

Lighthouse Community Charter High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 444 Hegenberger Rd.
Oakland, CA , 94621-1418

Principal: Rich Harrison, CEO

Phone: (510) 689-1048

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Rich Harrison, CEO

📍 Principal, Lighthouse Community Charter High

About Our School

Alicia Blacknell

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Contact

Lighthouse Community Charter High
444 Hegenberger Rd.
Oakland, CA 94621-1418

Phone: [\(510\) 689-1048](tel:(510)689-1048)

Email: superintendent@lighthousecharter.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Saddler, Denise
Email Address	denise.saddler@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2025–26)

School Name	Lighthouse Community Charter High
Street	444 Hegenberger Rd.
City, State, Zip	Oakland, CA , 94621-1418
Phone Number	(510) 689-1048
Principal	Rich Harrison, CEO
Email Address	superintendent@lighthousecharter.org
Website	http://www.lighthousecharter.org
Grade Span	9-12
County-District-School (CDS) Code	01612590108944

School Description and Mission Statement (School Year 2025–26)

Lighthouse Community Public Schools exists to address the problem of persistent educational inequity that threatens our collective future.

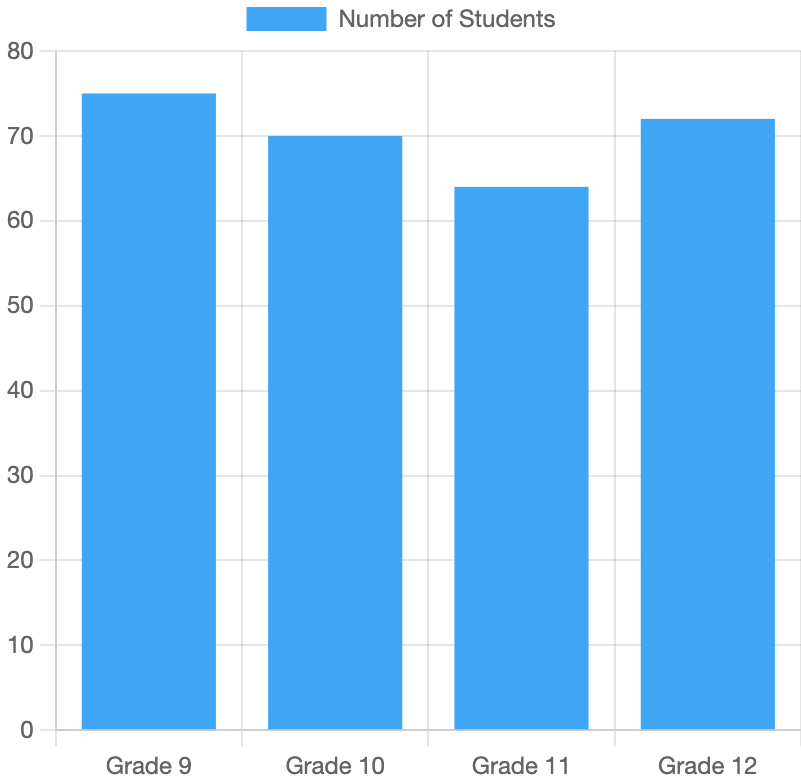
Our mission is to prepare students for college and a career of their choice.

Lighthouse graduates are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

Lighthouse High is a College Preparatory option in East Oakland, CA with a track record of college going success. Our program is designed to ensure all students complete A-G requirements within their four years at Lighthouse High School . As a result, all students are eligible to apply to a CSU or UC by the time they graduate. Additionally, there is flexibility in our schedule for juniors and seniors to participate in dual enrollment with community college classes.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	75
Grade 10	70
Grade 11	64
Grade 12	72
Total Enrollment	281



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	52.00%	English Learners	34.90%
Male	47.30%	Foster Youth	0.00%
Non-Binary	0.70%	Homeless	2.10%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.70%	Socioeconomically Disadvantaged	94.00%
Black or African American	4.60%	Students with Disabilities	19.60%
Filipino	0.70%		
Hispanic or Latino	90.40%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.70%		
White	2.50%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.30	57.98%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	10.26%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	16.37%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	15.39%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	19.40	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	45.02%	1450.80	58.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	3.90	19.96%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	26.01%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	9.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	19.90	100.00%	2471.00	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.20	51.66%	1316.40	52.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.70	10.05%	73.10	2.93%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	28.07%	988.50	39.63%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	10.11%	62.80	2.52%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	53.70	2.15%	13705.80	4.91%
Total Teaching Positions	17.80	100.00%	2494.60	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	3.10	5.2	4.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.10	5.2	5.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.60	1	0.40
Local Assignment Options	0.40	0.8	1.40
Total Out-of-Field Teachers	3.00	1.8	1.80

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.4%	26.5%	22.00%
No credential, permit or authorization to teach (a percentage of all the classes taught	7.9%	4.7%	7.80%

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
by teachers with no record of an authorization to teach)			

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fishtank Plus, EWRC	0
Mathematics	?Illustrative Mathematics, UC Scout?	0
Science	HMH Physics, Biology, and Chemistry; SAVVAS, UC Scout	0
History-Social Science	In-house curriculum	0
Foreign Language	?Vista Higher Learning (Descubre & Temas)?	0
Health	In-house curriculum	0
Visual and Performing Arts	In-house curriculum	0
Science Lab Eqpmt (Grades 9–12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

LCPS facilities are inspected on a monthly basis by our Operations Team using a walkthrough and checklist system to ensure that facilities are in good repair and that needed improvements are made.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	38%	47%	35%	35%	47%	48%
Mathematics (grades 3-8 and 11)	7%	24%	26%	27%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	59	95.16%	4.84%	47.46%
Female	30	29	96.67%	3.33%	55.17%
Male	32	30	93.75%	6.25%	40.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	61	58	95.08%	4.92%	48.28%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	17	16	94.12%	5.88%	6.25%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	62	59	95.16%	4.84%	47.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	59	95.16%	4.84%	23.73%
Female	30	29	96.67%	3.33%	27.59%
Male	32	30	93.75%	6.25%	20.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	61	58	95.08%	4.92%	24.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	17	16	94.12%	5.88%	6.25%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	62	59	95.16%	4.84%	23.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students

tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	17.36%	20.97%	19.30%	21.73%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	62	95.38%	4.62%	20.97%
Female	32	31	96.88%	3.12%	22.58%
Male	33	31	93.94%	6.06%	19.35%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	64	61	95.31%	4.69%	21.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	18	17	94.44%	5.56%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	62	95.38%	4.62%	20.97%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	12	12	100.00%	0.00%	8.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

All students are part of a pathway. Every student will receive the benefit of being part of a Career Technical Education (CTE) pathway. Students in the K-8 program participate in the Maker Program via Making Art & Design. In doing so, all students are active participants in building and shaping their worlds by looking closely at the world around them, exploring the complexity of how objects or systems are designed, and designing opportunities to enact change in their environments to create a more just and equitable world. This extends through grades 9-12 into a sequence of four Product Innovation and Design courses of our CTE Pathway: 2D Design, 3D Design and Graphic Design. Dual Enrollment classes at local community college. While in high school, students take college classes that count as high school and college credit allowing students to graduate with their college career underway.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	275
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	93.2%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	90.54%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	79%	79%	79%	79%	79%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority:

Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

?Families have the opportunity for formal leadership through participation in the LEA's Parent Advisory Committess (PACs), which
?provide important input around the school's goals/priorities and the alignment of actions and funding towards those goals. In addition, there are robust opportunities for families to be involved in partnering around their student's learning and progress, including Student-Led Conferences (2-3x/year meetings between student, family, and advisor to discuss progress and set goals), Expos of student learning, and Passages (a tradition that confirms
?students' readiness to move forwards in all realms of achievement at selected grade levels).?

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil

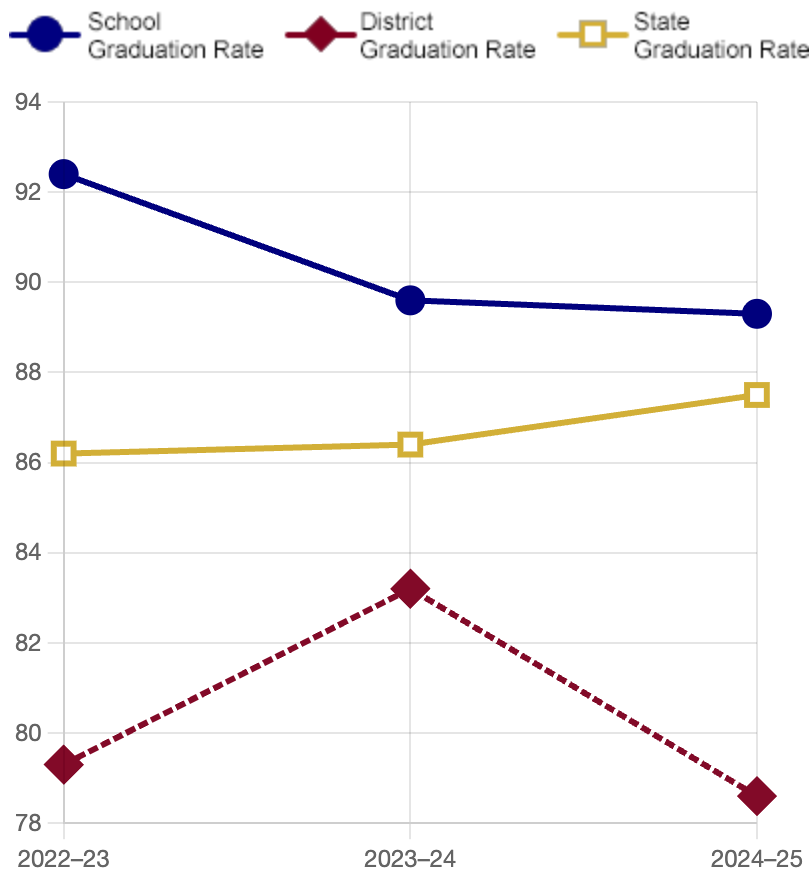
Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

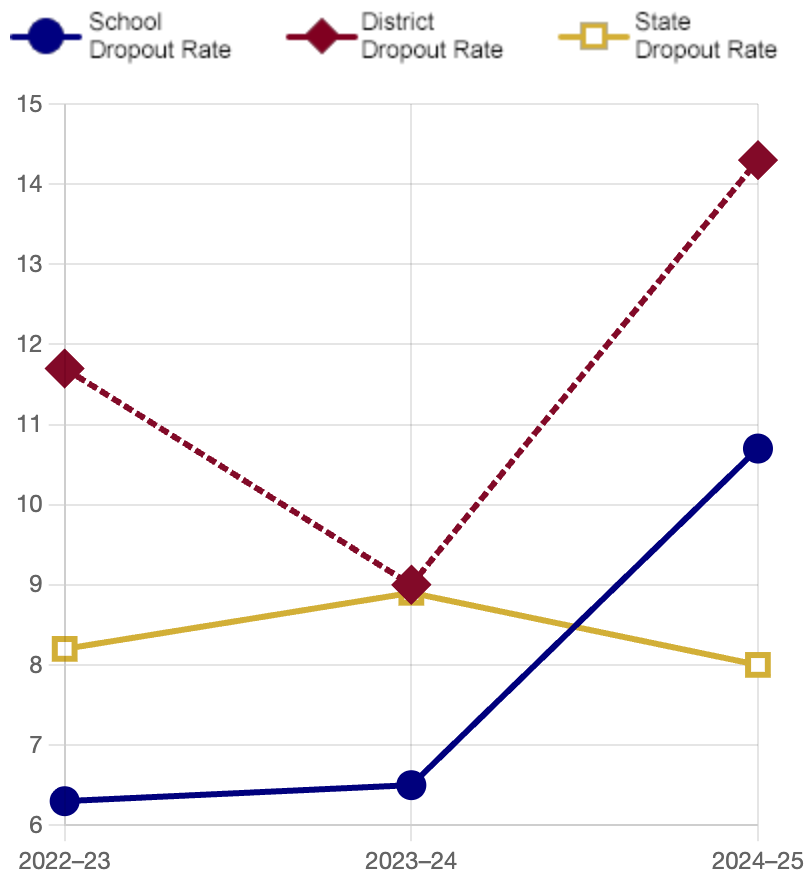
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	92.4%	89.6%	89.3%	79.3%	83.2%	78.6%	86.2%	86.4%	87.5%
Dropout Rate	6.3%	6.5%	10.7%	11.7%	9.0%	14.3%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	67	89.3%
Female	38	35	92.1%
Male	35	30	85.7%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	64	57	89.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	35	30	85.7%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	73	65	89.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	15	13	86.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	282	76	27.0%
Female	154	148	43	29.1%
Male	138	132	31	23.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	17	13	6	46.2%
Filipino	--	--	--	--
Hispanic or Latino	261	254	69	27.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	102	98	24	24.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	276	265	73	27.5%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment		
Students with Disabilities	67	63	17	27.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.78	4.43	3.06	3.85	4.10	3.72	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.08	0.07	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.06%	0.00%
Female	1.95%	0.00%
Male	4.35%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	6.86%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.17%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.99%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The LEA's school safety plan was last updated on March 5, 2025, and is updated annually. The safety plan is located here: <https://lighthousecharter.org/about/accountability/> The LEA's Director of Operations, in collaboration with each site's Operations Manager and Site Admin, review and revise the safety plan annually. This plan is reviewed with staff and a student representative during onboarding week in August with a schedule of drills, refresher trainings, and practice sessions scheduled over the course of the year to ensure that the safety plan can be comprehensively implemented with fidelity across our schools. The elements of the plan are as follows:

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Purpose and Scope 2

Distribution and Training 2

Plan Format 2

Plan Revisions and Maintenance 3

Lines of Succession 3

Approval Statement 4

Authorities and References 5

Vital Records 7

Americans with Disabilities Act

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Dangerous Pupil Notifications
Gun-Free School Zone
SAFE INGRESS AND EGRESS PROCEDURES
Student Suspension and Expulsion Procedures
Sudden Cardiac arrest or other emergencies related to interscholastic athletic events and activities
Threat of Violence
Unlawful demonstration/walkout

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	13	10	0
Mathematics	23.00	4	9	0
Science	23.00	2	11	0
Social Science	26.00	0	12	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	16	6	
Mathematics	21.00	7	7	
Science	23.00	4	8	
Social Science	25.00	3	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	23	1	
Mathematics	18.00	15	3	
Science	20.00	8	2	
Social Science	22.00	7	6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	1.66

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.66
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.34
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.90
Resource Specialist (non-teaching)	0.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25079.00	\$8246.00	\$16833.00	\$83097.00
District	N/A	N/A	\$13850.00	\$80572.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

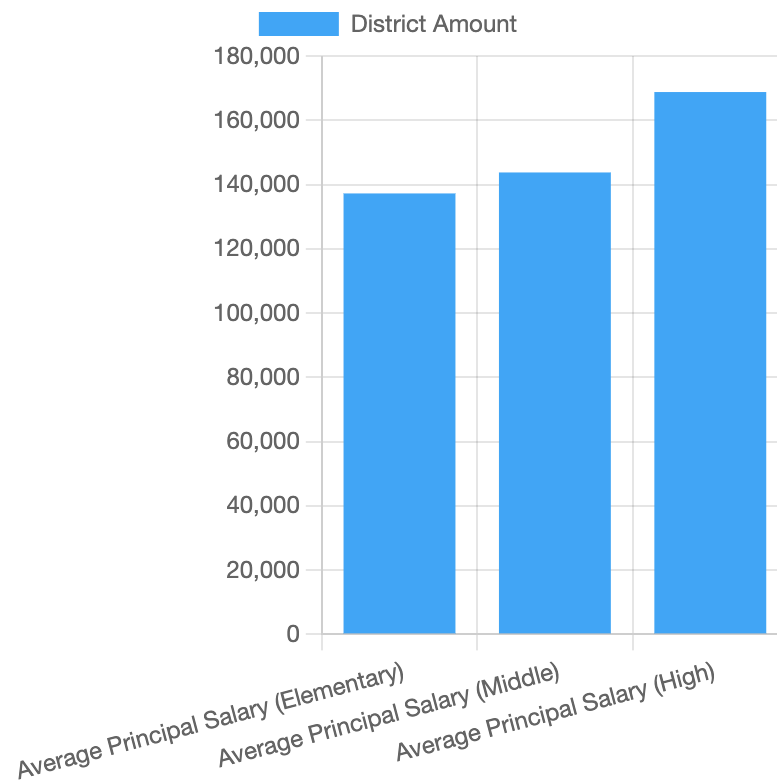
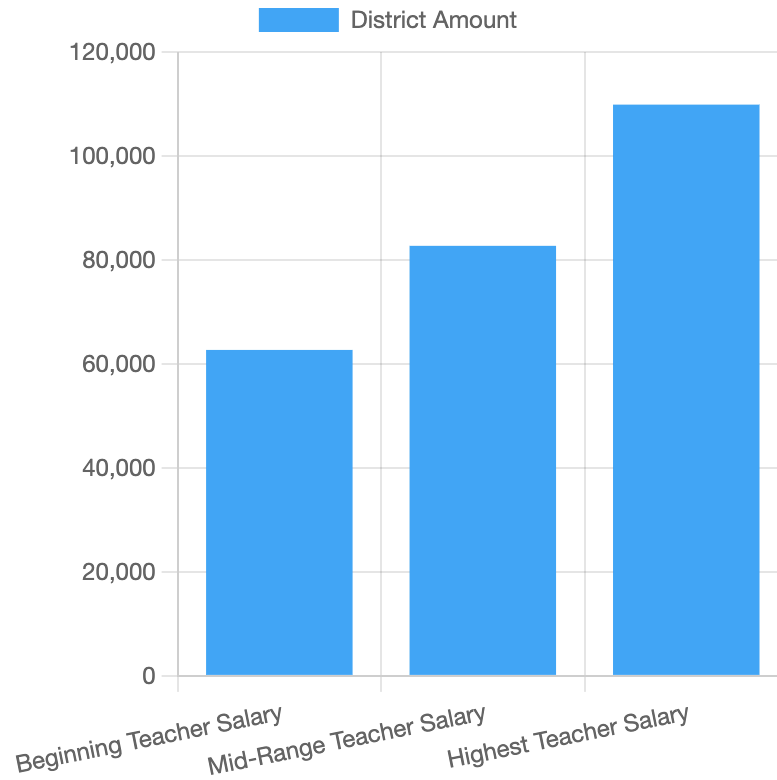
2023–24 Types of Services Funded

LCPS provides the following additional services to support our students: Students classified as EL receive Designated ELD. Students with disabilities receive services as determined by their Individualized Education Plans (IEPs) as part of LCPS's full inclusion model, which includes specific programming for students needing academic, speech, OT, mental health, behavioral, and social-emotional supports. Students engage in After School Programming and Summer Programming funded through our ASSETs grant, with a large focus on credit recovery and dual-enrollment. Students participate in our CTE Pathway (funded by Measure N and the Strong Workforce Program).

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62696.00	\$60862.67
Mid-Range Teacher Salary	\$82716.00	\$93575.04
Highest Teacher Salary	\$109878.00	\$125548.29
Average Principal Salary (Elementary)	\$137228.00	\$157644.72
Average Principal Salary (Middle)	\$143757.00	\$165340.66
Average Principal Salary (High)	\$168783.00	\$182579.89
Superintendent Salary	\$342804.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 66.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	3
Social Science	6
Total AP Courses Offered*	10

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13