

Renewal Petition Staff Report

Lighthouse Community Charter

Decision Hearing: September 28, 2026

School Overview

Lighthouse Community Charter			
Charter Management Organization (CMO):	Lighthouse Community Public Schools	Previous Renewal Year(s):	2005-06, 2010-11, 2015-16, 2020-21
Year Opened:	2001-02	Campus Address:	444 Hegenberger Rd, Oakland, CA 94621
OUSD Board District:	7	Current Enrollment: ¹	601
Current Grades Served:	TK-8	5-Year Projected Enrollment	580, 580, 580, 580, 580
Renewal Performance Category	Middle Tier	Charter Term, if Renewed	July 1, 2027-June 30, 2032

Renewal Overview

Lighthouse Community Charter (“Lighthouse” or “Charter School”) submitted a renewal petition on July 8, 2026, requesting renewal for a term beginning July 1, 2027 serving students in Grades TK-8 with projected enrollment as shown in the table above². Lighthouse is categorized by the California Department of Education in the Middle Performance Category and, if renewed, is eligible for a five year renewal term through June 30, 2032.

This Staff Report provides an analysis of the Charter School’s performance over the course of the current charter term, including academic outcomes, fiscal condition, governance, and compliance, to inform the Oakland Unified School District (“OUSD”) Governing Board’s (“Board”) consideration of the Charter School’s renewal petition under the applicable statutory renewal criteria.

After considering the renewal petition, this Staff Report, and information presented at the initial and decision public hearings, the Board will vote to approve or deny renewal in accordance with applicable statutory requirements. A decision to deny renewal requires the Board to make written findings supported by specific facts. Section V, Summary and Board Action, summarizes the key strengths and challenges identified in the Staff Report, provides information relevant to whether closure would be in the best interest of pupils in the event of a denial, and outlines the statutory options and requirements for Board action.

¹ Per first month statistical report submitted to OUSD (as of August 28, 2026).

² The renewal petition’s projected total enrollment of 580 differs slightly from the sum of the individual grade-level projections, which equals 584. For consistency, the Charter School’s stated total enrollment figure of 580 is used throughout this Report.

Criteria for Evaluation and Procedural Background

Criteria for Renewal

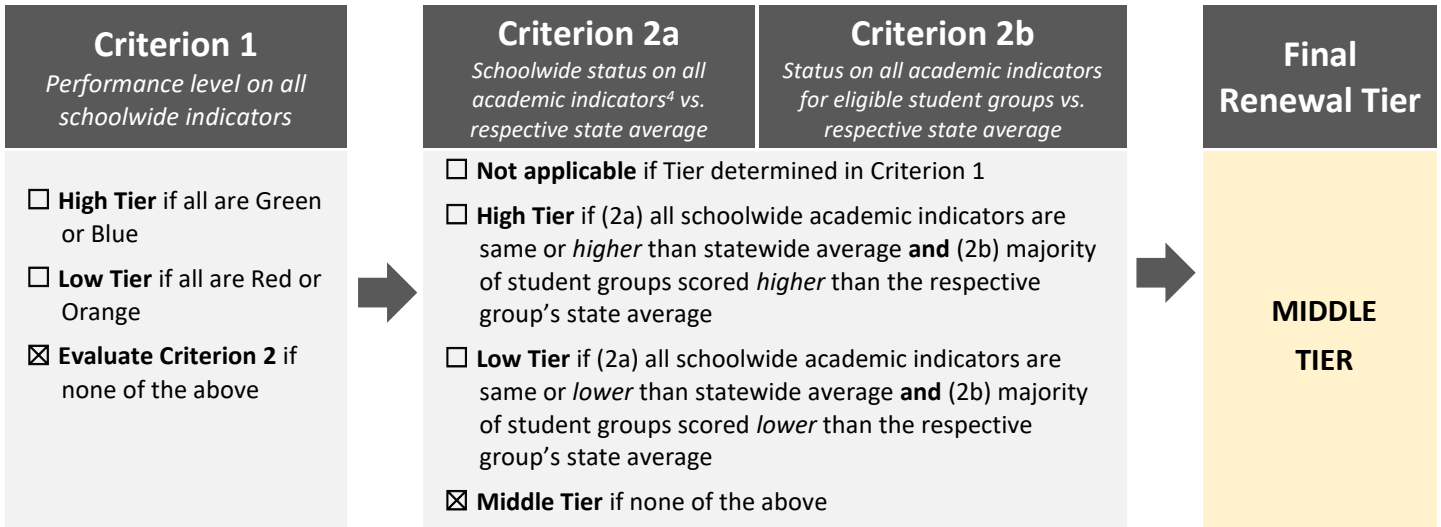
The Charter Schools Act of 1992 and subsequent amendments established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (“OCS”) Staff must determine that the charter school has met the requirements set forth in Education Code (“Ed Code”) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, OCS Staff determines whether the charter school has met the following renewal criteria:

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

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most³ charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school’s renewal petition based on the performance category, or “Tier”, in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education (“CDE”) to determine Lighthouse’s Renewal Tier. A more detailed analysis of the Charter School’s Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-4.

Figure 1: Lighthouse Renewal Tier Analysis



Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School’s Tier. As shown in Figure 2 below, Lighthouse did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

³ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
⁴ “Academic indicators” refer to the ELA, Math, Science, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2024	2025
ELA	Red	Orange
Math	Red	Orange
Science	N/A	Orange
EL Progress	Orange	Orange
Graduation Rate	N/A	N/A
Suspension Rate	Orange	Green
Chronic Absenteeism	Yellow	Orange

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the “Status” (or the current year data) for all **academic** indicators (ELA, Mathematics, Science, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School’s schoolwide performance and Criterion 2b evaluates the Charter School’s student group performance, specifically for student groups which scored below the statewide average⁵. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group’s respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 3 and Figure 4 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, Lighthouse is placed in the Middle Tier⁶.

Figure 3: Criterion 2a Analysis

Academic Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-76.9	-13.2	Lower	-73.6	-8.1	Lower
Math	-107.3	-47.6	Lower	-102.5	-42.4	Lower
Science	N/A	N/A	N/A	42.9	52.6	Lower
EL Progress	44.6%	45.7%	Lower	42.1%	46.4%	Lower

Source: California School Dashboard

⁵ For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE’s Performance Categories Flyer: <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf>

⁶ Charter school performance categories for all California charter schools can be found here: <https://www.cde.ca.gov/sp/ch/performcategory.asp#files>

Figure 4: Criterion 2b Analysis

Indicator	Student Group	2024			2025		
		School Status	State Status	Result	School Status	State Status	Result
ELA	English Learner	-93.7	-67.6	Lower	-87.1	-59.9	Lower
	Hispanic/Latino	-76.5	-39.3	Lower	-75	-33.7	Lower
	Long-Term English Learner	-132.1	-109.6	Lower	-112.7	-104.5	Lower
	SED	-76.6	-40.9	Lower	-74	-35.3	Lower
	SWD	-136.4	-95.6	Lower	-129.5	-89.4	Lower
Math	English Learner	-117.6	-93.4	Lower	-110.8	-86.1	Lower
	Hispanic/Latino	-108.2	-79.2	Lower	-103.2	-73.6	Lower
	Long-Term English Learner	-169.1	-163.5	Lower	-160.6	-158.9	Lower
	SED	-108.9	-78.2	Lower	-103	-72.9	Lower
	SWD	-162.2	-124.3	Lower	-162.1	-120.7	Lower
Science	English Learner	N/A	N/A	N/A	38.6	41.1	Lower
	Hispanic/Latino	N/A	N/A	N/A	42.5	47.1	Lower
	Long-Term English Learner	N/A	N/A	N/A	31.7	34	Lower
	SED	N/A	N/A	N/A	43.6	47.1	Lower
	SWD	N/A	N/A	N/A	33.5	38.3	Lower
EL Progress	English Learner	44.6%	45.7%	Lower	42.1%	46.4%	Lower
	Long-Term English Learner	56.9%	45.8%	Higher	44.6%	49.1%	Lower

Source: California School Dashboard

Additional Guidance for Middle Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a Charter School's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

Figure 5: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND 2. The closure is in the best interest of the pupils; AND 3. The decision provided greater weight to performance on measurements of academic performance (if applicable). May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: A. Substantial fiscal or governance concerns; or B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

	A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings: A. <i>The corrective action proposed by the charter school has been unsuccessful; or</i> B. <i>The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.</i>
Verified Data⁷ (Optional)	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: A. <i>The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; or</i> B. <i>Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.</i>

Source: Education Code §47607.2(b)

Procedure

1. The OUSD review team conducted a site visit on April 14, 2026. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
2. The Charter School submitted a renewal petition to the District on July 8, 2026.
3. OCS Staff conducted an interview with 3 members of the Lighthouse Community Public Schools Governing Board on August 10, 2026, after all 7 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
4. The review team conducted a review of the school’s documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on August 24, 2026.
6. This Staff Report was made public by the 15-day posting requirement, which was September 13, 2026.
7. The decision public hearing is being held on September 28, 2026.

⁷ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE’s Verified Data website page: <https://www.cde.ca.gov/sp/ch/verifdata.asp>

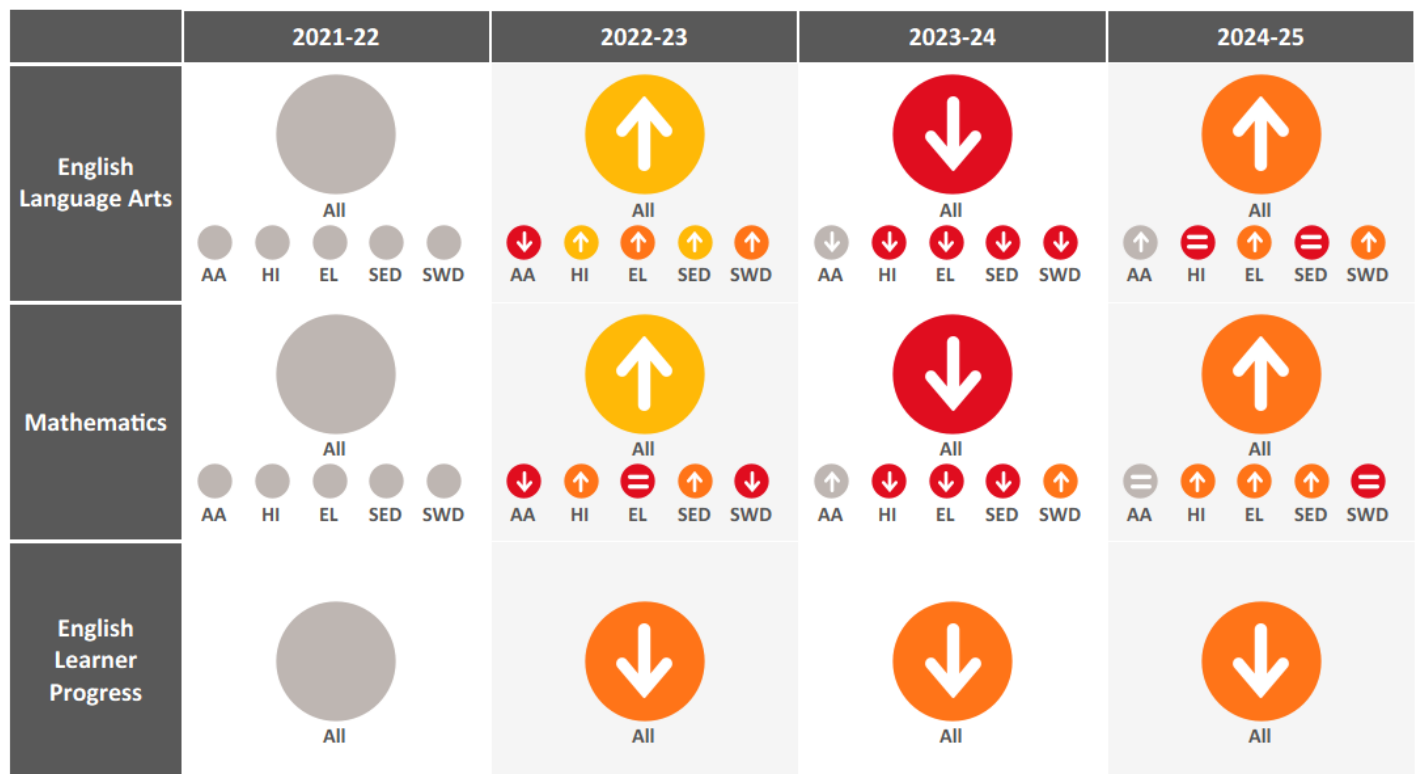
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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school’s performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the California Assessment of Student Performance Progress (“CAASPP”) Smarter Balanced Assessment Consortium (“SBAC”) assessments, CORE growth data⁸, ELPAC results, and a summary of the renewal site visit. As a high-level summary, Figure 6 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 6: California School Dashboard Academic Indicator Summary



Source: California School Dashboard

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard (“DFS”) results disaggregated by student group, California School Dashboard growth results, and CORE growth results, if applicable. Results for the California Alternate Assessments (“CAAs”) were not included as Lighthouse did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

⁸ CORE is a non-profit data collaborative of school districts and charter schools. Its growth model estimates student academic growth while accounting for prior performance and demographics. The model is intended to provide equitable comparisons of student growth across schools serving different student populations.

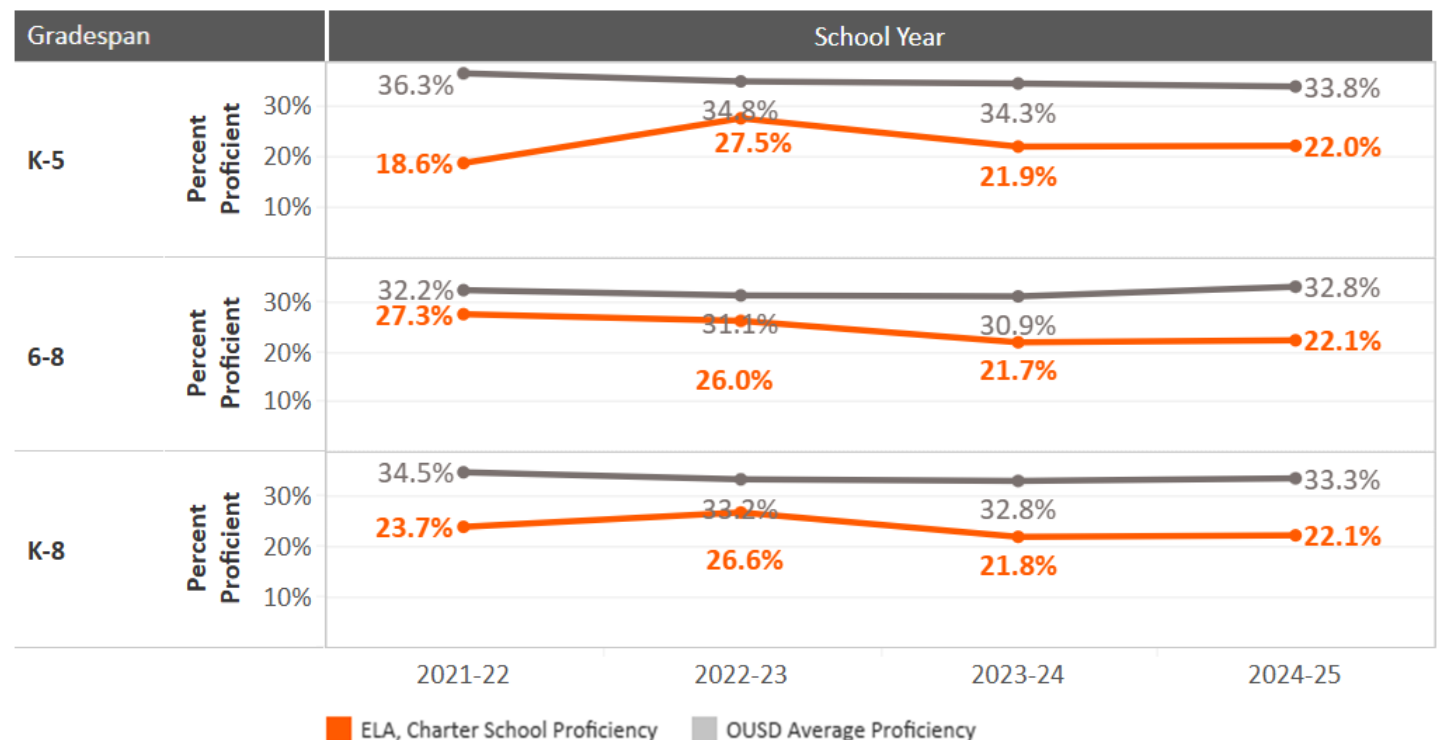
- **Schoolwide Trends:** Throughout the charter term, Lighthouse’s schoolwide proficiency remained relatively stable but was below the District average. In 2024-25, average DFS was about 24 points below the District average.
- **Grade Span Trends:** Lighthouse’s K-5 and 6-8 grade proficiency rates were relatively stable throughout the charter term but remained below the District average.
- **Student Group Trends:** In 2024-25, average DFS increased for each student group, with each either above or on par with the corresponding District average. The Black/African American student group experience the greatest increase in 2024-25.

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 7 represents the Charter School’s average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. The results have been disaggregated by grade span and the figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- Throughout the charter term, Lighthouse’s K-5 grade proficiency rate was relatively stable. In 2025-26, Lighthouse’s K-5 grade proficiency rate was about 12 percentage points below the District average.
- Throughout the charter term, Lighthouse’s 6-8 grade proficiency rate was relatively stable. In 2025-26, Lighthouse’s 6-8 grade proficiency rate was about 11 percentage points below the District average.
- Throughout the charter term, Lighthouse’s K-8 grade proficiency rate was relatively stable. In 2025-26, Lighthouse’s K-8 grade proficiency rate was about 11 percentage points below the District average.

Figure 7: Schoolwide ELA SBAC Proficiency Rates Over Time – Lighthouse and OUSD



Source: Downloadable CAASPP Research Files

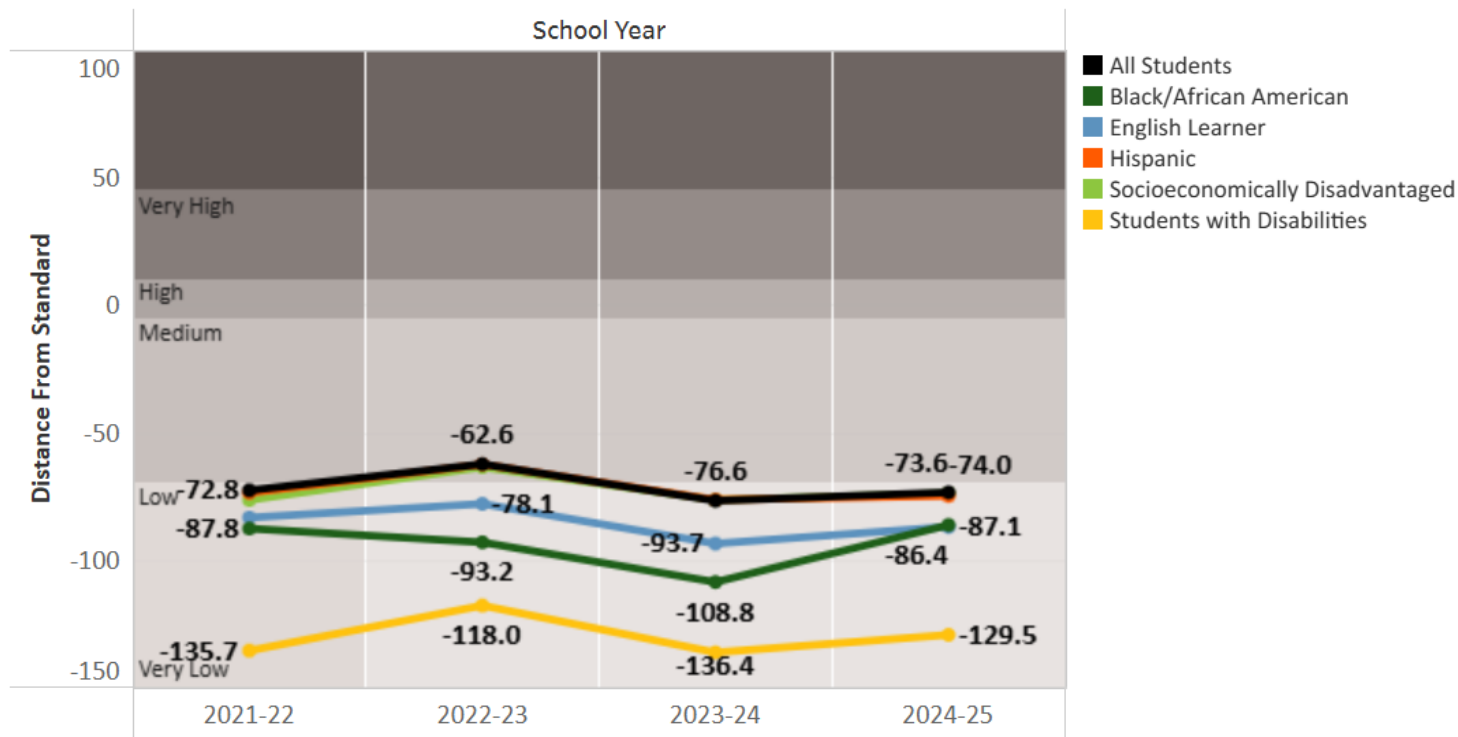
Distance from Standard (DFS) and Student Group Results

Figures 8 and 9 below represent the Charter School’s average Distance from Standard (“DFS”) on the ELA SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students

scoring at or above the “Standard Met” threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 8 below:

- Average DFS for each student group increased in 2024-25.
- Average DFS for the Black/African American student group experienced the greatest increase in 2024-25.

Figure 8: Lighthouse ELA DFS Over Time

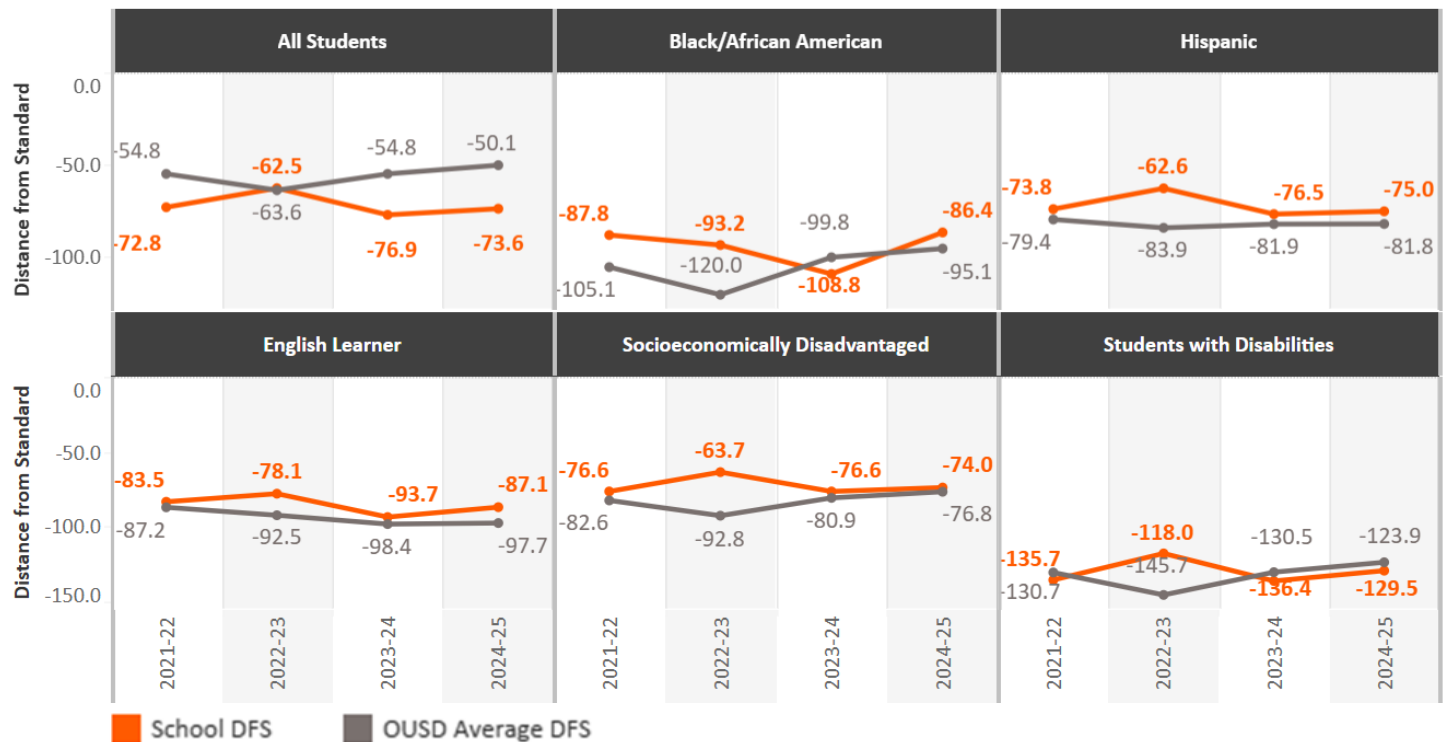


Source: Downloadable CAASPP Research Files

Figure 9 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- In 2024-25, average DFS for Lighthouse’s Black/African American, Hispanic, English Learner, and Socioeconomically Disadvantaged student groups was higher than the respective District average.
- In 2024-25, Lighthouse’s schoolwide average DFS was about 24 points below the District average.

Figure 9: Lighthouse and OUSD ELA DFS Over Time



Source: Downloadable CAASPP Research Files

California Student Growth

Figure 10 displays the Charter School's growth results from the most recent California School Dashboard. Growth on the California School Dashboard is measured using SBAC assessment scores for students in Grades 4–8 in both ELA and Math, comparing current year performance to prior year performance relative to the statewide average. Schools and LEAs are then assigned one of five Growth Performance Levels — Minimal, Moderate, Average, Accelerated, and Exceptional — based on the average magnitude of growth compared to the California statewide average for that year. While results are reported at the school, LEA, and student group levels, growth calculations do not consider demographic factors. That is, each student group's growth is measured relative to *all* students with similar prior year performance, not just to other students within the same group. As shown below:

- Each student group on average demonstrated moderate growth in ELA when compared to students with the same scores in the previous grade level

Figure 10: 2025 ELA Growth Performance Levels by Student Group

Minimal Growth	Moderate Growth	Average Growth	Accelerated Growth	Exceptional Growth
-	All Students	-	-	-
	Black/African American			
	English Learner			
	Hispanic			
	Long-Term English Learner			
	Socioeconomically Disadvantaged			
	Students with Disabilities			

Source: California School Dashboard

CORE Growth

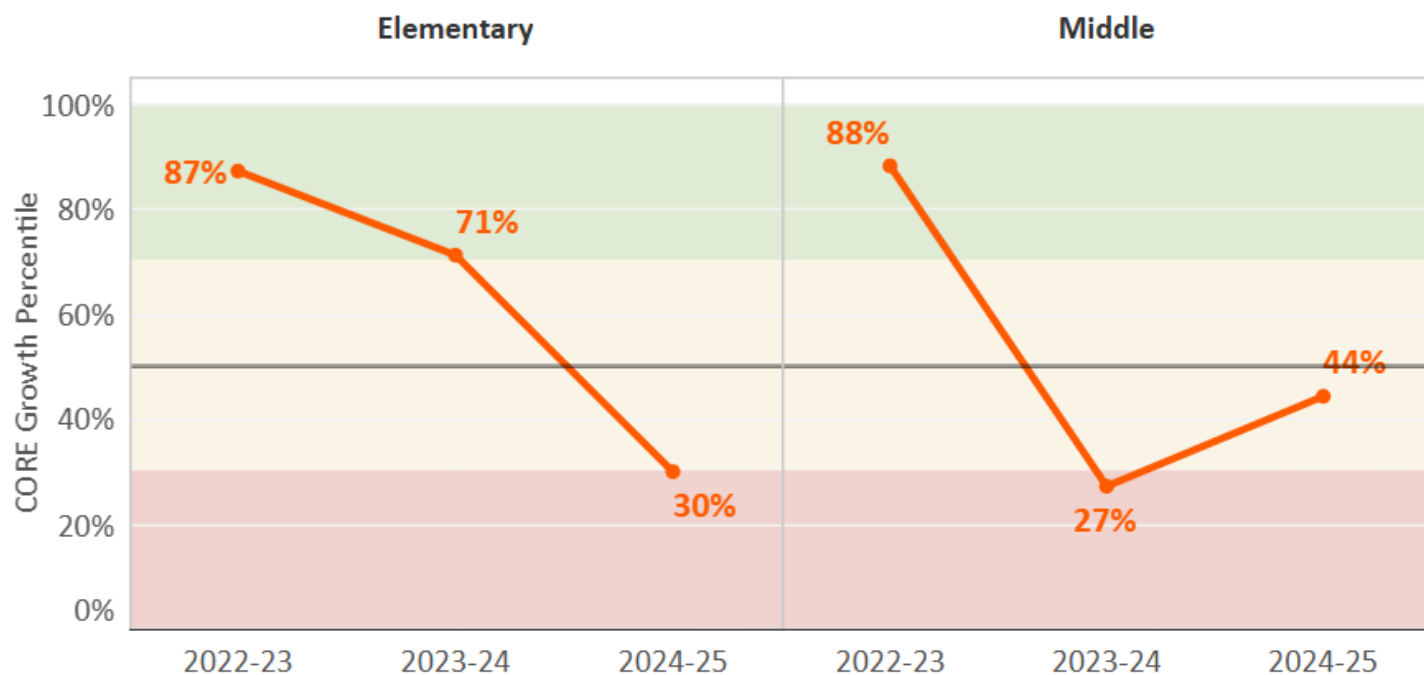
Figure 11 below represents the Charter School’s most recent CORE Growth results. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile reflects how effectively students are growing relative to schools serving similar students (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- “Below Average” or “Low” growth: 30% or below
- “Average” or “Medium” growth: above 30% and less than or equal to 70%
- “Above Average” or “High” growth: above 70%

According to CORE and the figure below:

- In 2024-25, students in grades 3-5 had below average growth in ELA compared with similar students, with growth declining each year from the 87th percentile in 2022-23 to the 30th percentile in 2024-25.
- In 2024-25, students in grade 6-8 had average growth in ELA compared with similar students, with growth declining from the 88th percentile in 2022-23 to the 27th percentile in 2023-24, before increasing to the 44th percentile in 2024-25.

Figure 11: ELA CORE Growth by Grade Span and Grade



Source: CORE360 Dashboard

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard (“DFS”) results disaggregated by student group, and CORE growth results, if applicable. Results for the California Alternate Assessments (“CAAs”) were not included as Lighthouse did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

- **Schoolwide Trends:** Throughout the charter term, Lighthouse’s schoolwide proficiency remained relatively stable but was below the District average. In 2024-25, average DFS was about 24 points below the District average.
- **Grade Span Trends:** Lighthouse’s K-5 grade proficiency rate has been slowly declining and remained below the District average for all years of the charter term. The Charter School’s 6-8 grade proficiency rate has been relatively stable and remained below the District average for all years of the charter term.
- **Student Group Trends:** In 2024-25, average DFS increased for each student group except Students with Disabilities, whose average remained stable. Each student group was either above or on par with the corresponding District average.

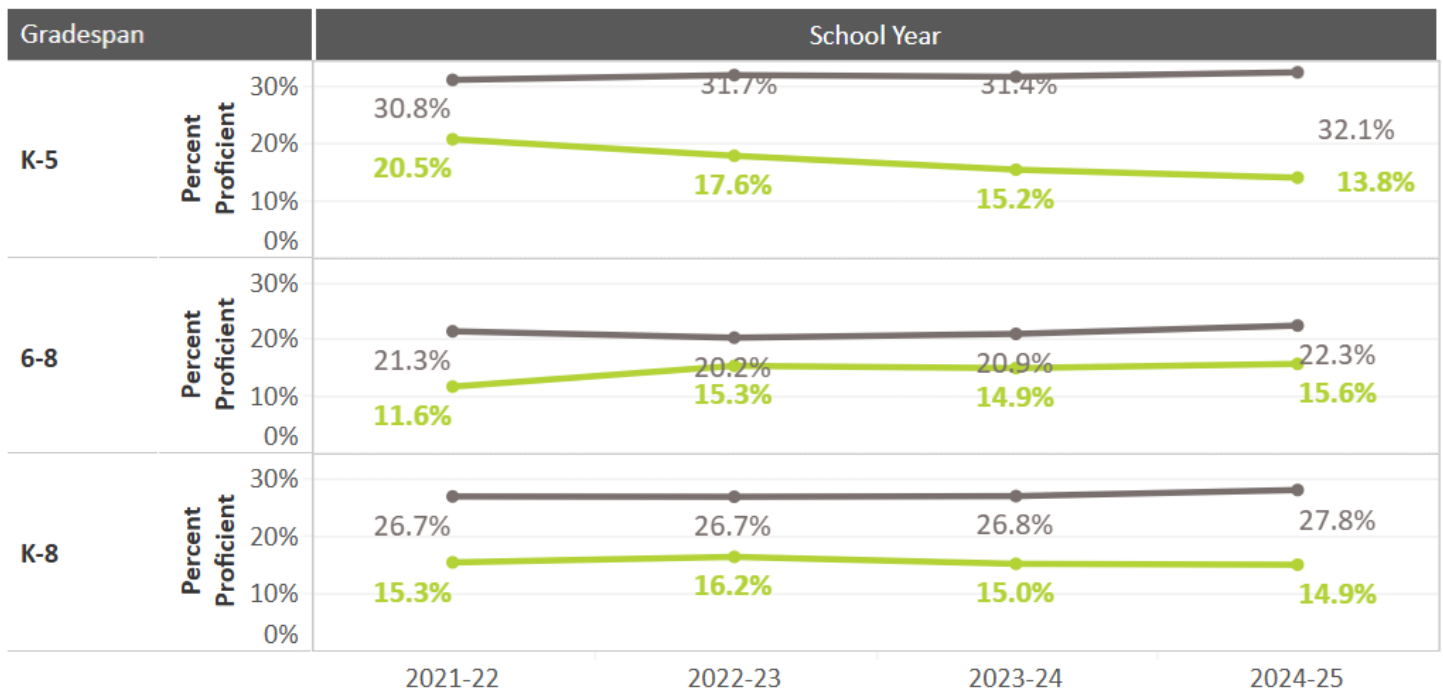
Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 12 represents the Charter School’s average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. The results have been disaggregated by grade span and the figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- Throughout the charter term, Lighthouse’s K-5 grade proficiency rate gradually decreased. In 2024-25, Lighthouse’s K-5 grade proficiency rate was about 19 percentage points below the District average.

- Throughout the charter term, Lighthouse’s 6-8 grade proficiency rate was relatively stable. In 2024-25, Lighthouse’s 6-8 grade proficiency rate was about 7 percentage points below the District average.
- Throughout the charter term, Lighthouse’s K-8 grade proficiency rate was relatively stable. In 2024-25, Lighthouse’s K-8 grade proficiency rate was about 13 percentage points below the District average.

Figure 12: Schoolwide Math SBAC Proficiency Rates Over Time – Lighthouse and OUSD



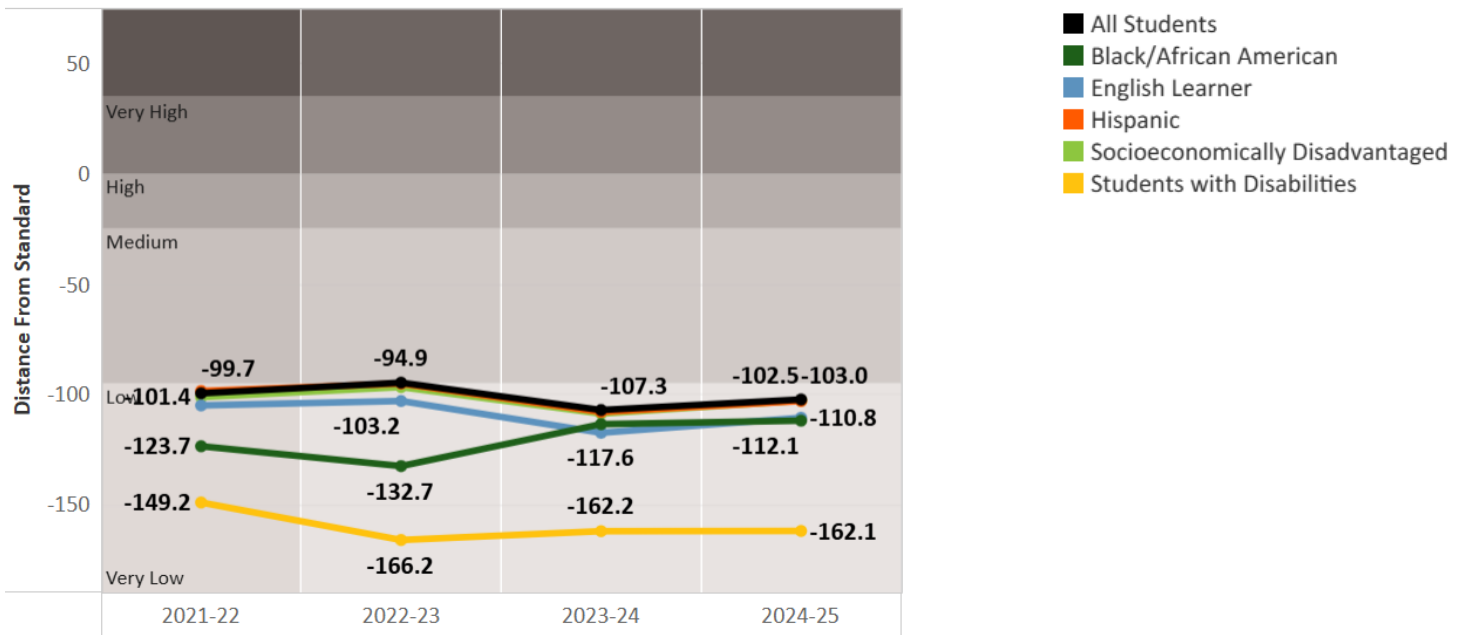
Source: Downloadable CAASPP Results | ■ Math, Charter School Proficiency ■ OUSD Average Proficiency

Distance from Standard (DFS) and Student Group Results

Figures 13 and 14 below represent the Charter School’s average Distance from Standard (“DFS”) on the Math SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 13 below:

- Average DFS for the Hispanic, English Learner, and Socioeconomically Disadvantaged student groups remained relatively stable throughout the charter term.
- Throughout the charter term, the Black/African American student group made the largest net gain.

Figure 13: Lighthouse Math DFS Over Time

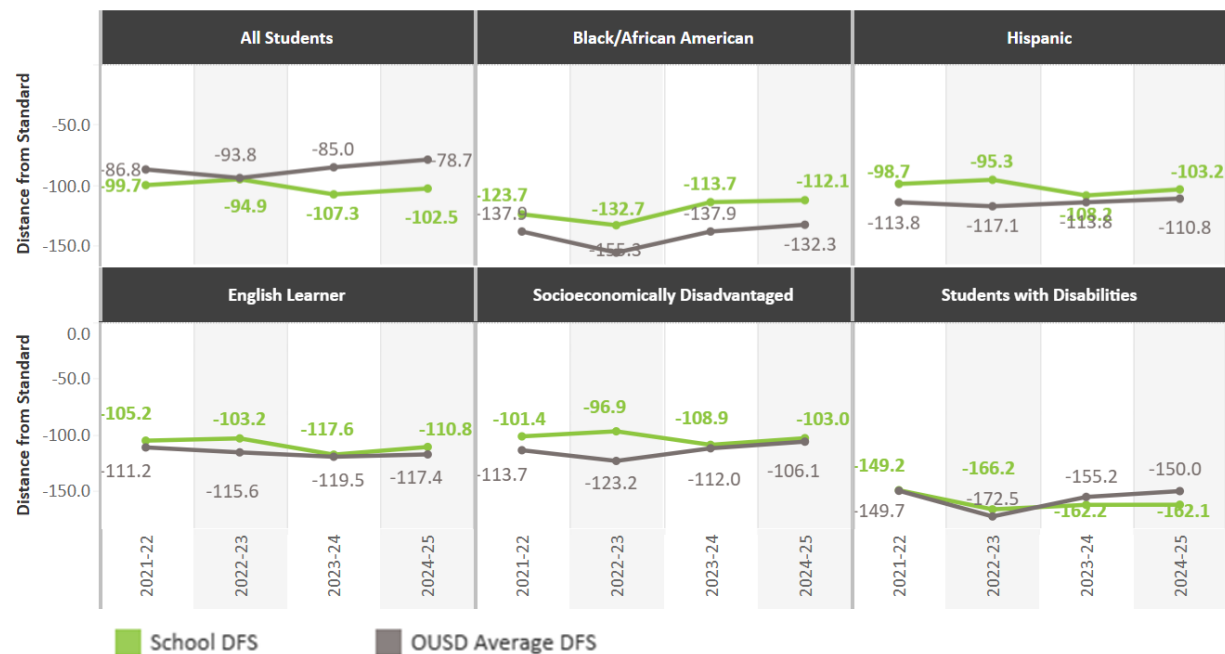


Source: Downloadable CAASPP Research Files

Figure 14 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- Average DFS for Lighthouse's Black/African American, Hispanic, English Learner, and Socioeconomically Disadvantaged student groups were consistently higher than the respective District average.
- Average DFS schoolwide and for Lighthouse's Students with Disabilities student group was below the respective District average in 2024-25.

Figure 14: Lighthouse and OUSD Math DFS Over Time



Source: Downloadable CAASPP Research Files

California Student Growth

Figure 15 displays the Charter School's growth results from the most recent California School Dashboard. Growth is measured using SBAC assessment scores for students in Grades 4–8 in both ELA and Math, comparing current year performance to prior year performance relative to the statewide average. Schools and LEAs are then assigned one of five Growth Performance Levels — Minimal, Moderate, Average, Accelerated, and Exceptional — based on the average magnitude of growth compared to the California statewide average for that year. While results are reported at the school, LEA, and student group levels, growth calculations do not consider demographic factors. That is, each student group’s growth is measured relative to *all* students with similar prior year performance, not just to other students within the same group. As shown below:

- *Students in the Black/African American student group on average achieved accelerated growth in Math when compared to students with the same scores in the previous grade level. All other student groups on average achieved moderate growth in Math when compared to students with the same scores in the previous grade level.*

Figure 15: 2025 Math Growth Performance Levels by Student Group

Minimal Growth	Moderate Growth	Average Growth	Accelerated Growth	Exceptional Growth
-	All Students	-	Black/African American	-
	English Learner			
	Hispanic			
	Long-Term English Learner			
	Socioeconomically Disadvantaged			
	Students with Disabilities			

Source: California School Dashboard

CORE Growth

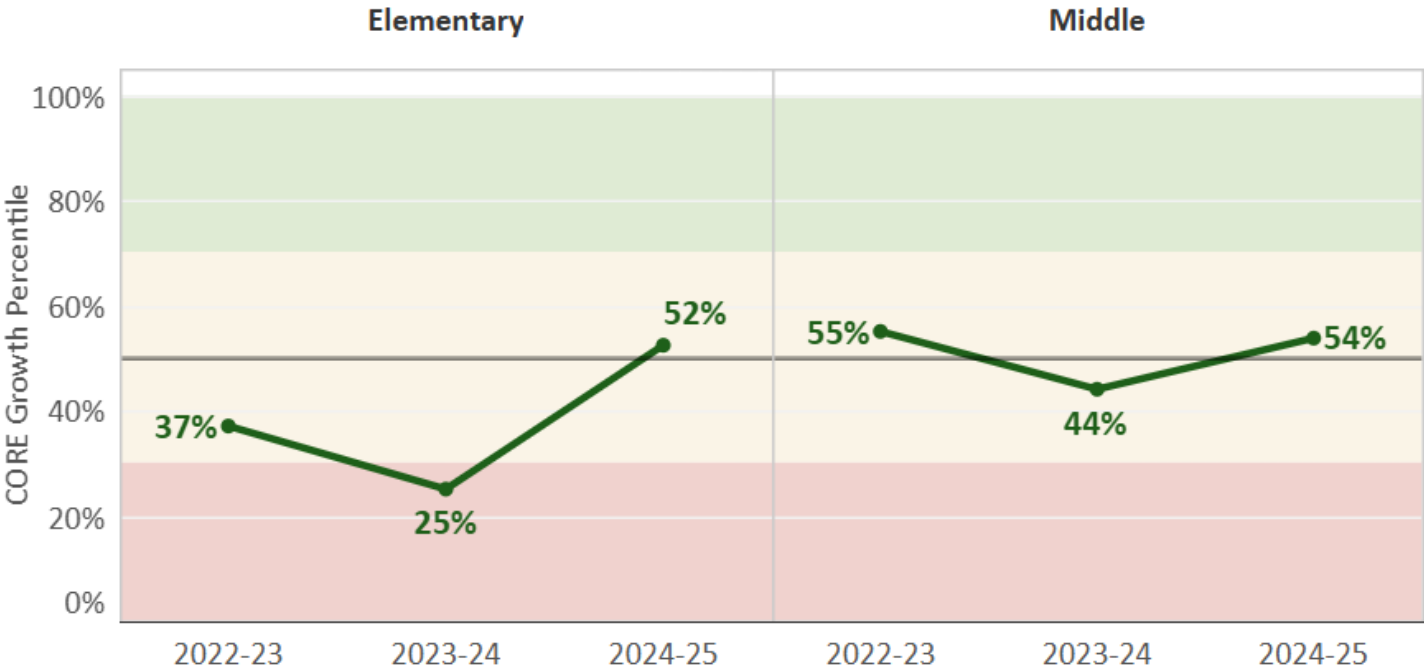
Figure 16 represents the Charter School’s most recent CORE Growth results. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- “Below Average” or “Low” growth: 30% or below
- “Average” or “Medium” growth: above 30% and less than or equal to 70%
- “Above Average” or “High” growth: above 70%

According to CORE and the figure below:

- In 2024-25, students in grades 3-5 had average growth in Math compared with similar students, with growth estimated to be in the 52nd percentile.
- In 2024-25, students in grades 6-8 had above growth in Math compared with similar students, with growth estimated to be in the 54th percentile.

Figure 16: 2024 Math CORE Growth by Grade Span and Grade



Source: CORE360 Dashboard

C. Science

The below section represents a summary of the results from the California Science Test (“CAST”) at the Charter School including schoolwide average proficiency rates disaggregated by grade span and average Science Points⁹ (“SPs”) results disaggregated by student group. Please note, CAST results below reflect data starting from the 2024–25 school year, as this marked the first year Science was included as an accountability metric with a Dashboard color on the California School Dashboard. Results for the California Alternate Assessment for Science (“CAAs for Science”) were not included as Lighthouse did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

- **Schoolwide Trends:** Schoolwide proficiency was below the District average; however, schoolwide Science Points was on par with the District Average.
- **Grade Span Trends:** Both the grade 5 and grade 8 proficiency rates were lower than the corresponding District average, with grade 5 showing the largest gap.
- **Student Group Trends:** Average Science Points for each student group with available data was above the corresponding District average.

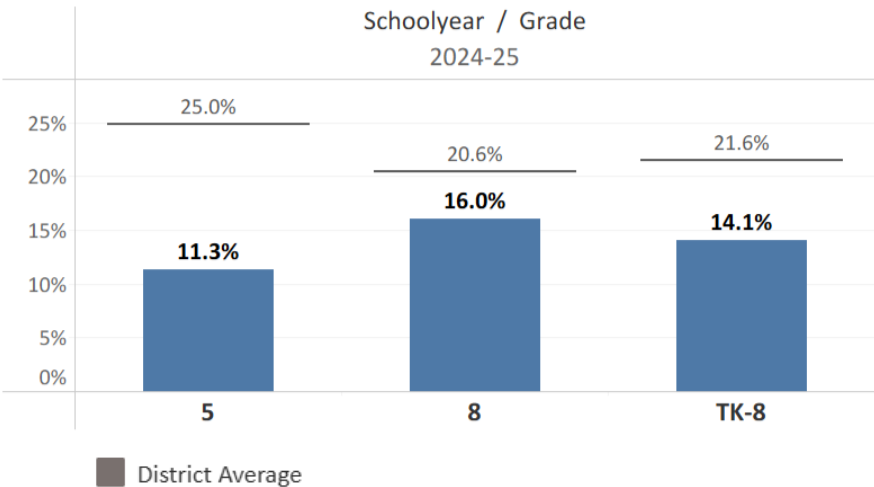
⁹ Science Points translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points, as the highest possible score.

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the CAST are provided in this and subsequent sections. Below, Figure 17 represents the Charter School’s average proficiency rates on the CAST in the 2024-25 school year, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. The results have been disaggregated by grade span and the figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- *Schoolwide, Lighthouse’s average proficiency rate was below the District average by approximately 7.5 percentage points, with grade 5 showing the largest gap at approximately 14 percentage points.*

Figure 17: Schoolwide CAST Proficiency Rates From 2024-25 – Lighthouse and OUSD



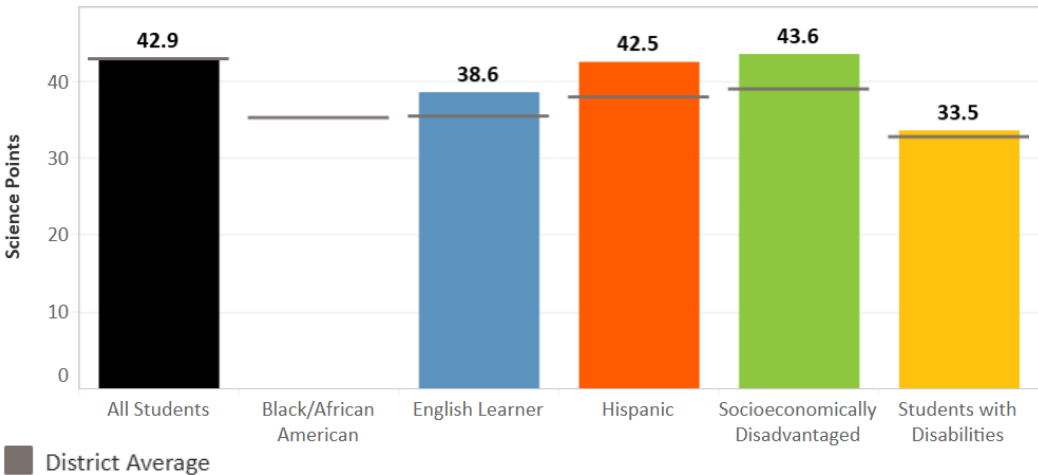
Source: Downloadable CAASPP Research Files

Science Points (SPs) and Student Group Results

Figures 18 below represent the Charter School’s average Science Points (SPs) on the CAST in the 2024-25 school year, both schoolwide and for key student groups, compared with the corresponding OUSD average. While average proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the CAST, average SPs measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 18 below:

- *In 2024-25, each student group with available data had an average SP above the corresponding District average.*

Figure 18: Lighthouse CAST SPs from 2024-25



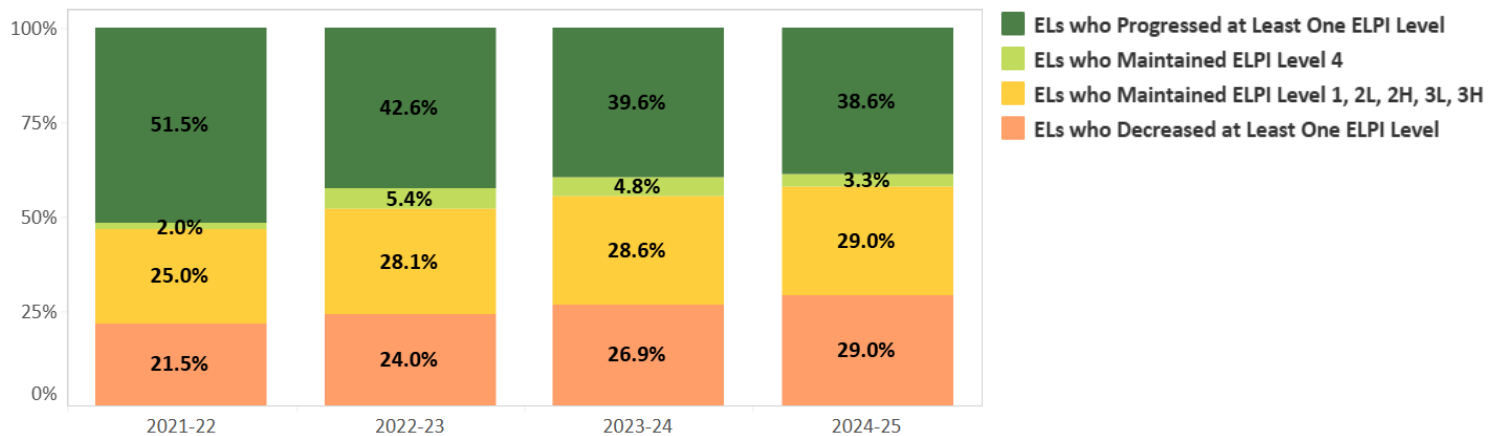
Source: Downloadable CAASPP Research Files

D. English Learner Progress

In the past four years with available data, Lighthouse tested 200, 242, 227, and 210 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *Approximately 38.6% of English Learner students at Lighthouse made progress towards English language proficiency in 2024-25, representing a 1% decrease from 2023-24.*

Figure 19: Summative ELPAC Results



Source: California School Dashboard

E. Differentiated Assistance Eligibility

Differentiated Assistance (“DA”) is a system of targeted technical assistance to support school districts and charter schools to improve student outcomes and address equity gaps. For charter schools, eligibility for DA¹⁰ requires meeting the DA criteria in each of two consecutive Dashboard years. A charter school meets the criteria for a given year when at least one student group meets the criteria in two or more LCFF priority areas. The qualifying student group and priority areas do not need to be the same in both years. School districts and charter schools may also become subject to Intensive Intervention, based on persistent performance issues over more than two years.

Charter schools became eligible for DA beginning with the 2019 California School Dashboard results. However, due to the requirement of two consecutive years of data and the disruption to state testing, DA determinations have been made for charter schools only four times: in 2019-20, 2023-24, 2024-25, and 2025-26.

During the charter term, Lighthouse was identified for Differentiated Assistance in 2025-26 based on the 2024 and 2025 Dashboards. The figure below shows the specific Dashboard indicators for each of the qualifying student group results. As shown below:

- *In 2024, the Long Term English Learner student group met the criteria in Priority Areas 4, 5, and 6, and the Students with Disabilities student group met the criteria in Priority Areas 4 and 5.*
- *In 2025, the Long Term English Learner student group met the criteria in Priority Areas 4 and 5.*

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

Figure 20: 2024 and 2025 Dashboard Differentiated Assistance Eligibility Criteria for Lighthouse

School Year	Student Group	Priority 4: Pupil Achievement			Priority 5: Pupil Engagement	Priority 6: School Climate
		ELA	Math	English Learner Progress	Chronic Absenteeism	Suspension
2024	Long Term English Learners	 Red	 Red	 Green	 Red	 Red
	Students with Disabilities	 Red	 Orange		 Red	
2025	Long Term English Learners	*	*	 Red	 Red	

Source: Alameda County Office of Education

**Beginning with the 2025 Dashboard, ELA and Math results were not used to determine priority 4 eligibility for the LTEL student group.*

F. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric¹¹ which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 21: Renewal Site Visit Summary

Lighthouse Renewal Site Visit, April 14, 2026			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Tim Morris (OCS Policy Specialist), Jenn Blake (OUSD Executive Director, Special Education), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	Domain 1: Mission and Vision	Domain 2: Quality Program Implementation	Domain 3: Collective Leadership and Professional Learning
Thread A: Instruction	2.0	2.3	2.4
Thread B: Culture	2.3	2.1	2.5
Thread C: Systems and Structures	2.4	2.4	2.1

¹¹ The School Quality Review Rubric can be found here: <https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal>

Within each Domain and Thread in the SQR Rubric, there are multiple “sub-domains”. The following represent the three highest rated and the three lowest rated sub-domains for Lighthouse.

Figure 22: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
3.0	2C.5 Special Education Policies and Procedures, including IEPs	Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.
3.0	3B.1 Collaborative Professional Culture	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other’s knowledge and skills in service of the school’s vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.
3.0	3C.5 Partnerships with Community Based Organizations	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.
Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
1.3	3C.4 Student Leadership/Voice	School has a structure for leveraging student leadership/voice in decision making.
1.8	2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
2.0	2B.3 Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students’ prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. Lighthouse has made a concerted effort to identify and serve the special needs of its student population. The increase in IEPs, and systematic monitoring and communication among staff, indicate strong buy-in to these efforts.
2. Staff acknowledged and appreciated the many efforts to create a collaborative professional culture, including the master schedule with shared prep time, regular meeting times, and coaching.
3. Lighthouse has developed strong working relationships with community partners and integrated services into the operations of the school.

Areas for Improvement

1. While the highly structured, teacher-directed, style of teaching appeared to be very effective at driving student learning at the primary grades, there was a noticeable lack of student engagement in most of the grade 4-8 classrooms.
2. Leadership has paid close attention to the physical layout of the school and positioning admin and other adults in key places throughout the school day, but students expressed concerns about adult follow-through with serious bullying/behavior events, as well as concerns regarding adult decision making. Parents and staff also expressed concerns regarding physical and psychological safety of students.
3. There did not appear to be focused attention on developing student leadership and voice. This area not only seems like a good match for the vision of Lighthouse TK-8, but may have a significant positive impact on the other areas highlighted above.

G. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle Renewal Tier, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

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

The California State Board of Education ("SBE") adopted a list¹² of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School provided the District with data from NWEA MAP and mCLASS to be considered as an academic progress indicator for the purposes of verified data. Upon review, Lighthouse did surpass the 95 percent participation threshold for both verified data submissions, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the renewal petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – NWEA MAP

NWEA MAP utilizes Conditional Growth Index (CGI) values for individual students or groups of students. The CGI is an indicator of how much individual students or groups of student growth deviates from their respective norms. A CGI of zero means a student showed gains that were equivalent to the growth norms. A positive CGI means a student's growth was above the norm, while a negative CGI means a student's growth was below the norm. **For both the student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth** (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. Figures 23, 24, and 25 below shows Lighthouse's school CGI values by grade level and student group, respectively. According to this data, the analysis is below:

- *In 2025-26, most grade levels at Lighthouse exceeded the -0.2 CGI threshold in both Math and Reading which can be approximated as one year's growth.*

¹² A full list of the adopted academic progress and postsecondary indicators can be found here: <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

- In 2025-26, most grade levels in the Hispanic, Socioeconomically Disadvantaged, and English Learner student groups had CGI values above the -0.2 threshold in both Math and Reading, which can be approximated as one year's growth.

Figure 23: 2021-22 to 2025-26 School CGI Values by Grade Level; MAP Growth by NWEA, Grades 1-8

		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Math	1	-6.69	-0.54	0.53	1.30	0.98
	2	-3.92	-0.22	0.11	-0.18	-0.26
	3	-0.62	-0.48	0.14	0.26	-0.01
	4	-0.52	-0.65	-0.33	-0.66	-0.20
	5	-0.90	-0.48	0.59	-0.62	0.92
	6	-0.29	0.22	0.12	-0.03	0.12
	7	-0.95	-0.43	-0.18	-0.61	-0.42
	8	-0.93	0.20	-0.39	0.11	-0.27
Reading	1	-6.66	-0.45	0.36	1.21	1.82
	2	-2.76	-0.90	0.39	-0.93	-0.24
	3	-0.10	-0.50	-0.29	-0.04	0.40
	4	-1.59	0.09	-0.15	0.02	0.20
	5	-1.36	0.57	-0.34	-0.85	0.83
	6	-0.54	0.83	-0.17	-0.31	0.27
	7	-1.01	0.11	-0.72	-0.80	0.13
	8	-1.07	1.55	-0.79	0.13	0.63

Source: Lighthouse Renewal Submission

Figure 24: 2021-22 to 2025-26 School CGI Values by Student Group and Grade; MAP Growth by NWEA, Grades 1-8

			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Hispanic or Latino	Math	1	-6.68	-0.67	0.68	1.39	0.70
		2	-3.92	-0.15	0.25	-0.22	-0.19
		3	-0.73	-0.46	0.07	0.25	-0.05
		4	-0.19	-0.88	-0.38	-0.67	-0.11
		5	-0.86	-0.57	0.69	-0.70	0.93
		6	-0.31	0.11	0.12	-0.14	0.20
		7	-0.95	-0.38	-0.32	-0.71	-0.48
		8	-0.84	0.12	-0.35	0.07	-0.26
	Reading	1	-6.62	-0.49	0.34	1.40	1.45
		2	-2.71	-0.86	0.46	-0.84	-0.17
		3	-0.10	-0.28	-0.33	0.01	0.35
		4	-1.30	-0.11	-0.14	0.10	0.10
		5	-1.44	0.64	-0.38	-0.95	0.96
		6	-0.61	0.81	-0.22	-0.28	0.35
		7	-0.98	0.14	-0.80	-0.71	0.02
		8	-0.93	1.44	-0.77	0.07	0.63

Source: Lighthouse Renewal Submission

Figure 25: 2025-26 School CGI Values by Student Group and Grade; MAP Growth by NWEA, Grades 1-8

		2025-2026	
		Math	Reading
English Language Learner	1	0.69	1.16
	2	0.02	-0.13
	3	-0.08	0.00
	4	-0.38	-0.12
	5	1.04	1.02
	6	0.13	0.10
	7	-0.25	0.03
	8	0.05	0.74
Free and Reduced Lunch	1	1.01	1.88
	2	-0.20	-0.25
	3	-0.01	0.39
	4	-0.12	0.26
	5	0.89	0.81
	6	0.18	0.32
	7	-0.45	0.09
	8	-0.32	0.63

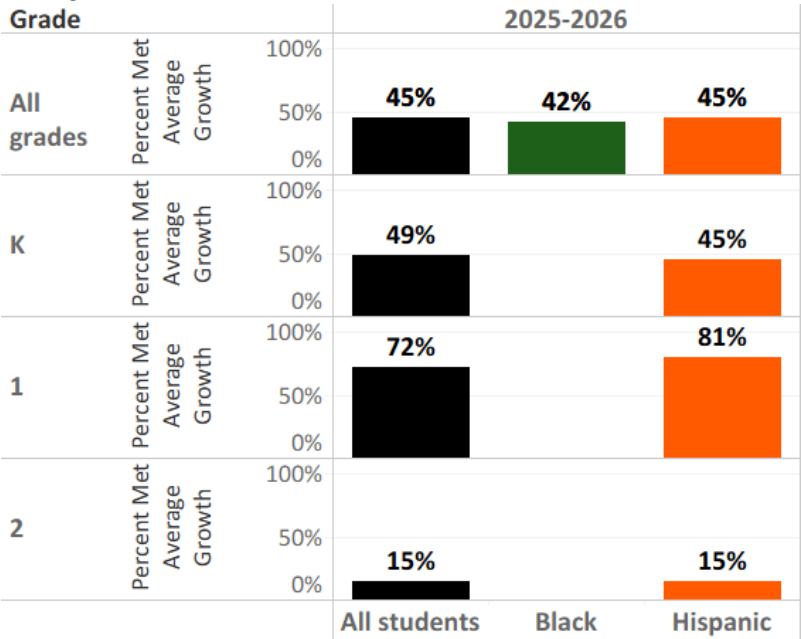
Source: Lighthouse Renewal Submission

Verified Data Analysis – mCLASS Reading (Grades K-2)

mCLASS by Amplify uses Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help schools compare the reading skill growth of their students over the course of the school year, to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. By comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support. While the publisher did not release specific guidance for the purposes of California’s Verified Data and Progress Indicator requirements, both the Office of Charter schools and Lighthouse agreed that **a student can be said to have met the minimum growth expectations to demonstrate one year’s progress if their Zone of Growth composite year growth score is “Average,” “Above Average,” or “Well Above Average.”** Figure 26 show Lighthouse’s proportion of students achieving the composite year growth score of Average and above. According to this data, the analysis is below:

- **mCLASS Reading**
 - The percentage of students meeting the "Average" or above threshold—demonstrating one year’s progress—varied amongst grade-levels, ranging from 72% of grade 1 students to 15% of grade 2 meeting the minimum growth expectation.
 - Within each grade level, percentages of students meeting the "Average" or above threshold were similar across student groups.

Figure 26: Lighthouse K-8 – Percentage of Students Meeting Average Growth and Above by Grade Level and Student Group; mCLASS by Amplify Reading Grades K-2



Source: Charter School Verified Data Submission

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

In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹³ Evidence considered for this criterion include an analysis of the Charter School’s operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

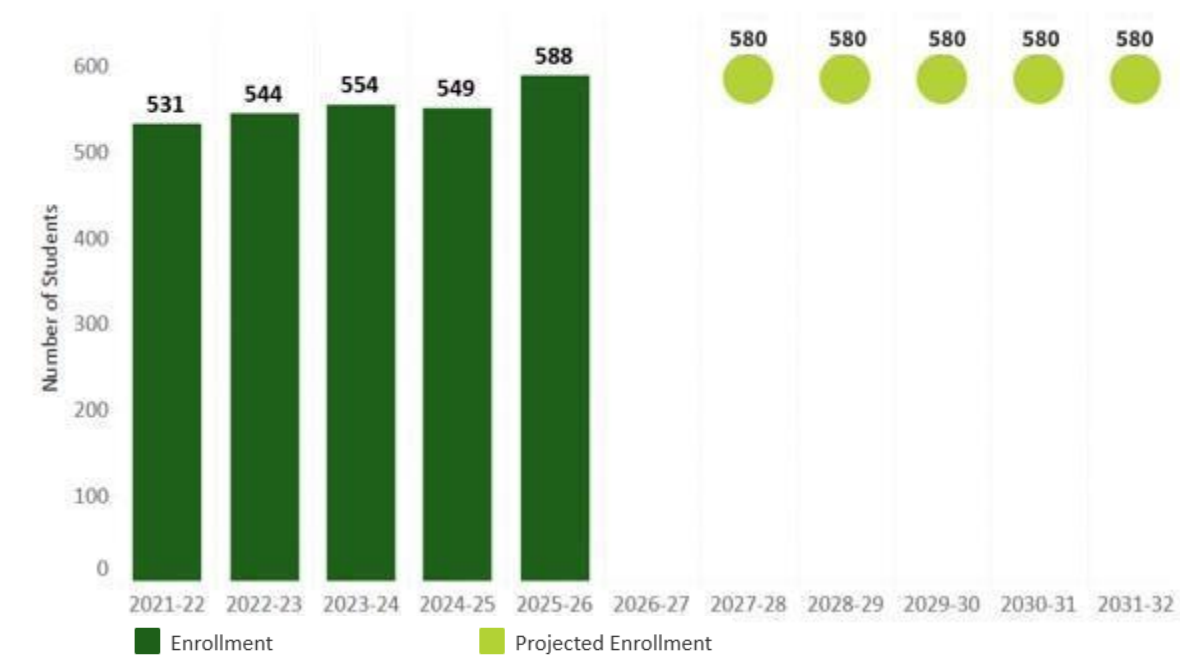
Total Enrollment by Year – Actual and Projected

The figure below includes the total enrollment of the Charter School over the course of the term and the projected enrollment included in the Multi-Year Projection (“MYP”). As shown below:

- Lighthouse’s total enrollment remained relatively stable over the course of the charter term but increased in both 2025-26 and 2026-27. The 2025-26 enrollment increase can be attributed primarily to the incoming Grade TK enrollment and increase in Grade 7.
- As noted in the “Financial Condition” section below, the projected enrollment figures represent a steady enrollment total.

¹³ EC §47605(c)(2)

Figure 27: Total Enrollment Over Time, Actual and Projected



Source: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP

Enrollment by Grade Level

Figure 28: 2025-26 Enrollment by Grade Level

	TK	K	1	2	3	4	5	6	7	8
2019-20		50	53	51	52	52	56	56	68	69
2020-21		52	52	54	53	54	56	56	64	70
2021-22		53	52	51	55	52	54	72	74	68
2022-23		52	56	51	52	50	53	76	77	77
2023-24		50	55	54	53	51	53	75	81	82
2024-25		43	54	57	54	58	56	79	71	77
2025-26	21	49	51	54	59	54	57	79	87	77

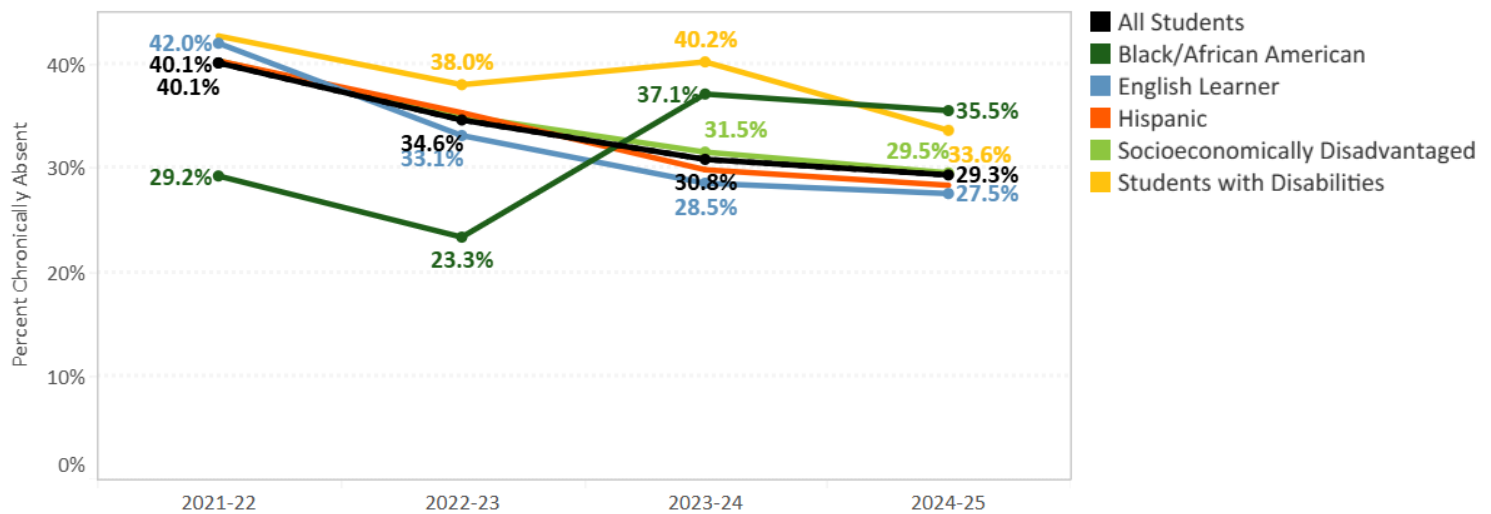
Source: CDE Downloadable School Enrollment Data Files

Chronic Absenteeism

The figure below shows the percentage of students at the Charter School who were chronically absent, which is defined as students who were absent for 10 percent or more of the instructional days they were enrolled. As shown below:

- In 2024-25, chronic absenteeism decreased schoolwide and across all student groups.
- Post-pandemic chronic absenteeism trends varied by student group. English Learner students saw the largest decline, while Black/African American students saw the largest increase.

Figure 29: Chronic Absenteeism Rate by Student Group



Source: CDE Downloadable Data Files

B. Financial Condition

Summary

The Charter School's financial condition is good based on its fiscal health indicators, audit results, and multi-year budget projections. The charter school has maintained a healthy fund balance and reserves above the applicable minimum benchmarks throughout the charter term. Its projected enrollment and attendance assumptions also appear reasonable based on its historical trends and the information included in the renewal petition.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter. As shown below:

- The charter school maintained a positive ending fund balance throughout the charter term. After ending 2022-23 with a deficit, it ended each of the two subsequent audited years with a surplus.
- The debt ratio increased from 0.55 as of the 2021-22 audit report to 0.91 in 2024-25. Although the ratio remains below 1.0, the school's assets only slightly exceeded its liabilities.
- The Charter's cash reserves exceeded FCMAT's recommended 5% floor throughout the charter term and are projected to remain above the minimum in 2025-26.
- The CMO maintained a positive ending fund balance, although it experienced deficit spending in two of the four audited fiscal years, while its debt ratio increased from 0.21 in 2021-22 to 0.88 in 2024-25.¹⁴

¹⁴ See Appendix B. Charter Management Organization's Fiscal Health Summary

Figure 30: Fiscal Health Summary

Financial Indicator	2021-22	2022-23	2023-24	2024-25	2025-26 2nd-Int.
Annual Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	(186,410)	(21,915)	1,741,038	841,669	346,522
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	968,465	946,550	2,687,588	3,529,257	3,875,779
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.55	0.97	0.93	0.91	Unavailable
Budgetary Reserve <i>Given the school's ADA, FCMAT¹⁵ prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	10%	9%	22%	28%	31%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	11%	34%	19%	24%	17%

Source: 2021-22 through 2024-25 Annual Audit Reports and 2025-26 2nd Interim Budget Report

Annual Financial Audit Reports

The figure below summarizes the CMO's annual audit results and submission history during the current charter term. As shown below:

- The Charter School's CMO received unmodified audit opinions throughout the charter term.
- The annual audit reports were not submitted by the statutory deadline in the first three years of the charter term but were submitted on time in the past year.
- Although no material weaknesses or significant deficiencies were identified in the last audit report for the CMO, a material weakness was identified in 2023-24¹⁶.
- While no statutory compliance findings specific to the Charter were identified in the last audit report, statutory compliance findings were identified in 2021-22, 2022-23, and 2023-24¹⁷.

Figure 31: Annual Financial Audit Reports Summary

Indicator	2021-22	2022-23	2023-24	2024-25
Timely Audit Submission <i>State law requires annual audits to be submitted by December 15.</i>	No	No	No	Yes
Audit Opinion <i>"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.</i>	Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es)	Number of Findings - - 1 -			

¹⁵ Financial Crisis and Management Assistance Team

¹⁶ The 2023-24 material weakness pertained to various over and understatements to assets and liabilities ranging from \$0.5 million to \$0.9 million, as well as a \$0.5 million. OCS sent the CMO a Notice of Concern and the CMO provided plans for corrective action.

¹⁷ The 2021-22, 2022-23, and 2023-24 statutory compliance findings pertained to various issues, including a lack of formal procurement methods for contracts over \$250,000, inaccurate unduplicated pupil counts and incomplete accompanying documentation, as well as overstated attendance.

A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.	Initial Year of Finding(s)	-	-	2023-24	-
Significant Deficiency A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.	Number of Findings	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Statutory Compliance Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.	Number of Findings	1	1	3	-
	Initial Year of Finding(s)	2021-22	2022-23	2023-24	-

Source: 2021-22 through 2024-25 Annual Audit Reports

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School’s Multi-Year Budget Projections (“MYP”) included with the renewal petition, as shown in the figure below, appear realistic and are aligned to the projected enrollment listed in Element 1 of the charter petition. As shown below:

- Projected enrollment and attendance rates are generally consistent with the Charter School’s historical patterns.
- Actual 2026-27 enrollment, as of August 28, is 3.6% higher than the projected enrollment for 2026-27.

Figure 32: MYP Summary: Projected Enrollment and Attendance Rates

	2026-27 (Actual YTD)	2026-27 (Projected)	2027-28 (Projected)	2028-29 (Projected)
Enrollment	601	580	580	580
Attendance Rate	93.5%	91.5%	91.0%	91.0%

Source: 2026-27 Enrollment and Attendance Rate – 2026-27 Month 1 Statistical Report (as of August 28, 2026); 2026-27 through 2028-29 projected - LCFF Calculator submitted with renewal petition

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of “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, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted”. This description is included on page 129 of the charter petition. The current section includes a summary of the school’s enrollment demographic data for further context.

Despite the plan outlined to achieve an enrollment balance, as of the 2026-27 school year, Lighthouse **does not** participate in an Oakland-wide common charter enrollment system. OCS strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

Enrollment Demographics Comparison

Enrollment demographics for the 2025-26 school year are included in the table below. Although Education Code specifies that a charter school should seek to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School’s students reside, Castlemont/CCPA/Madison, is included for reference.

Figure 33: 2025-26 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA ¹⁸	OUSD
Race/ Ethnicity	Hispanic/Latino	85.9%	71.9%	47.7%
	Black/African American	5.4%	16.0%	19.2%
	Asian	1.2%	1.8%	9.3%
	White	1.0%	4.1%	11.9%
	Two or More Races	2.0%	2.0%	7.1%
	Other Race/Ethnicity	0.9%	1.7%	1.9%
	Not Reported	3.6%	2.5%	3.0%
Other Student Groups	Socioeconomically Disadvantaged	92.0%	98.0%	80.9%
	Homeless Youth	2.6%	5.6%	5.3%
	Foster Youth	0.3%	0.3%	0.4%
	English Learners	41.3%	47.2%	30.2% (TK-8 only: 31.7%)
	Special Education	19.9%	18.2%	18.1% (TK-8 only: 17.9%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2025-26 school year, 41.3% of Lighthouse’s total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at Lighthouse and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The English Learner breakdown at Lighthouse has remained relatively stable in each category throughout the course of the charter term.*
- *In 2025-26, the Charter School had a smaller proportion of EL students who have been English learners between 0-3 years compared to OUSD, with 38.7% compared to 60.4% at OUSD. In addition, the Charter School had a larger percentage of English Learners classified as Long-Term English Learners than OUSD, at 20.6% vs. 11.3%.*

Figure 34: 2025-26 English Learner Breakdown Over Time

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
2021-22	39.6%	14.1%	36.2%	10.1%
2022-23	41.5%	17.5%	18.2%	22.9%
2023-24	37.6%	17.5%	19.8%	25.1%
2024-25	34.7%	17.6%	21.2%	26.5%
2025-26	38.7%	15.6%	20.6%	25.1%

Source: CDE Downloadable Data Files

¹⁸ Includes 19 OUSD-operated schools serving students in Grades TK-8 located in the Castlemont/CCPA/Madison HSAA. Specifically, ACORN Woodland, Brookfield, Burckhalter, Coliseum College Prep, East Oakland Pride, Elmhurst Middle, Encompass, Esperanza, Frick, Greenleaf, Highland, Korematsu, Lockwood STEAM, Madison Park Lower, Madison Park Upper, Markham, OAK, Reach, and Sojourner Truth.

Figure 35: 2025-26 English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	38.7%	15.6%	20.6%	25.1%
OUSD (TK-8 Only)	60.4%	16.8%	11.3%	11.5%

Source: CDE Downloadable Data Files

Special Education Enrollment

As shown previously, during the 2025-26 school year, 19.9% of Lighthouse’s total enrollment were Students with Disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at Lighthouse and their level of need. As shown below:

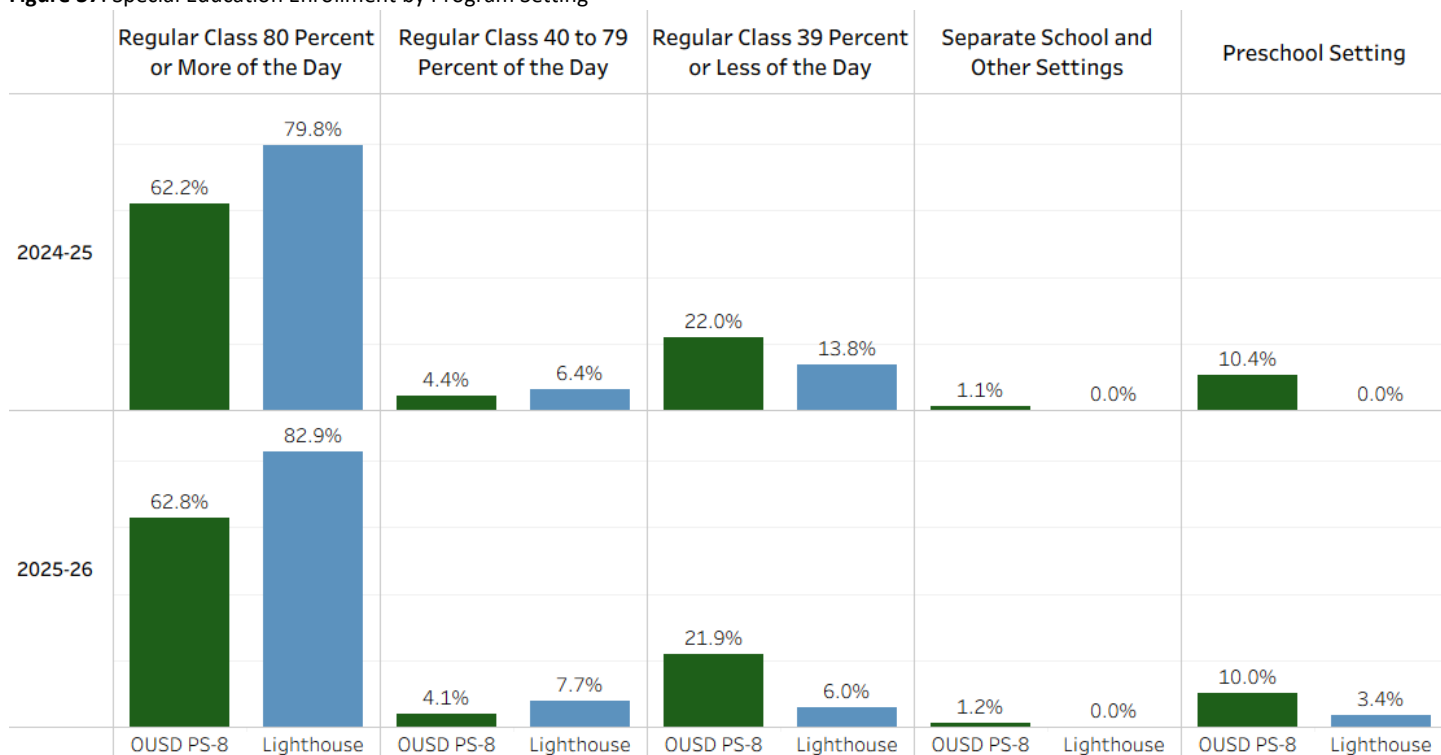
- *The three most represented primary disabilities at Lighthouse over the course of its charter term include Specific Learning Disability, Speech or Language Impairment, and Autism.*
- *Approximately 80% of Students with Disabilities at Lighthouse are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is less than the District.*
- *Approximately 20% of Students with Disabilities at Lighthouse are receiving more than 450 service minutes weekly.*

Figure 36: Special Education Enrollment by Disability Type

Disability Type	2021-22	2022-23	2023-24	2024-25	2025-26
Autism	8%	9%	14%	20%	19%
Deaf-Blindness	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	0%	0%	0%	0%	0%
Emotional Disturbance	1%	1%	2%	1%	0%
Established Medical Disability	0%	0%	0%	0%	0%
Hard of Hearing	0%	0%	0%	0%	1%
Intellectual Disability	5%	9%	8%	7%	6%
Multiple Disabilities	0%	0%	0%	1%	1%
Orthopedic Impairment	1%	1%	1%	1%	0%
Other Health Impairment	12%	11%	9%	10%	10%
Specific Learning Disability	32%	35%	32%	33%	39%
Speech or Language Impairment	40%	33%	33%	27%	25%
Traumatic Brain Injury	0%	0%	0%	0%	1%
Visual Impairment	0%	0%	0%	0%	0%

Source: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 37: Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 38: Special Education by Placement and Weekly Service Minutes

	2024-25	2025-26
Percentage of students with IEPs receiving fewer than 450 ¹⁹ service minutes weekly	83.0%	79.4%
Percentage of students with IEPs receiving more than 450 service minutes weekly	16.0%	19.8%
Percentage of students with IEPs in nonpublic school (NPS) placement	1.1%	0.8%

Source: Charter School Performance Report

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.²⁰ Lighthouse and its CMO, Lighthouse Community Public Schools, have collectively been issued 5 Notices of Concern during the current charter term (3 issued to the Charter School and 2 issued to the CMO) as of September 10, 2026.

¹⁹ The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

²⁰ If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 39: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2021-22	2	Charter Admission Policies and Procedures; AB 361 Virtual Meeting Violation	Lighthouse updated processes to abide by all AB 361 requirements; Lighthouse resolved the SchoolMint software bug which impacted the efficacy of an admission priority and conducted personal family outreach and counseling
2022-23	1	Exceeded Maximum Enrollment	Lighthouse complied with all remedies listed in the notice, including providing an explanation for over-enrollment and a plan for how to return enrollment to within the authorized maximum by CBEDS day in October 2023.
2023-24	1	Exceeded Maximum Enrollment	Lighthouse acknowledged the concern and adhered to all remedies, including submitting a material revision to the OUSD Board of Education to formally request an increase to the maximum authorized enrollment beginning in the 2024-25 school, which was approved.
2024-25	1	23-24 Audit Finding	Lighthouse CMO acknowledged the concern and complied with all remedies, including aligning its financial closing timelines with the 2024-25 audit schedule to ensure timely finalization of its books.
2025-26	0	--	--
2026-27	0	--	--

Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Lighthouse Community Public Schools Governing Board and its composition.

Figure 40: Charter School Governing Board Overview and Composition

Lighthouse Community Public Schools Governing Board Overview			
Schools Overseen	3	Total Enrollment of all Schools Overseen	1,620 students
Required Minimum # of Members	7	Current # of Members (as of July 8, 2026)	7
Regular Meeting Frequency	Monthly	Brown Act Committees	Finance, Academic
Virtual Meeting Access	Yes	Minutes and Board Packet Posted Publicly	Yes
Lighthouse Community Public Schools Governing Board Composition			
Name, Role	Time on Board	Name, Role	Time on Board
Robbie Torney, Board Chair	3 years	Rodolfo Ornelas, Vice Chair	2 years

Eduardo Figueroa, Secretary	6.5 years	Alberto Ocegueda, Member	5 years
Jill Kwan-Jacobs, Member	2 years	Jennifer Camus-Beebe, Member	2 years
Billy Manning, Member	2 years		

Source: Charter School Board Self-Evaluations submitted to OUSD, CDE Dataquest

As part of the renewal process, Staff evaluates the governing board’s overall health and effectiveness using the Charter School’s performance report, a governing board interview, governing board audits, a board self-evaluation tool, the governing board’s meeting agendas, minutes, and related documentation, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the “Board Effectiveness Core Competencies” found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 41: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	3.2
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	3.3
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	3.3
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	3.7
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	2.7
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	3.2
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	3.7
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.0

Source: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

F. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (“CalSAAS”). The OUSD Office of Charter Schools acts as the “Monitoring Authority” for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the assignment monitoring outcomes for the 2023-24 school year and the CalSAAS results for educator assignments in the 2024-25 school year, the most recent years for which data is available. As shown below:

- *During the 2023-24 school year, the majority of assignments at Lighthouse were authorized by an educator holding a clear or preliminary credential, an intern credential, or by a local assignment option. Approximately 26.7% of assignments were considered “Ineffective”, meaning the teacher either had no legal authorization or*

was authorized by an emergency credential, variable term waiver, or substitute permit, which is slightly below the OUSD average.

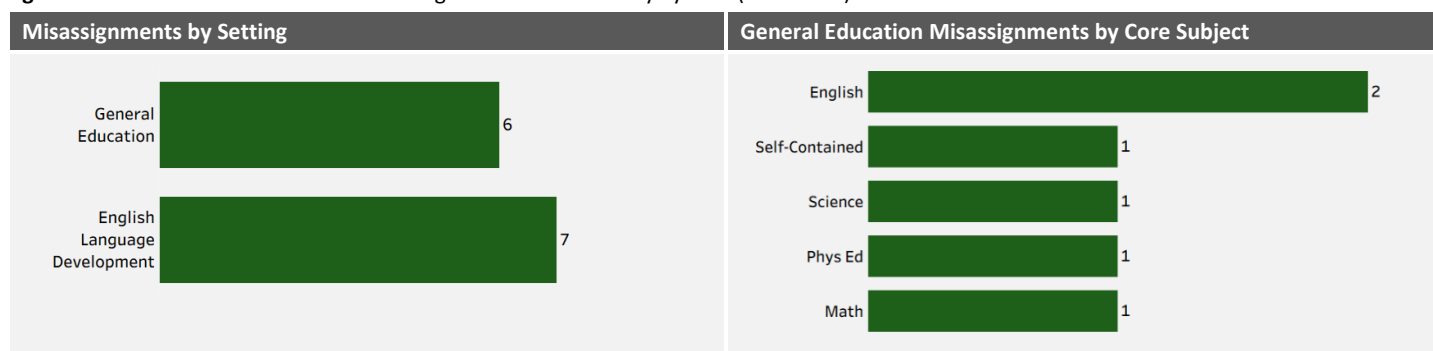
- During the 2024-25 school year, there were 13 total misassignments at Lighthouse out of 87 total assignments.

Figure 42: 2023-24 Educator Credentials by Type

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	35.5%	55.2%
Intern <i>Authorized by intern credential</i>	16.7%	1.8%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	14.5%	1.3%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	26.7%	40.1%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	6.7%	1.4%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 43: 2024-25 California Statewide Assignment Accountability System ("CalSAAS") Results



Source: 2024-25 CalSAAS Monitoring Audit Report

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- The Charter School has retained the majority of its educators every year of the charter term.
- The Charter School has had minimal early separations throughout the charter term.

Figure 44: Educator Retention Over Time (Self-Reported)

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Percent of Educators Retained from Prior Year	-	87%	79%	91%	85%	78%*
Early Separations	0/31	0/34	1/34	2/32	2/34	-

Source: Charter School Renewal Performance Report

*As Lighthouse submitted prior to the first day of instruction, this figure is a projected estimate

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

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

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

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

A. The Required Fourteen Elements

All charter petitions must include a “reasonably comprehensive” description of 14 required elements related to the school’s operation.²¹ The following table summarizes staff findings related to whether this standard was met for each element.

Figure 45: Petition Element Analysis

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

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

B. Other Required Information

In addition to the required 14 elements, the following information is specified by either Education Code or OUSD to be included in all charter petitions.

²¹ EC §47605(c)(5)

Figure 46: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 through 3540.2 (California's public school collective bargaining law).	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes
District Required Language	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition, Staff analysis of the charter renewal petition

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

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

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

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide

²² EC §47607(e)

any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²³:

- **Data Set 1 (Mid-Year Exits):** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2 (Year-to-Year Exits):** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1 (Mid-Year Exits):** For the first set of data, the Charter School did not have a numerically significant number with State test results for two years of the charter term. In 2023-24, students who left the Charter School performed below the Charter School’s schoolwide average in ELA, but above the Charter School’s schoolwide average in Math. The difference does not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend, particularly given there is only one year of available data.
- **Data Set 2 (Year-to-Year Exits):** For the second set of data, students who left the Charter School performed similar to the Charter School’s schoolwide average in ELA for all years of available data. While this trend was similar in Math in 2022-23, students who left the Charter School performed below the schoolwide average in Math in 2023-24 and 2024-25. However, the difference did not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend.

Figure 47: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	2.64% (15 of 569)	7.43% (42 of 565)	5.03% (29 of 577)
Number of these students with State test results from the prior year	8	29	10
ELA: Difference between average DFS of unretained students and schoolwide average	*	-24.57 Unretained = -87.07 School= -62.5	*
Math: Difference between average DFS of unretained students and schoolwide average	*	+12.35 Unretained = -82.55 School= -94.9	*

Source: Aggregate enrollment-pattern data provided by the State
* Data excluded due to an insufficient number of students with results for this group

²³ At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2024-25. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 48: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2: Year-to-Year Exits	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	10.6% (60 of 566)	19.16% (109 of 569)	22.12% (125 of 565)
Number of these students with State test results from the prior year	34	94	104
ELA: Difference between average DFS of unretained students and schoolwide average	+1.18 Unretained = -71.62 School= -72.8	+7.66 Unretained = -54.84 School= -62.5	-0.79 Unretained = -77.69 School= -76.9
Math: Difference between average DFS of unretained students and schoolwide average	+2.29 Unretained = -97.41 School= -99.7	-28.4 Unretained = -123.3 School= -94.9	-20.91 Unretained = -128.21 School= -107.3

Source: Aggregate enrollment-pattern data provided by the State

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

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

V. Summary and Board Action

The following section summarizes the Charter School’s strengths and challenges related to each applicable renewal criterion, provides information relevant to whether closure would be in the best interest of pupils if the Board denies renewal, and outlines the statutory options and requirements for Board action.

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

Strengths	Challenges
ELA Status (2024-25): In 2024-25, average ELA DFS increased by 3.3 points schoolwide with all student group averages either increasing or maintaining. The Dashboard , improved from Red to Orange schoolwide and for the English Learner and Students with Disabilities student groups. Math Status (2024-25): In 2024-25, average Math DFS increased by 4.8 points schoolwide with all student group averages either increasing or maintaining. The Dashboard improved from Red to Orange schoolwide and for the Hispanic, English Learner, and Socioeconomically Disadvantaged student groups. . Math Growth (2024-25): In 2024-25, the Black/African American student group demonstrated Accelerated Growth in Math on the Dashboard.	ELA Status (Charter term and 2024-25): Over the charter term, ELA DFS and proficiency remained relatively low. Although schoolwide ELA DFS improved in 2024-25, the Socioeconomically Disadvantaged and Hispanic student groups remained Red on the Dashboard. Math Status (Charter term and 2024-25): Over the charter term, Math DFS and proficiency remained relatively low, and K-5 proficiency specifically declined. Although schoolwide DFS improved in 2024-25, the Students with Disabilities student group declined from Orange to Red on the Dashboard. ELA Growth (2024-25): In 2024-25, all student groups with data demonstrated Moderate Growth in ELA, representing below average growth.

- **ELA and Math Verified Data (2025-26):** In 2025-26, the school-provided verified data, NWEA MAP, showed approximately one year of growth or more in both Reading and Math for most grade levels.
- **Site Visit:** The renewal site visit found that Lighthouse has demonstrated a strong commitment to serving a growing number of Students with Disabilities, including students requiring more intensive support.
- **Math Growth (2024-25):** In 2024-25, all student groups with data demonstrated Moderate Growth in Math, representing below average growth, with the exception of Accelerated Math growth for the Black/African American student group.
- **EL Progress (Charter term):** Over the charter term, the percentage of English Learners making progress toward English language proficiency declined, and English Learner Progress remained Orange on each Dashboard with an available color.
- **Site Visit:** The renewal site visit identified limited student engagement in most Grade 4-8 classrooms, and concerns regarding how bullying and serious behavior incidents are addressed to support student safety.

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

Strengths	Challenges
• Enrollment has been stable and at a sustainable level, with realistic enrollment projections. • Finances are good, with a positive ending fund balance and reasonable enrollment and budget projections. • The Charter School serves a relatively high percentage of Students with Disabilities. • Schoolwide chronic absenteeism has decreased. • The governing board demonstrates established governance structures and active academic and fiscal oversight.	• Chronic absenteeism for Black/African American students has increased during the charter term. • Charter School does not participate in an Oakland-wide common charter enrollment application system.

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

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 14 elements. • OUSD-specified requirements are included in the petition.	N/A

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

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

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students²⁴. The following provides an overview of the attendance areas where Lighthouse students live and how nearby schools serving elementary and middle school students perform relative to Lighthouse. Although the performance of the Charter School relative to District schools is not an express part of the assessment of the Charter School's academic performance for renewal, the comparative data might be considered in determining whether the non-renewal/closure of the Charter School is in the best interests of students.

A note about the Purpose and Scope of this Analysis

The purpose of this section is to identify public school options, based upon the high school attendance area in which the charter school is located and where its students reside available to students in the event the renewal petition is denied. This section is not intended to replicate the evaluation and analysis of the Charter School's overall academic performance and renewal eligibility. Applicable Dashboard indicators and other evidence relevant to the renewal criteria are provided elsewhere in this Report. The full analysis of the charter school's academic performance is contained in Section I of this Report. The analysis below identifies the attendance areas in which the Charter School's students reside and compares the ELA and Math performance of the public schools in those attendance areas. CDE identifies ELA and Math as the Dashboard's only two Academic indicators²⁵. Accordingly, ELA and Math are used below to compare the academic performance of the other public school options below.

Lighthouse Students Attendance Areas

Students attending Lighthouse in 2025-26 lived in 34 different OUSD attendance areas. Additionally, 46 (7.8%) of its students reside outside of Oakland. The table below shows all high school attendance areas where at least 5% Lighthouse of students lived.

Figure 49: 2025-26 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of Lighthouse Students Living in Attendance Area (Percent of Total Enrollment)
Elementary	BROOKFIELD	89 (15.1%)
	FRICK	43 (7.3%)
	MARKHAM	34 (5.8%)
	ACORN/ENCOMPASS/HIGHLAND	33 (5.6%)
	PRIDE	32 (5.4%)
	ELMHURST UNITED	71 (12.1%)

²⁴ Ed Code 47607.2(b)(6)

²⁵ <https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>

Middle	MADISON UPPER	56 (9.5%)
	CCPA/GREENLEAF/LIFE 6-8	37 (6.3%)

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

Performance Comparison with Nearby Schools/Target Student Population Area

In order to evaluate the performance of Lighthouse relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary and Middle School Attendance Area(s) for which at least 5% of students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2024-25 State test outcomes (in terms of Distance from Standard (DFS)), comparing outcomes to Lighthouse. The table also includes some demographic information from that same year for additional context. As shown in Figure 50:

- **ELA:** Lighthouse had a DFS which was greater than 18 of 27 comparison schools.
- **Math:** Lighthouse had a DFS which was greater than 13 of 27 comparison schools.

Figure 50: 2024-25 Performance Comparison of Nearby Schools for schools servings grades K-8

School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS
Lighthouse Community Charter	TK-8	92%	45%	17%	-73.6	-102.5
ACORN Woodland Elementary	K-5	97%	68%	16%	-72.2	-62.6
EnCompass Academy Elementary	TK-5	98%	51%	13%	-77.2	-82.4
Highland Community	TK-5	99%	56%	12%	-110.9	-113.3
Brookfield Elementary	TK-5	100%	44%	11%	-98.5	-106.3
Coliseum College Prep Academy	6-12	99%	41%	20%	-68.6	-134.6
Oakland Unity Middle	6-8	82%	37%	18%	2	-22.4
Burckhalter Elementary	TK-5	90%	13%	32%	-26.8	-43.5
Elmhurst United Middle	6-8	99%	48%	15%	-89	-136.2
Esperanza Elementary	TK-5	99%	75%	14%	-89.2	-89.4
Fred T. Korematsu Discovery Academy Elementary	TK-5	99%	41%	29%	-114.3	-117.9
Greenleaf	TK-8	97%	61%	13%	-77.9	-90.7
Lockwood STEAM Academy Elementary	TK-5	99%	63%	13%	-110.8	-110.5
Madison Park Academy Elementary	TK-5	99%	52%	18%	-78.7	-77.7
Lodestar: A Lighthouse Community Charter Public	TK-12	97%	44%	14%	-74.9	-83.4
Markham Elementary	TK-5	99%	55%	14%	-120.9	-138.1
Francophone Charter School of Oakland	TK-8	38%	16%	7%	7.8	-2.8

Frick United Academy of Language Middle	6-8	100%	61%	17%	-151.9	-200.2
Aspire Lionel Wilson College Preparatory Academy	6-12	88%	18%	18%	-28.7	-115.6
Oakland Academy of Knowledge Elementary	TK-5	94%	18%	18%	-84.5	-92.9
Aspire College Academy	TK-5	96%	46%	15%	-45.1	-51.7
East Oakland Pride Elementary	TK-5	98%	59%	16%	-121.8	-129.5
Aspire Monarch Academy	TK-5	86%	60%	18%	-52.5	-64.4
Cox Academy	TK-5	91%	52%	9%	-48.7	-48
Reach Academy Elementary	TK-5	100%	50%	15%	-84.2	-78.1
Madison Park Academy 6-12	6-12	99%	40%	17%	-110.2	-171.5
Grass Valley Elementary	TK-5	94%	14%	40%	-96.6	-103.9

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard – CDE Academic Indicators

F. Board Action

After reviewing the information presented in this Staff Report and at the initial and decision public hearings, the OUSD Board will vote to approve or deny the Charter School's renewal petition. In making its determination, the Board shall consider the Charter School's schoolwide and subgroup performance on the state indicators and its performance on the local indicators of the California School Dashboard, provide greater weight to performance on measurements of academic performance, and consider applicable verified data submitted by the Charter School.

OPTION 1: APPROVAL RENEWAL

Board Action

Vote to approve the Charter School's renewal petition for a five-year term, beginning July 1, 2027, through June 30, 2032.

Board Process

To approve renewal, the Board must adopt a resolution approving the Charter School's renewal petition.

OPTION 2: DENY RENEWAL

Board Action

Deny the Charter School's renewal petition on one or more of the following bases:

- The school presents an unsound educational program;
- The school is demonstrably unlikely to successfully implement the proposed program;
- The renewal petition does not contain reasonably comprehensive descriptions of the required charter elements.

Board Process

To deny renewal, the Board must adopt a resolution that:

1. Identifies one or more of the bases for denial listed above *and* sets forth the specific facts supporting each selected basis; *and*
2. Sets forth specific facts to support each of the following findings:
 - a. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; *and*
 - b. Closure of the charter school is in the best interest of pupils; *and*
 - c. The Board's decision provided greater weight to performance on measurements of academic performance.

The "Strengths" and "Challenges" set forth above are designed to provide findings aligned with Education Code criteria for renewal.

ADDITIONAL BASES FOR DENIAL – NOT APPLICABLE

Education Code section 47607(e) permits denial based on a finding that the charter school is demonstrably unlikely to successfully implement its program due to substantial fiscal or governance factors, or a finding that the Charter School is not serving all pupils who wish to attend. These grounds may be used as a basis for denial only following at least 30 days' notice and a reasonable opportunity for the Charter School to address the identified concerns.

Accordingly, these additional grounds may not serve as bases for denial in this renewal.

VI. Appendices

Appendix A. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in petition)

In its renewal petition (pg. 30), Lighthouse is proposing to serve a projected student enrollment at each grade level, and at all grade levels combined, in each of the years of the term of the Charter as follows:

Figure 51: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	40	40	40	40	40
K	48	48	48	48	48
1	48	48	48	48	48
2	50	50	50	50	50
3	54	54	54	54	54
4	55	55	55	55	55
5	55	55	55	55	55
6	78	78	78	78	78
7	78	78	78	78	78
8	78	78	78	78	78
Total	580	580	580	580	580

Source: Lighthouse renewal petition

Charter School Enrollment Demographics Over Time

Figure 52: Lighthouse Enrollment Demographics

Student Group Type	Student Group	2021-22	2022-23	2023-24	2024-25	2025-26
Ethnicity	Hispanic/Latino	85%	87%	89%	88%	86%
	Black/African American	8%	7%	5%	5%	5%
	Asian	1%	0%	0%	1%	1%
	White	2%	2%	1%	1%	1%
	Two or More Races	2%	1%	1%	2%	2%
	Other Race/Ethnicity	1%	1%	1%	1%	1%
	Not Reported	1%	1%	2%	2%	4%
Other Student Groups	Socioeconomically Disadvantaged	90%	95%	93%	92%	92%
	Homeless Youth	3%	3%	3%	3%	3%
	Foster Youth	0%	0%	0%	0%	0%
	English Learners	56%	51%	48%	45%	41%
	Special Education	13%	13%	15%	17%	20%

Source: ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

Charter School Educator Credentials

Figure 53: Educator Credentials by Type Over Time

	2021-22	2022-23	2023-24
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	27.6%	30.9%	35.5%
Intern <i>Authorized by intern credential</i>	15.0%	18.2%	16.7%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	30.3%	20.0%	14.5%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	24.0%	27.3%	26.7%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	3.0%	3.6%	6.7%

Source: CDE DataQuest

Charter School Complaints to OUSD

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

During the current charter term, the Office of Charter Schools received 6 complaints regarding Lighthouse and 2 complaints regarding the charter school's CMO.

Figure 54: Lighthouse Complaints to OUSD

School Year	Complaints	Areas of Concern
2021-22	2	Student Discipline, Student Health/Safety, Communication, Bullying
2022-23	0	-
2023-24	1	Student Discipline, Student Health & Safety
2024-25	2	Student Health/Safety, Conflict Resolution, Communication, Student Discipline
2025-26	3	Special Education, Discrimination, Student Health/Safety, Communication
2026-27	1	Student Discipline, Student Health/Safety

Source: OUSD Office of Charter Schools Complaint Records as of September 10, 2026

Appendix B. Charter Management Organization's Key Fiscal Indicators

Figure 55: Lighthouse CMO Key Fiscal Indicators

Financial Indicator	2021-22 Audited	2022-23 Audited	2023-24 Audited	2024-25 Audited
Annual Net Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	440,050	(330,583)	(209,319)	846,697
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	11,758,056	11,427,473	11,218,154	12,064,851
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.21	0.89	0.89	0.88
Budgetary Reserve <i>Given the school's ADA, FCMAT prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	39%	34%	29%	29%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	16%	38%	29%	28%

Source: 2021-22 through 2024-25 Annual Audit Reports