

Lodestar: A Lighthouse Community Charter Public
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address: 701 105th Ave.
Oakland, CA , 94603

Principal: Rich Harrison, CEO

Phone: (510) 689-1048

Grade Span: K-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 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.

About This School

Rich Harrison, CEO

📍 Principal, Lodestar: A Lighthouse Community Charter Public

About Our School

701 105th Street
Oakland 94603

K – 5th Grade:

Cody Marshall

cody.marshall@lighthousecharter.org

(510) 775-0255

6 – 12th Grade:

Dr. Latora Baldrige

latora.baldrige@lighthousecharter.org

(510) 775-0382

Contact

Lodestar: A Lighthouse Community Charter Public
701 105th Ave.
Oakland, CA 94603

Phone: [\(510\) 689-1048](tel:5106891048)

Email: superintendent@lighthousecharter.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2023–24)

School Name	Lodestar: A Lighthouse Community Charter Public
Street	701 105th Ave.
City, State, Zip	Oakland, CA , 94603
Phone Number	(510) 689-1048
Principal	Rich Harrison, CEO
Email Address	superintendent@lighthousecharter.org
Website	www.lighthousecharter.org
County-District-School (CDS) Code	01612590134015

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

At Lighthouse Community Public Schools we believe that all young people have the potential to become 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. We are an innovative model for public education that puts each child at the center of their own learning. The Lighthouse community is equal parts love and rigor where children discover their unique light within.

At Lodestar, we believe that effective classroom teachers are facilitators who empower students to take the lead in their own learning. We believe and uphold our community values by committing to the conviction that every student has unending potential and the ability to learn.

Lodestar Teachers create an environment that promotes a positive culture for all community members. We

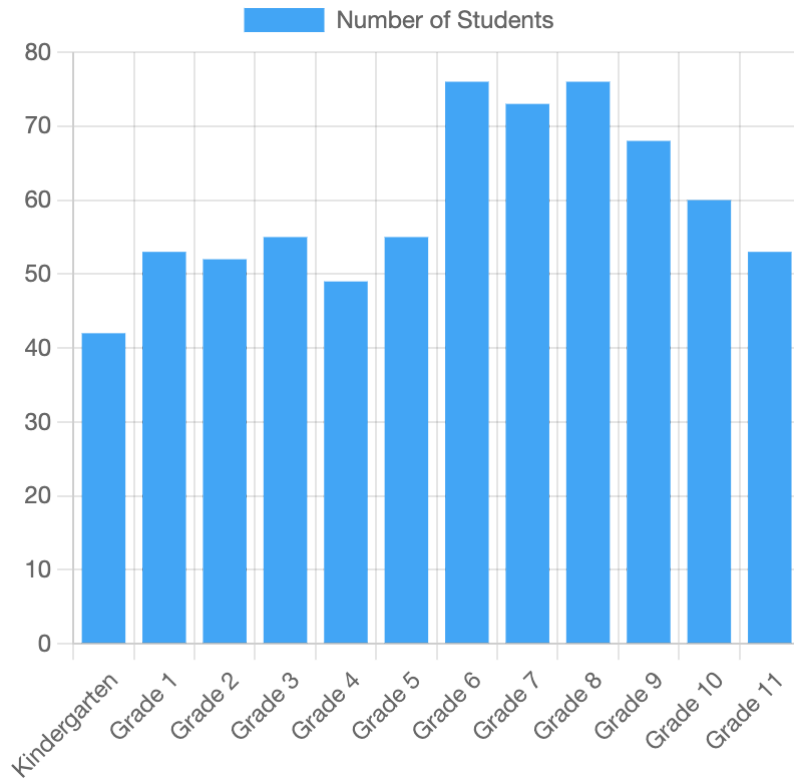
envision that the work we do with students today will inspire our students to become lifelong changemakers. Lodestar Teachers facilitate classroom spaces where students can be leaders of their own learning through self-advocacy, problem-solving, and critical reflection.

Lodestar administrators support teachers, students, and families by creating and holding systems that enable successful outcomes. At Lodestar Upper School, we commit to building a positive school culture where everyone feels safe, seen, and heard.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	42
Grade 1	53
Grade 2	52
Grade 3	55
Grade 4	49
Grade 5	55
Grade 6	76
Grade 7	73
Grade 8	76
Grade 9	68
Grade 10	60
Grade 11	53
Total Enrollment	712



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	53.20%
Male	46.50%
Non-Binary	0.30%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	17.70%
Filipino	0.30%
Hispanic or Latino	78.50%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.90%
Foster Youth	0.40%
Homeless	2.70%
Migrant	0.00%
Socioeconomically Disadvantaged	91.60%
Students with Disabilities	12.20%

Student Group	Percent of Total Enrollment
White	0.30%

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 2020–21)

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)	15.20	52.57%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	3.00	10.35%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	24.11%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	9.45%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	3.45%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	28.90	100.00%	2598.40	100.00%	274759.10	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.

Last updated: 1/30/24

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)	18.80	44.12%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.00	9.35%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	22.97%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.00	16.55%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	2.90	6.99%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	42.70	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.

Last updated: 1/30/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	4.00
Misassignments	6.90	5.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.90	9.80

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.80
Local Assignment Options	2.70	4.20
Total Out-of-Field Teachers	2.70	7.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.00%	15.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.20%	4.4%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education K-5 (2017), EL Education 6-8 (2021), Fishtank Learning 9-10 (2021)	Yes	0
Mathematics	Eureka K-5 (2020), Open Up 6-8 (2020), CPM 9-12 (2021)	Yes	0
Science	Amplify Science K-8 (2021), In House Curriculum and HMH Science Curriculum 9-12 (2021)	Yes	0
History-Social Science	In House Curriculum, UC Scout Curriculum, Advanced Placement Text List (2021)	Yes	0
Foreign Language	Descubre (2021)	Yes	0
Health	In House Curriculum	Yes	0
Visual and Performing Arts	In House Curriculum	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

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

Last updated: 1/30/24

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: 2022

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: 2022

Overall Rating	Good
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Last updated: 1/30/24

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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**Grades Three through Eight and Grade Eleven taking and completed state-administered assessment****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	11%	20%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	4%	13%	25%	26%	33%	34%

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

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	423	415	98.11%	1.89%	19.76%
Female	224	223	99.55%	0.45%	23.32%
Male	197	191	96.95%	3.05%	15.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	76	72	94.74%	5.26%	13.89%
Filipino	--	--	--	--	--
Hispanic or Latino	332	328	98.80%	1.20%	20.43%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
English Learners	193	192	99.48%	0.52%	8.85%
Foster Youth	0	0	0%	0%	0%
Homeless	12	10	83.33%	16.67%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	399	391	97.99%	2.01%	19.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	51	48	94.12%	5.88%	4.17%

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

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

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

Last updated: 1/30/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	415	98.34%	1.66%	12.53%
Female	224	222	99.11%	0.89%	10.81%
Male	196	192	97.96%	2.04%	14.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	76	72	94.74%	5.26%	5.56%
Filipino	--	--	--	--	--
Hispanic or Latino	331	328	99.09%	0.91%	13.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	192	191	99.48%	0.52%	5.76%
Foster Youth	0	0	0%	0%	0%
Homeless	12	10	83.33%	16.67%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	398	391	98.24%	1.76%	13.04%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	47	94.00%	6.00%	0.00%

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

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

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

Last updated: 1/30/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	5.51%	11.63%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

Last updated: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	173	97.19%	2.81%	11.63%
Female	98	97	98.98%	1.02%	13.40%
Male	78	75	96.15%	3.85%	9.46%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	36	32	88.89%	11.11%	6.25%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	135	134	99.26%	0.74%	11.28%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	76	75	98.68%	1.32%	5.41%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	166	161	96.99%	3.01%	11.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	20	83.33%	16.67%	5.26%

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.

Last updated: 1/30/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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 our Media Arts and Design courses of our CTE Pathway.

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.

Last updated: 1/30/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	168
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/30/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/30/24

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 2022–23)

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
5	80%	80%	80%	80%	80%
7	97%	97%	97%	97%	97%
9	76%	76%	76%	76%	76%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required 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.

Last updated: 1/30/24

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 2023–24)

Families have the opportunity for formal leadership through participation in the LEA's SSC and ELAC, 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

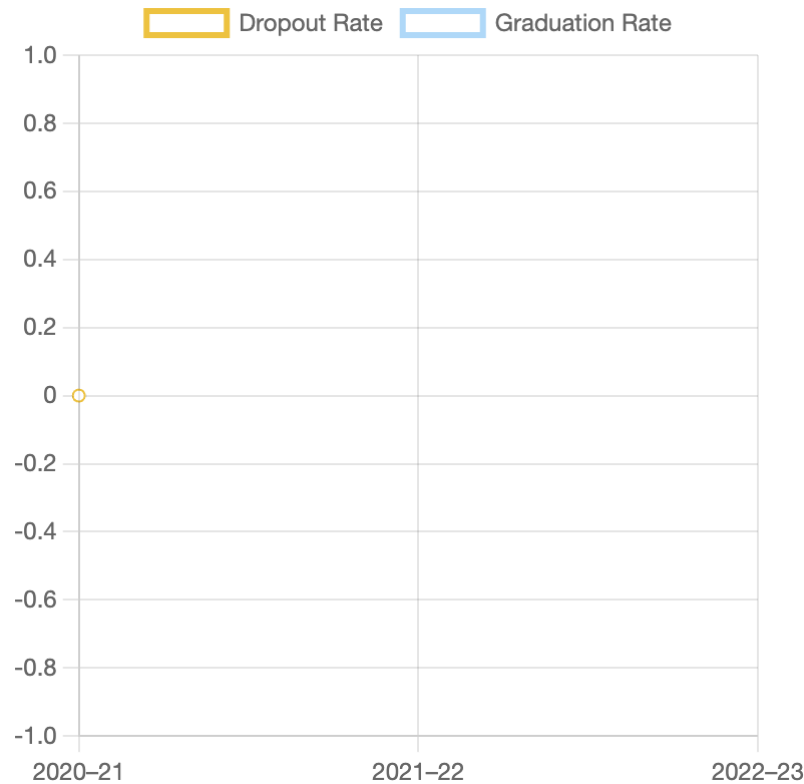
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate				77.1%	78.8%	79.3%	83.6%	87%	86.2%

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



Last updated: 1/30/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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.

Last updated: 1/30/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	741	291	39.3%
Female	415	395	160	40.5%
Male	355	344	130	37.8%
Non-Binary	2	2	1	50.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	143	131	42	32.1%
Filipino	2	2	0	0.0%
Hispanic or Latino	596	578	233	40.3%
Native Hawaiian or Pacific Islander	4	4	4	100.0%
Two or More Races	18	17	10	58.8%
White	2	2	1	50.0%
English Learners	353	342	127	37.1%
Foster Youth	3	3	0	0.0%
Homeless	23	21	8	38.1%
Socioeconomically Disadvantaged	725	703	275	39.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	98	96	48	50.0%

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.

Last updated: 1/30/24

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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	3.32%	2.98%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.13%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

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.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.98%	0.13%
Female	1.20%	0.00%
Male	5.07%	0.28%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.59%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.18%	0.17%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.56%	0.00%
White	0.00%	0.00%
English Learners	2.27%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.70%	0.00%
Socioeconomically Disadvantaged	2.90%	0.14%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.22%	0.00%

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

Last updated: 1/30/24

School Safety Plan (School Year 2023–24)

The LEA's school safety plan was last updated on October 5, 2022, and is updated annually by this date. 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.

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Threat of Violence
Unlawful demonstration/walkout

Last updated: 1/30/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	51.00			2
1	51.00			2
2	64.00			2
3	62.00			2
4	54.00			2
5	66.00			1
6	25.00		12	
Other**	104.00	1		3

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	6	
1	26.00		4	
2	65.00			2
3	71.00			2
4	38.00		2	2
5	36.00		2	2
6	19.00	4	11	
Other**	12.00	12	1	

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	3	2	0
1	26.00	0	3	0
2	25.00	0	2	0
3	26.00	0	3	0
4	25.00	0	2	0
5	24.00	1	3	0
6	19.00	4	9	0
Other**	17.00	6	3	0

* 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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00		3	
Mathematics	25.00		9	
Science	25.00		6	
Social Science	24.00		3	

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	27	8	
Mathematics	16.00	10	6	
Science	16.00	10	6	
Social Science	12.00	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	11	6	0
Mathematics	21.00	10	6	0
Science	19.00	9	6	0
Social Science	17.00	9	2	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.

Last updated: 1/30/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	712

* 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.

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
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.

Last updated: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22147.00	\$9719.00	\$12428.00	\$73026.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/24

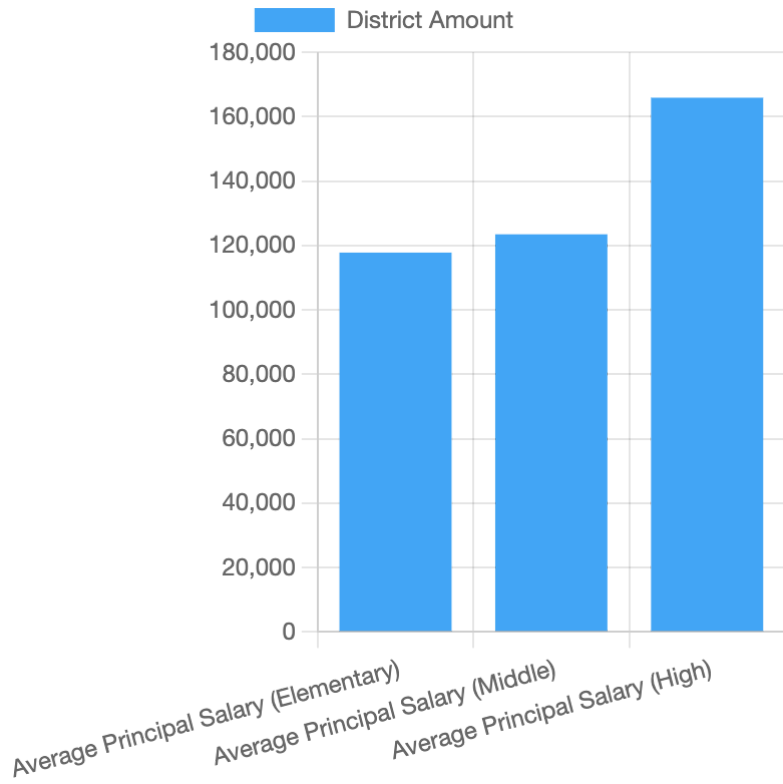
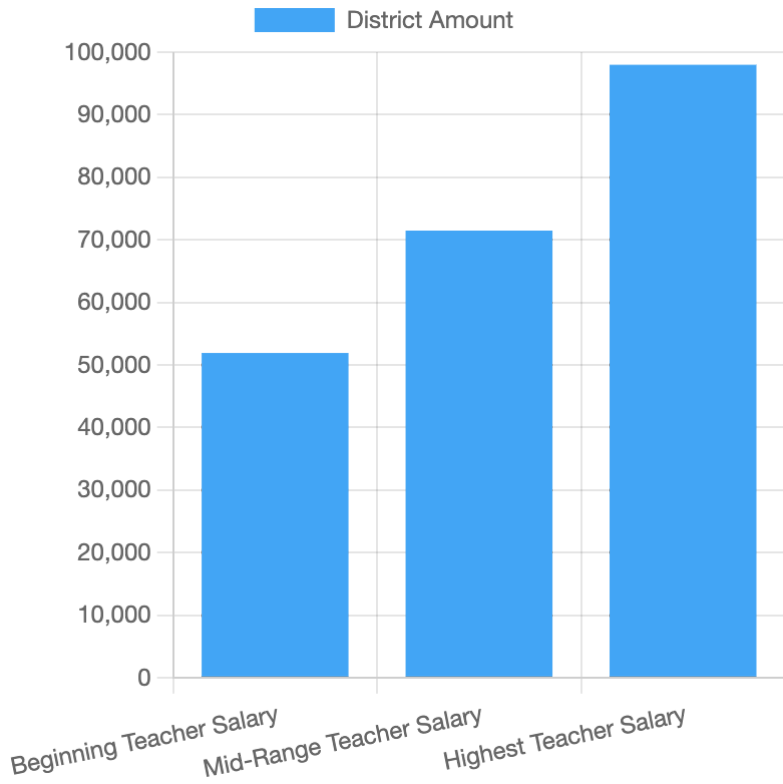
Types of Services Funded (Fiscal Year 2022–23)

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*Last updated: 1/30/24***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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



Last updated: 1/30/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 61.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	7
Total AP Courses Offered*	8

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

Last updated: 1/30/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Last updated: 1/30/24