399e824741184553235282658d
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 29 / 2025** 14:25:42 UTC-7	Viewed by [redacted] IP: 72.159.157.30
SIGNED	**08 / 29 / 2025** 16:19:57 UTC-7	Signed by [redacted] IP: 184.169.46.4
COMPLETED	**08 / 29 / 2025** 16:19:57 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	59246d9574d5a8df42a83878ef3ff1a96dc355bc
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 09:09:40 UTC-7	Viewed by [redacted] IP: 146.75.154.1
SIGNED	**09 / 01 / 2025** 09:13:24 UTC-7	Signed by [redacted] IP: 146.75.154.0
COMPLETED	**09 / 01 / 2025** 09:13:24 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5d5ed2b86c4237e02f2a2e9d5fa192b55071e8ec
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 04 / 2025** 14:30:41 UTC-7	Viewed by [redacted] IP: 24.4.87.163
SIGNED	**09 / 10 / 2025** 16:36:06 UTC-7	Signed by [redacted] IP: 24.4.87.163
COMPLETED	**09 / 10 / 2025** 16:36:06 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e1bb4d067cafe9d85fd3df53e913346daa242cd9
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 02:31:12 UTC-7	Viewed by [redacted] IP: 192.251.109.230
SIGNED	**09 / 02 / 2025** 02:33:19 UTC-7	Signed by [redacted] IP: 192.251.109.230
COMPLETED	**09 / 02 / 2025** 02:33:19 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a51671173b598cacb68b89098f4a5b65e7d59d27
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 15:05:12 UTC-7	Viewed by [redacted] IP: 24.6.78.196
SIGNED	**09 / 09 / 2025** 15:11:47 UTC-7	Signed by [redacted] IP: 24.6.78.196
COMPLETED	**09 / 09 / 2025** 15:11:47 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a3f349bc778630b25bf11aa62adb8a49ddae2ae3
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 07 / 2025** 04:57:19 UTC-7	Viewed by [redacted] IP: 73.252.226.64
SIGNED	**09 / 07 / 2025** 04:59:42 UTC-7	Signed by [redacted] IP: 73.252.226.64
COMPLETED	**09 / 07 / 2025** 04:59:42 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	dbf7dce74aa6184199b30cd2f8056015b658e095
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**08 / 29 / 2025** 19:39:41 UTC-7	Viewed by [redacted] IP: 67.161.16.165
SIGNED	**08 / 29 / 2025** 19:48:56 UTC-7	Signed by [redacted] IP: 67.161.16.165
COMPLETED	**08 / 29 / 2025** 19:48:56 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	45a00cb3b20bd707ccc1f7f63cf0e9441d64bbff
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 19:47:43 UTC-7	Viewed by [redacted] IP: 67.180.88.241
SIGNED	**09 / 10 / 2025** 19:50:33 UTC-7	Signed by [redacted] IP: 67.180.88.241
COMPLETED	**09 / 10 / 2025** 19:50:33 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	722b74969dd1ce7564adcc35f9b38637e3a7dcc5
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 12:44:07 UTC-7	Viewed by [redacted] IP: 67.160.209.102
SIGNED	**09 / 02 / 2025** 13:06:23 UTC-7	Signed by [redacted] IP: 67.160.209.102
COMPLETED	**09 / 02 / 2025** 13:06:23 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	e748fd570bb25a7e4812c8daf54b354bf267f89f
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 10 / 2025** 21:39:42 UTC-7	Viewed by [redacted] IP: 174.160.61.45
SIGNED	**09 / 10 / 2025** 21:41:09 UTC-7	Signed by [redacted] IP: 174.160.61.45
COMPLETED	**09 / 10 / 2025** 21:41:09 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	7503e78e19c1da20d90c4c766025afd79fe118c3
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 16:10:52 UTC-7	Viewed by [redacted] IP: 24.6.13.223
SIGNED	**09 / 10 / 2025** 16:14:35 UTC-7	Signed by [redacted] IP: 24.6.13.223
COMPLETED	**09 / 10 / 2025** 16:14:35 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	6aef944c3110d31f2585f23e39a94f319e6cd759
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 07:58:08 UTC-7	Viewed by [redacted] IP: 157.131.216.50
SIGNED	**09 / 09 / 2025** 08:02:38 UTC-7	Signed by [redacted] IP: 157.131.216.50
COMPLETED	**09 / 09 / 2025** 08:02:38 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	974057cb7c6481ddf267f2831c265436eacc1b67
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 08:40:19 UTC-7	Viewed by [redacted] IP: 68.251.59.178
SIGNED	**09 / 02 / 2025** 08:42:22 UTC-7	Signed by [redacted] IP: 68.251.59.178
COMPLETED	**09 / 02 / 2025** 08:42:22 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	cc3aab2438d12208c9f2e4f9e3def48a9b94a234
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 01 / 2025** 14:10:59 UTC-7	Viewed by [redacted] IP: 68.251.58.22
SIGNED	**09 / 01 / 2025** 14:27:24 UTC-7	Signed by [redacted] IP: 68.251.58.22
COMPLETED	**09 / 01 / 2025** 14:27:24 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	a57f57031d6e3f85a5247aa42bb2e8d4afcaf5ee
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 14:45:14 UTC-7	Viewed by [redacted] IP: 108.212.69.114
SIGNED	**09 / 10 / 2025** 14:48:04 UTC-7	Signed by [redacted] IP: 108.212.69.114
COMPLETED	**09 / 10 / 2025** 14:48:04 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	976d1b5c1997a55b23e5e8dc0488cad6c22d5d1f
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 01 / 2025** 22:10:15 UTC-7	Viewed by [redacted] IP: 104.28.123.182
SIGNED	**09 / 01 / 2025** 22:12:50 UTC-7	Signed by [redacted] IP: 104.28.123.179
COMPLETED	**09 / 01 / 2025** 22:12:50 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	79cf4f03ac8a2b1f81271869d86657147b2bc7a4
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 14:13:45 UTC-7	Viewed by [redacted] IP: 74.253.6.24
SIGNED	**09 / 03 / 2025** 14:17:18 UTC-7	Signed by [redacted] IP: 74.253.6.24
COMPLETED	**09 / 03 / 2025** 14:17:18 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	aee1741764d5ce8f6d8c60168ea9712c4d92e70d
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 07 / 2025** 10:13:39 UTC-7	Viewed by [redacted] IP: 24.4.51.210
SIGNED	**09 / 07 / 2025** 10:15:37 UTC-7	Signed by [redacted] IP: 24.4.51.210
COMPLETED	**09 / 07 / 2025** 10:15:37 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	76d7c1426816f9e6976dad5862a9498d548da593
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 02:16:26 UTC-7	Viewed by [redacted] IP: 1.146.175.173
SIGNED	**09 / 03 / 2025** 02:18:02 UTC-7	Signed by [redacted] IP: 1.146.175.173
COMPLETED	**09 / 03 / 2025** 02:18:02 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	ca32d9cd06b7466a1a713dc23a84172cb629df46
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 04 / 2025** 11:08:24 UTC-7	Viewed by [redacted] IP: 73.202.147.210
SIGNED	**09 / 04 / 2025** 11:12:12 UTC-7	Signed by [redacted] IP: 73.202.147.210
COMPLETED	**09 / 04 / 2025** 11:12:12 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	95f2abf4e27e7f7df4c3f6d00274f8dfa47dde1a
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 20:56:15 UTC-7	Viewed by [redacted] IP: 172.59.59.229
SIGNED	**09 / 10 / 2025** 20:57:44 UTC-7	Signed by [redacted] IP: 172.59.59.229
COMPLETED	**09 / 10 / 2025** 20:57:44 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	702c590f7124db2e47bfdf7b2aa7121a5b9a1cc3
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 10 / 2025** 19:32:16 UTC-7	Viewed by [redacted] IP: 172.92.13.141
SIGNED	**09 / 10 / 2025** 19:45:06 UTC-7	Signed by [redacted] IP: 172.92.13.141
COMPLETED	**09 / 10 / 2025** 19:45:06 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	c18662afe8faf030450e713d3d5bb49b6d454feb
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 18:54:15 UTC-7	Viewed by [redacted] IP: 24.6.74.190
SIGNED	**09 / 09 / 2025** 18:55:48 UTC-7	Signed by [redacted] IP: 24.6.74.190
COMPLETED	**09 / 09 / 2025** 18:55:48 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	9b02b71859aef70f60b10a65f41a42872449471d
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 04 / 2025** 12:07:11 UTC-7	Viewed by [redacted] IP: 185.81.124.51
SIGNED	**09 / 04 / 2025** 12:09:01 UTC-7	Signed by [redacted] IP: 185.81.124.51
COMPLETED	**09 / 04 / 2025** 12:09:01 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	52ed4fe4be227cea4aa8b0d2d20913db3ad568ab
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 11:35:15 UTC-7	Viewed by [redacted] IP: 174.249.144.79
SIGNED	**08 / 30 / 2025** 11:37:58 UTC-7	Signed by [redacted] IP: 174.249.144.79
COMPLETED	**08 / 30 / 2025** 11:37:58 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	333ed809e6f0ed48363b59deaab066d578a78089
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 14:28:50 UTC-7	Viewed by [redacted] IP: 69.181.127.73
SIGNED	**09 / 01 / 2025** 14:38:22 UTC-7	Signed by [redacted] IP: 69.181.127.73
COMPLETED	**09 / 01 / 2025** 14:38:22 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	8fec69539fc533c59e5fd6f1e51f74ee43762070
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 12:59:35 UTC-7	Viewed by [redacted] IP: 98.42.184.133
SIGNED	**08 / 30 / 2025** 13:03:37 UTC-7	Signed by [redacted] IP: 98.42.184.133
COMPLETED	**08 / 30 / 2025** 13:03:37 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5ec291a551667e852ab0da77f46654ac9b2a181a
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 14:19:32 UTC-7	Viewed by [redacted] IP: 174.227.178.223
SIGNED	**09 / 03 / 2025** 14:21:28 UTC-7	Signed by [redacted] IP: 174.227.178.223
COMPLETED	**09 / 03 / 2025** 14:21:28 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	59747f2036a70bedaa8aebeb7527b8e001157fae
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 07:26:56 UTC-7	Viewed by [redacted] IP: 172.56.46.172
SIGNED	**09 / 09 / 2025** 16:05:02 UTC-7	Signed by [redacted] IP: 172.59.128.3
COMPLETED	**09 / 09 / 2025** 16:05:02 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	1e065e8f63354ae730e15c773ce8435cf3ae68f1
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 23:33:49 UTC-7	Viewed by [redacted] IP: 66.73.105.78
SIGNED	**09 / 10 / 2025** 23:40:47 UTC-7	Signed by [redacted] IP: 66.73.105.78
COMPLETED	**09 / 10 / 2025** 23:40:47 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f1cfc7b26b1db07524bb95f0b404de67bc0590b9
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 05 / 2025** 18:52:44 UTC-7	Viewed by [redacted] IP: 73.162.20.171
SIGNED	**09 / 05 / 2025** 18:58:07 UTC-7	Signed by [redacted] IP: 73.162.20.171
COMPLETED	**09 / 05 / 2025** 18:58:07 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	97f3361c013d8a0456de1a820fc334d3771603a7
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 19:23:07 UTC-7	Viewed by [redacted] IP: 68.251.56.253
SIGNED	**09 / 10 / 2025** 19:25:06 UTC-7	Signed by [redacted] IP: 68.251.56.253
COMPLETED	**09 / 10 / 2025** 19:25:06 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	3a42a2289e05d7ab3bdb1d31951880834e84ec96
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 21:13:50 UTC-7	Viewed by [redacted] IP: 73.202.147.227
SIGNED	**09 / 09 / 2025** 22:14:40 UTC-7	Signed by [redacted] IP: 73.202.147.227
COMPLETED	**09 / 09 / 2025** 22:14:40 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	badcdde5b495720977cdbc8e60e9f340ea7cbd2e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 13:35:53 UTC-7	Viewed by [redacted] IP: 108.147.93.50
SIGNED	**09 / 01 / 2025** 13:47:39 UTC-7	Signed by [redacted] IP: 108.147.93.50
COMPLETED	**09 / 01 / 2025** 13:47:39 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	06e4fd85facf219af764b925fe28e02043544d5c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 29 / 2025** 20:26:20 UTC-7	Viewed by [redacted] IP: 76.126.3.135
SIGNED	**09 / 04 / 2025** 21:29:21 UTC-7	Signed by [redacted] IP: 76.126.3.135
COMPLETED	**09 / 04 / 2025** 21:29:21 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	aa089f68ed0fe8190374635b9a90a6488fd314ac
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 10 / 2025** 14:36:13 UTC-7	Viewed by [redacted] IP: 209.184.152.16
SIGNED	**09 / 10 / 2025** 14:38:55 UTC-7	Signed by [redacted] IP: 209.184.152.16
COMPLETED	**09 / 10 / 2025** 14:38:55 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	d90d8d38a6e67c41189302ab1bc77ed53bdea1c8
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 01 / 2025** 17:48:54 UTC-7	Viewed by [redacted] IP: 104.28.123.176
SIGNED	**09 / 01 / 2025** 17:52:12 UTC-7	Signed by [redacted] IP: 104.28.123.176
COMPLETED	**09 / 01 / 2025** 17:52:12 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	2b8a584ff4eacac2ddda785cd842a6e650b7c2ac
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 13:52:27 UTC-7	Viewed by [redacted] IP: 209.237.233.166
SIGNED	**09 / 03 / 2025** 13:55:21 UTC-7	Signed by [redacted] IP: 209.237.233.166
COMPLETED	**09 / 03 / 2025** 13:55:21 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	0ebadd3f91ae5b216167fd2540848be32ace62e6
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 30 / 2025** 14:36:08 UTC-7	Viewed by [redacted] IP: 98.97.26.74
SIGNED	**08 / 30 / 2025** 14:44:41 UTC-7	Signed by [redacted] IP: 98.97.26.74
COMPLETED	**08 / 30 / 2025** 14:44:41 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	6b8b39f6efad945fc5284d3b0d706e71f3587d01
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 14:11:30 UTC-7	Viewed by [redacted] IP: 74.253.6.91
SIGNED	**09 / 03 / 2025** 18:26:41 UTC-7	Signed by [redacted] IP: 74.253.6.91
COMPLETED	**09 / 03 / 2025** 18:26:41 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5690ccf96b177e8e8b60c8f63b3c61d8e8be84b9
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 15:01:10 UTC-7	Viewed by [redacted] IP: 99.9.99.137
SIGNED	**09 / 10 / 2025** 15:03:16 UTC-7	Signed by [redacted] IP: 99.9.99.137
COMPLETED	**09 / 10 / 2025** 15:03:16 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	689571bff0995c5ccb8d09c82fa7c571840601d5
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 16:25:00 UTC-7	Viewed by [redacted] IP: 66.73.104.189
SIGNED	**09 / 10 / 2025** 16:32:00 UTC-7	Signed by [redacted] IP: 66.73.104.189
COMPLETED	**09 / 10 / 2025** 16:32:00 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	1d8e0e91bb146c5662087ff83d263d748a12c5cf
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 10:14:27 UTC-7	Viewed by [redacted] IP: 98.42.186.122
SIGNED	**09 / 09 / 2025** 10:28:12 UTC-7	Signed by [redacted] IP: 98.42.186.122
COMPLETED	**09 / 09 / 2025** 10:28:12 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5860ca73488185b1c81f6954534dc8108c7a659d
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

VIEWED	**09 / 01 / 2025** 21:41:37 UTC-7	Viewed by [redacted] IP: 104.28.123.70
SIGNED	**09 / 08 / 2025** 15:43:02 UTC-7	Signed by [redacted] IP: 104.28.123.69
COMPLETED	**09 / 08 / 2025** 15:43:02 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	f4025b17b5981b977bcbf0c539d1f4cea1a1b371
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 04 / 2025** 12:23:02 UTC-7	Viewed by [redacted] IP: 108.238.128.40
SIGNED	**09 / 04 / 2025** 12:25:35 UTC-7	Signed by [redacted] IP: 108.238.128.40
COMPLETED	**09 / 04 / 2025** 12:25:35 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	41e1b80cfe969d53c78fc73a71372bcb2b35be42
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 13:52:56 UTC-7	Viewed by [redacted] IP: 146.75.154.0
SIGNED	**09 / 10 / 2025** 13:54:31 UTC-7	Signed by [redacted] IP: 146.75.154.0
COMPLETED	**09 / 10 / 2025** 13:54:31 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	fa116c189ac692051ca6638fed21d5e5b45c2a51
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 31 / 2025** 14:51:54 UTC-7	Viewed by [redacted] IP: 75.11.11.49
SIGNED	**08 / 31 / 2025** 14:56:11 UTC-7	Signed by [redacted] IP: 75.11.11.49
COMPLETED	**08 / 31 / 2025** 14:56:11 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	7973013113113715c134fc747b8032fba74b5b92
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 16:49:47 UTC-7	Viewed by [redacted] IP: 172.56.46.170
SIGNED	**09 / 03 / 2025** 16:51:26 UTC-7	Signed by [redacted] IP: 172.56.46.170
COMPLETED	**09 / 03 / 2025** 16:51:26 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	bf71dc14b2b71f9b1186ac5d950cc7547a63717e
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 10 / 2025** 20:46:11 UTC-7	Viewed by [redacted] IP: 24.4.82.181
SIGNED	**09 / 10 / 2025** 21:07:49 UTC-7	Signed by [redacted] IP: 24.4.82.181
COMPLETED	**09 / 10 / 2025** 21:07:49 UTC-7	The document has been completed.

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	77c704f2cd4d833eb420182504bff9ea7600c73d
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

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SIGNED	**09 / 10 / 2025** 15:00:07 UTC-7	Signed by [redacted] IP: 24.4.50.54
COMPLETED	**09 / 10 / 2025** 15:00:07 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	32738f795d0e7ddd0e39c107c443ef249c187d80
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 09 / 2025** 08:43:23 UTC-7	Signed by [redacted] IP: 24.6.78.21
COMPLETED	**09 / 09 / 2025** 08:43:23 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	3f4daff8d945e3dda601f1abb603169ac2b53cc9
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**08 / 29 / 2025** 21:00:52 UTC-7	Viewed by [redacted] IP: 98.210.221.158
SIGNED	**08 / 29 / 2025** 21:08:14 UTC-7	Signed by [redacted] IP: 98.210.221.158
COMPLETED	**08 / 29 / 2025** 21:08:14 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 09 / 2025** 13:34:44 UTC-7	Signed by [redacted] IP: 174.249.151.71
COMPLETED	**09 / 09 / 2025** 13:34:44 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document history

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SIGNED	**09 / 11 / 2025** 17:27:54 UTC-7	Signed by - [redacted] IP: 68.251.59.136
COMPLETED	**09 / 11 / 2025** 17:27:54 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 07 / 2025** 15:56:24 UTC-7	Signed by [redacted] IP: 162.227.162.126
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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document history

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Dropbox Sign

Audit trail

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File name	Oceanlight_...ntywide.pdf and 1 other
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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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COMPLETED	**09 / 03 / 2025** 10:20:11 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Status	• Signed

Document History

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SIGNED	**08 / 29 / 2025** 22:12:01 UTC-7	Signed by [redacted] IP: 76.133.207.53
COMPLETED	**08 / 29 / 2025** 22:12:01 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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File name	Oceanlight_...ntywide.pdf and 1 other
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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 03 / 2025** 19:14:31 UTC-7	Signed by [redacted] IP: 108.147.93.17
COMPLETED	**09 / 03 / 2025** 19:14:31 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**08 / 31 / 2025** 17:01:14 UTC-7	Signed by [redacted] IP: 99.151.12.90
COMPLETED	**08 / 31 / 2025** 17:01:14 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	5f83557dc75d409cfdf96bd5b18062bb45dbe96f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 02 / 2025** 13:04:12 UTC-7	Viewed by [redacted] IP: 73.231.60.154
SIGNED	**09 / 02 / 2025** 13:11:51 UTC-7	Signed by [redacted] IP: 73.231.60.154
COMPLETED	**09 / 02 / 2025** 13:11:51 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 10 / 2025** 15:32:02 UTC-7	Signed by [redacted] IP: 73.223.198.113
COMPLETED	**09 / 10 / 2025** 15:32:02 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Document ID	db3a337eea2c721188ee658d4ded1f5ba26e5705
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 09 / 2025** 20:43:29 UTC-7	Viewed by [redacted] IP: 24.130.227.139
SIGNED	**09 / 10 / 2025** 20:36:48 UTC-7	Signed by [redacted] IP: 24.130.227.139
COMPLETED	**09 / 10 / 2025** 20:36:48 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
File name	Oceanlight_...ntywide.pdf and 1 other
Document ID	2f89d80f764cd83797825c3501cdc7c242e26524
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 10 / 2025** 08:14:56 UTC-7	Signed by [redacted] IP: 97.206.111.163
COMPLETED	**09 / 10 / 2025** 08:14:56 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

Title	Oceanlight Petition - Parent/Guardian Signature
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Document ID	ab43efae4ceab70281ba4312b41534c7b3d4ab2f
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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COMPLETED	**09 / 01 / 2025** 12:23:38 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Status	• Signed

Document History

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SIGNED	**09 / 09 / 2025** 19:50:01 UTC-7	Signed by [redacted] IP: 172.56.212.57
COMPLETED	**09 / 09 / 2025** 19:50:01 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Document ID	5ae6de3e9c6687867872074acd830a448e2cb889
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

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SIGNED	**09 / 09 / 2025** 18:11:20 UTC-7	Signed by [redacted] IP: 73.223.199.136
COMPLETED	**09 / 09 / 2025** 18:11:20 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 10 / 2025** 13:59:52 UTC-7	Signed by [redacted] IP: 104.28.116.46
COMPLETED	**09 / 10 / 2025** 13:59:52 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Document ID	f89034c067a05e5a4368fea21a26c147124c71a7
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

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SIGNED	**09 / 02 / 2025** 10:16:29 UTC-7	Signed by [redacted] IP: 24.5.243.125
COMPLETED	**09 / 02 / 2025** 10:16:29 UTC-7	The document has been completed.

Dropbox Sign

Audit trail

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Document ID	904df0c0ce108c5d277b1e4e077a650279a7044c
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History

VIEWED	**09 / 03 / 2025** 17:34:22 UTC-7	Viewed by [redacted] IP: 76.132.99.199
SIGNED	**09 / 03 / 2025** 17:42:01 UTC-7	Signed by [redacted] IP: 76.132.99.199
COMPLETED	**09 / 03 / 2025** 17:42:01 UTC-7	The document has been completed.

APPENDIX M - NOTIFICATION TO LOCAL DISTRICTS

Here are the notification letters sent to the seven districts whose students we hope to serve in Northern San Mateo County, where we may be considering operating a facility. Letters were sent mailed by certified mail and email between August 7- 11, 2025

- Jefferson Union High School District
- Jefferson Elementary School District
- Pacifica School District
- San Bruno Park School District
- South San Francisco Unified School District
- Brisbane School District
- Bayshore School District

View notification letters

OCEANLIGHT SCHOOL

8/11/25

Brisbane School District
Attn: Superintendent Nancy Bui
1 Solano Street
Brisbane, CA 94005

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Bui:

I represent the founding team of Oceanlight School, a proposed TK-8 charter school seeking a countywide benefit charter with the San Mateo County Board of Education. Part of that process is to notify districts that we might be located in, at least thirty days in advance of submitting our petition.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/7/25

Jefferson Elementary School District
Attn: Superintendent Sandy Mukulik
101 Lincoln Ave.
Daly City, CA 94015-3934

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Mukulik:

Thank you for meeting with the Oceanlight School founding team a few weeks back. We've appreciated the time you have given to us as it helped us to make a decision to move forward with seeking a countywide benefit charter with the San Mateo County Board of Education. Part of that process is to identify available or underutilized facilities in Northern San Mateo that meet our needs and to reach an agreement with a district for the use of that facility. We are also required to notify districts in which we are likely to locate in, at least thirty days in advance of our petition submission. One such location we've identified is John F. Kennedy Elementary School. We are looking forward to exploring this or other possibilities with you to reach a mutually beneficial agreement.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/7/25

Pacifica School District
Attn: Superintendent Carisa Bowman
375 Reina Del Mar
Pacifica, CA 94044

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Bowman:

I represent the founding team of Oceanlight School, a proposed TK-8 charter school seeking a countywide benefit charter with the San Mateo County Board of Education. Part of that process is to identify available facilities in Northern San Mateo that meet our needs and to reach an agreement with a district for the use of that facility. We are also required to notify districts in which we are likely to locate in, at least thirty days in advance of our petition submission. One such location we've identified is 411 Oceana Blvd, the former site of Ocean Shore School. We are looking forward to exploring this facility with you and to reach a mutually beneficial agreement.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/11/25

Bayshore School District
Attn: Superintendent Bhavna Narula
155 Oriente Street
Daly City, CA 94014

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Narula:

I represent the founding team of Oceanlight School, a proposed TK-8 charter school seeking a countywide benefit charter with the San Mateo County Board of Education. Part of that process is to notify districts that we might be located in, at least thirty days in advance of submitting our petition. We are also looking forward to partnering with Bayshore School District to foster a mutually beneficial partnership to serve the students of Northern San Mateo County.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/11/25

South San Francisco Unified School District
Attn: Superintendent Shawnterra Moore Thomas
398 B Street
South San Francisco, CA 94080

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Moore Thomas,

I represent the founding team of Oceanlight School, a proposed TK-8 charter school seeking a countywide benefit charter with the San Mateo County Board of Education. Part of that process is to notify districts that we might be located in, at least thirty days in advance of submitting our petition. We will also be reaching out soon to explore possible sites available for lease with you to reach a mutually beneficial agreement.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/11/25

Jefferson Union High School District
Attn: Superintendent Toni Presta
123 Edgemont Dr.
Bldg. A
Daly City, CA 94015-3868

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Presta:

Thank you for meeting with our founding team to discuss our proposal for Oceanlight School. As we prepare to submit our petition to the San Mateo County Board of Education, we must send official notification to any district that we are considering being located in at least thirty days in advance of our petition submission. We hope to continue our conversations with Jefferson Union High School District for ways we can partner together to serve the students in Northern San Mateo County

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

OCEANLIGHT SCHOOL

8/7/25

San Bruno Park School District
Attn: Superintendent Matthew Duffy
500 Acacia Ave
San Bruno, CA 94066

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Duffy:

We've exchanged a couple of emails about Oceanlight School, and I hope we can schedule a meeting soon to discuss the use of the underutilized facility for the former Rollingwood School for Oceanlight School. As I explained in our last email, we are not seeking authorization from the San Bruno Park School district, but our plan is to submit a charter petition for a countywide benefit charter. Part of that process is to identify available or underutilized facilities in Northern San Mateo that meet our needs and to reach an agreement with a district in the area for the use of those facilities. We are also required to notify districts in which we are likely to locate in, at least thirty days in advance of our petition submission.

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify the District that North Peninsula Charter School, Inc., a California nonprofit public benefit corporation (also known as Oceanlight School), is submitting a petition to the San Mateo County Board of Education for approval of Oceanlight School, a countywide charter school, and proposes to operate a facility under this charter in the District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Regards,

LiLing Pang
Lead Petitioner for Oceanlight Charter School
liling@oceanlightschool.org

cc: San Mateo County Board of Education (via email)
Superintendent Nancy Magee, San Mateo County Office of Education (via email)

APPENDIX N-1: FRAMEWORK FOR UNIFORM COMPLAINT PROCEDURE

Template for Uniform Complaint Procedure

[PLACE ON CHARTER SCHOOL POLICY LETTERHEAD]

UNIFORM COMPLAINT POLICY AND PROCEDURES

Oceanlight School ("OS") complies with applicable federal and state laws and regulations. OS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any OS program or activity.[1] Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Adult Education Programs;
    - Career Technical and Technical Education and Training Programs;
    - Child Care and Development Programs;
    - Migrant Child Education Programs;
    - Consolidated Categorical Aid Programs;
    - Every Student Succeeds Act;
    - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
    - Regional Occupational Centers and Programs; and/or
    - State Preschool Programs.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

[1] In accordance with 5 C.C.R. 4611, employment discrimination complaints are not subject to the UCP.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

   i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

   ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

   iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If OS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, OS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by OS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or OS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If OS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

OS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. OS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, OS will attempt to do so as appropriate. OS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. OS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure OS's compliance with law:

[INSERT]

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the OS Board of Directors.

Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on OS's website.

OS shall annually provide written notification of OS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in OS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that OS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that OS is operating pursuant to Title 22 licensing requirements.

3. A statement that OS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal OS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of OS's Decision, except if OS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals OS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if OS finds merit in a UCP complaint, or the CDE finds merit in an appeal, OS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of OS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that OS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer

shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the OS Board of Directors approved the LCAP or the annual update was adopted by OS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, OS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.
The use of mediation shall not extend OS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

OS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

OS shall issue an investigation report (the "Decision") based on the evidence. OS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of OS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. OS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether OS is in compliance with the relevant law.

3. Corrective actions, if OS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal OS's Decision within thirty (30) calendar days to the CDE, except when OS has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of OS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with OS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. OS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, OS's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in OS's Decision are not supported by substantial evidence.

4. The legal conclusion in OS's Decision is inconsistent with the law.

5. In a case in which OS's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of OS's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to OS for resolution as a new complaint. If the CDE notifies OS that its Decision

failed to address an allegation raised by the complaint and subject to the UCP process, OS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by OS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, OS has not taken action within sixty (60) calendar days of the date the complaint was filed with OS.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by OS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of OS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if OS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education Programs
- ☐ Every Student Succeeds Act
- ☐ School Plans for School Achievement
- ☐ Career Technical and Technical Education and Training
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ State Preschool Programs
- ☐ Child Care and Development Programs
- ☐ Migrant Child Education Programs
- ☐ Pupil Fees
- ☐ Consolidated Categorical Aid Programs
- ☐ Regional Occupational Centers and Programs
- ☐ Pregnant, Parenting, or Lactating Students
- ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Genetic Information
- Immigration Status/Citizenship
- Marital Status
- Medical Condition
- Nationality / National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any OS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

[INSERT]

APPENDIX N-2: FRAMEWORK FOR GENERAL COMPLAINT PROCEDURE

Template for General Complaint Procedure

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

GENERAL COMPLAINT POLICY

Oceanlight School (the "Charter School") has adopted this General Complaint Policy to address concerns about the Charter School generally and/or regarding specific Charter School employees. For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Policy and Procedures, as applicable. For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or the Charter School's other policies, please contact the Executive Director at [INSERT CONTACT].

This Policy shall be used when a non-employee complainant raises a complaint or concern about Charter School generally or a Charter School employee.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainant begins the process by filing a written complaint using a General Complaint Form (sample below) with the office of the Executive Director as soon as possible after the events that give rise to the complainant's concerns. The written complaint shall set forth in detail the factual basis for the complaint;

2. The Executive Director (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, the Executive Director (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and

3. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Executive Director (or designee) may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may counsel or reprimand employees as to their conduct without initiating formal disciplinary measures. The Executive Director's (or designee's) decision relating to the complaint shall be final.

4. If the complaint is about the Executive Director, the complainant may file their complaint by using a General Complaint Form (sample below) and sending it to the Chair of the Board, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. The Chair or investigator will report the findings to the Board, in closed session for review and further action, if necessary.

5. The Executive Director or Chair shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response

may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or employee.

GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

[INSERT CHARTER SCHOOL LETTERHEAD]

GENERAL COMPLAINT FORM

Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable):

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (*e.g.* specific statements; what, if any, physical contact was involved; any verbal statements; *etc.*) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date

Signature of Complainant

_____

Print Name

To be completed by Charter School:
Received by:

_____ _____

Date

Print Name

_____

Appendix N-3: FRAMEWORK FOR EMPLOYEE HANDBOOK

Template for Employee Handbook

[insert school logo or other graphic]

Employee Handbook

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Oceanliht School (hereinafter referred to as "Oceanlight" or the "School"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Oceanlight also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Principal.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Principal. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Oceanlight is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an

applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Oceanlight will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Oceanlight will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Mandatory Arbitration

It is the policy of Oceanlight that disputes with employees be resolved through arbitration to the extent authorized by law, consistent with Oceanlight's Employee Arbitration Agreement. The Employee Arbitration Agreement is provided to employees at the start of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately,

or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Oceanlight will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a health care provider must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student

teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

Oceanlight will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Oceanlight will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

Oceanlight recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on Oceanlight's website at link.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email, and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.

(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be professional and pertain to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Oceanlight is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Oceanlight's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry

(including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Oceanlight does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When Oceanlight receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Oceanlight is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Oceanlight is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or

physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Oceanlight policy.

Title IX Notice of Nondiscrimination

Oceanlight does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

[INSERT TITLE IX COORDINATOR INFORMATION]

A copy of Oceanlight's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within Oceanlight's education program or activities and for pursuing available remedies, is available on the Oceanlight website at: [INSERT LINK].

Whistleblower Policy

Oceanlight requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

Oceanlight is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Oceanlight stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

It is the policy of Oceanlight to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School event is taking place.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Oceanlight mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of the work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

Oceanlight accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Oceanlight will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is clean and located close to the employee's work area. Such room/location shall not be a bathroom or contain toxic or hazardous materials, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Principal as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Principal timely notified of their inability to report to work.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

Timecards/Records

By law, Oceanlight is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

Oceanlight will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Oceanlight retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

Oceanlight's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Snapchat, Instagram, Facebook, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

Oceanlight employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.

2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

4) Skirts and dresses should be no higher than three (3) inches above the knee.

5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.

7) Clothing or jewelry with logos that depict and/or promote gangs , drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8) Appropriate shoes must be worn at all times.

Health and Safety Policy

Oceanlight is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Oceanlight has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal. All employees must secure their workspace at the end of each workday. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Oceanlight is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Oceanlight's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with a new child. SDI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School

5. CalSTRS or CalPERS Contributions: The School participates in The California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS), which are pension programs that provide defined benefits to qualifying members in retirement. Employees will have a percentage of their pay withheld to contribute to CalSTRS or CalPERS, and the School will also make a monthly contribution on the employees' behalf.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Principal to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Principal and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Oceanlight will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Principal. Oceanlight provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to the Principal.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as

garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Principal will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Oceanlight will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Oceanlight will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Oceanlight stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Principal. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Principal within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Oceanlight's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Principal advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Oceanlight will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal. Only the Principal or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Oceanlight calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Principal. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue [INSERT] days of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) as well as instructional employees shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Principal subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Principal.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of [INSERT] days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

Oceanlight recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, sexual assault, or stalking, that are committed against themselves or a family member.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of [INSERT] per full work year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

  2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the

employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA/CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Oceanlight may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen [15] days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family

member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

  1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

  2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

  Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $^{1}/_{3}$ weeks).

  For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $^{1}/_{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $^{1}/_{3}$ weeks).

  At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

  Oceanlight shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Oceanlight can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

  1. The employee fails to return from leave after the designated leave period expires.

  2. The employee's failure to return from leave is for a reason other than the following:

     - The employee is taking leave under the California Family Rights Act.

     - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

     - There is a non-pregnancy related medical condition requiring further leave.

     - Any other circumstance beyond the control of the employee.

- Seniority

  An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not

otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with Oceanlight policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Oceanlight, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;

- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;

- Seek medical treatment and follow-up care if required;

- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and

- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Oceanlight, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Oceanlight shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services or the Federal Emergency Management Agency ("FEMA") reserves who deploy to major disaster sites in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Oceanlight will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay as required by law.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Oceanlight shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A

reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days notice.

School Appearance and Activities Leave

As required by law, Oceanlight will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Oceanlight, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Oceanlight provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Oceanlight with as much advance notice as practicable under the circumstances. If advance notice is not possible, the

employee requesting leave under this policy should provide Oceanlight one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Oceanlight will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Principal thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Principal.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing real or replica firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise).
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

21. Sleeping during work hours.
22. Release of confidential information without authorization.
23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.
27. Allowing a visitor onto campus without prior authorization and without the appropriate clearnces.
28. Failure to disclose a pending action against the employee's credential by the California Commission on Teaacher Credentialing.
29. Failure to appropriately supervise students.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. Oceanlight shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Principal regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as

possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

2. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Oceanlight reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Oceanlight will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

APPENDIX O - Reference Documents from California Department of Education

- A Blueprint for Environmental Literacy
- Nonclassroom-Based Independent Study ADA
- AA & IT Independent Study FAQ

AA & IT Independent Study FAQs

Frequently asked questions (FAQs) about independent study attendance accounting (AA) and instructional time (IT) requirements.

The following FAQs are intended to provide local educational agencies (LEAs) with an overview of changes to independent study apportionment, instructional time, and attendance accounting requirements.

Attendance for Apportionment | Instructional Time and Independent Study | Independent Study Ratio Calculation

Additional FAQs regarding independent study programs and requirements are available on the California Department of Education's (CDE's) Independent Study web page.

Expand All | Collapse All

Attendance for Apportionment

1. How is a day of average daily attendance (ADA) earned by a local educational agency (LEA) for traditional independent study or course-based independent study (CBIS) in fiscal year (FY) 2024–25? (Updated 07-Oct-2024)
2. How do school districts and county offices of education (COEs) compute average daily attendance (ADA) for traditional independent study? (Posted 07-Oct-2024)
3. How do charter schools compute average daily attendance (ADA) for traditional independent study? (Posted 07-Oct-2024)
4. Is there a limit to the amount of average daily attendance (ADA) that can be claimed for funding in independent study? (Updated 07-Oct-2024)
5. Can local educational agencies (LEAs) utilize independent study as a way to make up attendance for apportionment? (Posted 07-Oct-2024)
6. Can a teacher employed by a vendor be a teacher for traditional independent study or course-based independent study (CBIS)? (Updated 25-Sep-2023)
7. Are there geographical limitations on generating attendance for independent study? (Updated 25-Sep-2023)
8. Can a student participate in independent study on a short-term basis? (Updated 07-Oct-2024)
9. In the event of a school closure or material decrease due to COVID-19, can local educational agencies (LEAs) mitigate a loss of attendance by offering independent study to students? (Updated 07-Oct-2024)
10. Can a local educational agency (LEA) that offers a traditional independent study only claim average daily attendance (ADA) through evaluation of the work product? (Updated 07-Oct-2024)
11. Does the supervising teacher determine the time value of a student's participation in online or computer-based programs? (Posted 07-Oct-2024)
12. Are local educational agencies (LEAs) required to claim average daily attendance (ADA) through synchronous instruction? (Updated 07-Oct-2024)
13. Do the minutes of synchronous instruction provided to students count toward minimum day requirements, or is it only student work products and time spent in online or computer-based instruction that counts toward minimum day requirements for students participating in traditional independent study? (Updated 07-Oct-2024)
14. Can a local educational agency (LEA) claim average daily attendance (ADA) by only offering synchronous instruction to traditional independent study students? (Updated 25-Sep-2023)
15. In order to count participation in synchronous instruction towards apportionment calculations, when must the participation occur? (Updated 07-Oct-2024)
16. What evidence is needed for a local educational agency (LEA) that is including student participation in synchronous instruction towards the instructional time requirements for the purpose of claiming average daily attendance (ADA)? (Updated 07-Oct-2024)
17. Can a student generate average daily attendance (ADA) if the guardian or student refuses to participate in synchronous instruction and live interaction? (Updated 25-Sep-2023)
18. What signatures are needed on an independent study written agreement? (Updated 25-Sep-2023)
19. When must a local educational agency (LEA) obtain a signed and dated written agreement in order to begin claiming average daily attendance (ADA) for a student? (Updated 07-Oct-2024)
20. What days can be claimed for average daily attendance (ADA) when a local educational agency (LEA) obtains a late written agreement? (Updated 07-Oct-2024)
21. Does the California Department of Education (CDE) have a sample/template of a compliant independent study written agreement or board policy? (Posted 07-Oct-2024)
22. Are there any statutory exceptions for students who participate in independent study? (Updated 07-Oct-2024)
23. Can a student with an Individualized Education Program (IEP) generate Average Daily Attendance (ADA) through independent study? (Updated 06-Jun-2025)

Instructional Time and Independent Study

1. Do the instructional time requirements apply to students in independent study? (Updated 07-Oct-2024)

   Yes. All students are required to be offered at least the minimum number of annual instructional minutes and days that apply to their grade level and setting.

   School districts and county offices of education (COEs) continue to be required to schedule all students for at least the minimum daily instructional minutes as applicable to that student's grade level and setting. While charter schools are required to meet annual instructional minute and day requirements, charter schools do not have a specific minimum number of instructional minutes that must be met each day. All students participating in

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Recently Posted in Instructional Time and Attendance Accounting

Fall 2025 AA and IT Requirements (PDF) (added 04-Sep-2025) Fall 2025 webinar for Attendance Accounting and Instructional Time Requirements.

Instructional Time Resources, Prior Years (added 04-Sep-2025) Instructional Time and Attendance Accounting webinars and related resources.

independent study must be offered the required number of annual minutes and days as well.

School district and COE students in traditional independent study must have their work products and any documented time spent on online or computer-based instruction evaluated for time value by a certificated teacher and must have the equivalent of at least a minimum day's worth of work product for each day that traditional independent study attendance is claimed. School district and COE students in course-based independent study (CBIS) programs must be enrolled in sufficient courses to meet minimum day requirements.

Charter school students in traditional independent study must also have their work products and any documented time spent on online or computer-based instruction evaluated for time value by a certificated teacher. Since charter schools do not have a minimum day requirement, the work product must be equivalent to a day's worth of work as determined by an appropriately certificated teacher. Charter schools must also have records of student engagement for each day of attendance claimed for each student for both traditional and CBIS programs. Note that in December of 2004, the Department released a correspondence letter clarifying that the instructional time requirements do apply to those students participating in independent study at a charter school.

2. What are the required instructional minutes and required length of the school year for independent study? (Updated 07-Oct-2024)
3. Can synchronous instruction be counted towards the daily instructional minute requirements for traditional independent study students? (Updated 25-Sep-2023)
4. Can synchronous instruction be counted towards the daily instructional minute requirements for traditional course-based independent study (CBIS) students? (Updated 25-Sep-2023)
5. Is there a minimum number of minutes or hours of synchronous instruction or live interaction that must be provided to students in independent study? (Posted 16-Sep-2022)

Independent Study Ratio Calculation

1. Do class size ratios apply to independent study? (Posted 25-Sep-2023)
2. When does a local educational agency (LEA) calculate its Independent Study Ratio? (Posted 16-Sep-2022)
3. If a local educational agency (LEA) operates both traditional and course-based independent study (CBIS) programs, must the LEA complete a ratio calculation for each? (Updated 25-Sep-2023)
4. Are teachers employed by a vendor included in average daily attendance (ADA) to full time equivalent (FTE) teacher ratio calculations for traditional independent study? (Updated 25-Sep-2023)
5. Are teachers employed by a vendor included in average daily attendance (ADA) to full time equivalent (FTE) ratio calculations for course-based independent study (CBIS)? (Updated 25-Sep-2023)
6. Is the Independent Study Ratio a report that our LEA must send in to the California Department of Education? (Posted 07-Oct-2024)
7. Where can a charter school find the ratio of students to full-time equivalent certificated employees for all other educational programs operated by the largest unified school district? (Posted 07-Oct-2024)

Questions: Principal Apportionment Section | attendanceaccounting@cde.ca.gov | 916-324-4541

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CALIFORNIA DEPARTMENT OF EDUCATION
1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: 916-319-0800

December 2004

Dear Charter School Administrators and Authorizers:

Charter school officials have asked what the required attendance accounting audit trail is for their schools' nonclassroom-based independent study average daily attendance (ADA).

Education Code (*EC*) Section 47612.5 sets forth specific requirements with which charter schools must comply as conditions of apportionment. Among other things, requires that charter schools that provide nonclassroom-based independent study must comply with the provisions of Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of the *Education Code* and implementing regulations adopted thereunder.

Within the referenced Article 5.5, *EC* Section 51747.5(b) specifically limits the amount of apportionment credit that may be claimed for nonclassroom-based independent study to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher. Pursuant to *EC* Section 47612.5 and *EC* Section 51747.5(b) thereby clearly requires that charter school nonclassroom-based independent study teachers, as one condition of apportionment, assess and record the time value of their students' work.

In traditional schools, teachers assess the time value of nonclassroom-based independent study work to determine the completion of at least the "minimum day" defined in law for the grade level of the student and thereby record a "day of attendance." Those minimum day definitions do not apply to charter schools, however. Charter nonclassroom-based independent study school teachers, therefore, have no *statutory* standards on which they must base their time value calculations. The absence of a statutory minimum day standard for charter schools also means that *EC* Section 51747.5(b) alone cannot reasonably provide a complete basis for determining apportionment credit for nonclassroom-based independent study. *EC* Section 51747.5(b) acts as a nonclassroom-based independent study-only requirement *beyond* the fundamental charter school ADA provisions in Title 5, which can be found by searching the California *Code of Regulations* (*CCR*).

CCR Section 11960, which can be found by searching the California *Code of Regulations* (*CCR*) defines "attendance," for use in calculating charter school ADA, as occurring when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools" - with the proviso that "no charter school pupil may generate more than one day of attendance in a calendar day." To those provisions, then, *EC* Section 51747.5(b) in effect adds the requirement that the amount of work done by the student on a day of nonclassroom-based independent study attendance must have a time value, judged as required, of at least one day.

To put the matter another way, the minimum *amount* of work necessary to constitute a charter school day of nonclassroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it *must* be done *on* the scheduled school day for which it is claimed as attendance for ADA purposes. Any amount of work done beyond the minimum on that day generates no further ADA credit. The central elements of the audit trail for charter school nonclassroom-based independent study ADA, then, are (1) the calendar showing which days are school days and (2) contemporaneous records for each student identifying clearly each school day in that calendar on which the student "engaged in [required] educational activities" to an extent sufficient to constitute at least one day of time value. Charter schools annual calendar must meet or exceed 175 days in any fiscal year in order to generate full apportionment credit, unless the charter school has a State Board of Education approved waiver. In addition, *EC* Section 47612.5 requires charters to "offer at a minimum, the same number of minutes of instruction set forth in *EC* Section 46201 for the appropriate grade levels."

Other record-keeping requirements specific to nonclassroom-based independent study are set forth in *CCR Section 11703* which can be found by searching the California *Code of Regulations* (*CCR*). *CCR Section 11700.* which can be found by searching the California *Code of Regulations* (*CCR*), is one of the "implementing regulations" referred to in *EC* Section 47612.5, meaning that all its provisions are applicable to charter schools as conditions of apportionment.

We conclude that both methods of attendance accounting are required for charter schools offering nonclassroom-based independent study instruction. We strongly recommend charter schools work directly with their auditor to develop appropriate and adequate record keeping and bookkeeping procedures to insure that the charter school remains compliant with both time value and contemporaneous record requirements.

For additional information, you may contact the Charter Schools Division at 916-322-6029 or the School Fiscal Services

Related Content

Nonclassroom-Based Determination of Funding
Information for nonclassroom-based charter schools on how to apply for a funding determination.

Recently Posted in Charter Schools

CASI July 2025 Charter Chat Resource Page (added 14-Aug-2025)
Information and resources from the July 2025 Charter Chat, presented by the Charter Authorizer Support Initiative (CASI).

July 2025 Quarterly Training Resources (added 14-Aug-2025)
Information and resources from the July 2025 Quarterly Training, presented by the Charter Authorizer Support Initiative (CASI).

Division at 916-324-4541.

Sincerely,

Marta Reyes, Director
Charter Schools Division

Scott Hannan, Director
School Fiscal Services Division

Last Reviewed: Tuesday, November 12, 2024

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