

Lighthouse Community Charter School  
Submitted to the School Board of the Oakland Unified School District  
On December 14, 2010



# Lighthouse Community Charter School Renewal Charter

CDS Code: 01-61259-0130633  
Charter Number: 413

Respectfully Submitted  
December 14, 2010

To:  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94607

From:  
Lighthouse Community Charter School  
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LEGISLATIVE FILE  
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Enactment Date \_\_\_\_\_

## STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter School located at 444 Hegenberger Road is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the

- manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
  9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).
  10. Will comply with all other applicable federal and state laws and regulations.
  11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
  12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
  13. Will operate in compliance with generally accepted government accounting principles.
  14. Will maintain separate accountings of all funds received and disbursed by the school.
  15. Will participate in the California State Teachers' Retirement System as applicable.
  16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
  17. Will at all times maintain all necessary and appropriate insurance coverage.
  18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
  19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
  20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to



## **A. EDUCATIONAL PROGRAM**

### ***MISSION***

The mission of Lighthouse Community Charter School (LCCS) is to prepare a diverse, K-8 student population for higher education or the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21<sup>st</sup> century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement,
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

### ***TARGET POPULATION***

*“Whom the School is Attempting to Educate” Education Code 47605 (b)(5)(A)*

While open to all students in the state, Lighthouse Community Charter School (LCCS) actively recruits students of multiple ethnic backgrounds and from a range of socio-economic levels. The LCCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language Learners.

Lighthouse Community Charter School serves students in grades K – 8 and operates in partnership with Lighthouse Community Charter High School, which serves students in grades 9 – 12. Our goal is to operate a seamless K – 12 educational program that prepares students for college and a career of their choice.

### ***AN EDUCATION FOR THE 21<sup>ST</sup> CENTURY***

*What it Means to “Be an Educated Person in the 21<sup>st</sup> Century” Education Code 47605 (b)(5)(A)*

In order to be prepared for the complex society of the 21<sup>st</sup> century, every child must be competent in the “core” academic disciplines of language arts, mathematics, history and social studies, and science. In addition, students must demonstrate skills and knowledge in the “non-core” disciplines of the arts, fitness/wellness and technology. Finally, an educated person who graduates from the LCCS will acquire the LCCS

“Guiding Principles” that will enable them to be self-motivated, competent, lifelong learners. See Element B for a listing of Guiding Principles.

## ***EDUCATIONAL PHILOSOPHY AND PRACTICES*** *“How Learning Best Occurs” Education Code 47605 (b)(5)(A)*

The mission of the Lighthouse Community Charter Public Schools is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21<sup>st</sup> Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we believe:

- All students must be held to clearly articulated, **high expectations** for achievement,
- Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum**,
- We must serve the **whole child**, supporting each student’s academic, social and emotional development.
- The school must **involve families** and collaborate to meet the needs of every student, and
- **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes.

### **High Expectations**

#### *Philosophy*

To prepare students for the college or career of their choice, Lighthouse believes students must develop their knowledge and skills in the following areas:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection
- The conventions of language and computations of mathematics
- Critical reading, strategic writing, and effective communication
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability
- The skills of a scientist, including collecting data, designing a controlled experiment, analyzing data, and using formal scientific communication.

- The skills of a social scientist, including research and evidence, point of view, interpretation, connections and patterns, supposition, determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college
- The ability to express themselves through the arts
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency

### *Core Practices*

Lighthouse aims to support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, Lighthouse will provide flexible intervention and supports that may include but are not limited to the following:

- Differentiated instruction
- In class, flexible grouping where students work in both homogenous groups by level and heterogeneous groups
- Small group teacher-led intervention
- Reading and math intervention, utilizing an RTI model
- After school support
- Summer and intersession intervention
- Social and emotional intervention

### **Rigorous Curriculum**

#### *Philosophy*

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

### *Core Practices*

Key aspects of our core and non-core curriculum will include but are not limited to the following:

- *Learning Investigations* – The primary vehicle for science and social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation.
- *Literacy* – LCCS uses a balanced literacy approach to support students in

becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners.

- *Numeracy* – At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- *Arts* – At LCCS, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.
- *Fitness and Wellness* – At LCCS, students are supported in improving their physical fitness and making informed choices about their personal wellness.

## **Serving the Whole Child**

### *Philosophy*

At Lighthouse, we believe that we must support and foster a student's social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.

### *Core Practices*

Lighthouse will employ a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following:

- **Family Involvement** – Students are viewed within the context of their families and LCCS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children's education.
- **Character Development** – Students' emotional and social growth is supported through the teaching of the Lighthouse Guiding Principles and conflict resolution skills. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and skills are developed during specific parts of the



school day (K-4 Morning Meeting & Closing Circle; 5-8 in Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.

- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – In 5<sup>th</sup> – 8<sup>th</sup> grades, Crew (commonly known as advisory) exists to ensure that each Lighthouse student continues to have a strong relationship with at least one caring adult at the school as they transition out of the self-contained classroom. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below).
- **Individual Learning Plans** – Every student at Lighthouse has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student’s progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.
- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building.
- **Student Study Teams (SSTs)** – When further intervention and/or support strategies are needed, a Student Study Team is formed.

Utilizing a Response to Intervention (RTI) model, a variety of support services may be provided by the school and outside providers to support the specific needs of each student. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. We utilize data-driven staffing of academic support positions to target the specific needs of our students. Support services may include but are not limited to the following:

- **Crew (see above)**
- **Differentiated Instruction** – Utilized within the core classrooms, providing targeted support through small group and individual instruction
- **Reading Intervention** – Funding permitting, Lighthouse employs literacy specialists who work across settings, based on the needs of the students – teacher

coaching, whole class instruction/modeling, small group push-in and pull-out, and individual student push-in or pull-out.

- **Intersession** – Students at most risk of retention may be provided with small group support during intersessions following each quarter. During this time, they receive targeted support to close gaps in understanding and complete work products that demonstrate mastery of key learnings.
- **Summer School** – Students who are significantly below grade level in reading, math, or both may be provided with an intensive four-week summer school program. During this program, students receive targeted small group intervention in reading and math.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – As needed to support our at-risk students, Lighthouse may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship and Family Paths.

## **Family Involvement**

### *Philosophy*

Involving families is a vital and integral part of what we do. We involve families for several reasons:

- **Increasing Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCS's high academic and behavioral outcomes.
- **Building Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the "going gets tough." Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Supporting the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, who have a strong understanding and commitment to what LCCS does are advocates in the wider community and are more likely to give back to the school.

### *Core Practices*

To support family involvement, LCCS aims to provide multiple methods and entry points to meet the diverse needs of our diverse families. There are six mandatory events and may be a variety of optional opportunities to support involvement.

### Mandatory Family Involvement

Lighthouse has established the following mandatory events to ensure that all families are involved and supported in understanding the school life of their child:

- *Individualized Learning Plan meetings.* Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual goals.
- *EXPO of Student Work.* Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- *Back to School Night.* Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum.

### Optional Family Involvement

In addition, there may be several optional events that families and teachers can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include but are not limited to the following:

- *Home visits.* Teachers are encouraged to conduct home visits of their students once per loop, to get to know families and establish trust. Administration provides translation support and stipends as funding is available.
- *First Fridays, Performances, Publishing Parties, and Potlucks.* Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- *Coffee Tuesdays.* On Tuesday mornings families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- *Family Learning Nights.* The school administration with the help of the Lighthouse Parent Advisory Committee hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- *Lighthouse Parent Advisory Committee.* The first Wednesday of each month, parent leaders get together to discuss issues, ideas, and plan events.
- *Work Days.* Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

## **Teachers as Learners**

### *Philosophy*

At Lighthouse we believe that having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- *Focused on Learning* - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.
- *Supported by a Collaborative Culture*, in which adults work together in pursuit of our mission. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community.

These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.

- *Goal-oriented*, so that individual educators, teacher teams, and the school a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- *Data-driven*, providing and analyzing relevant information to inform instructional and institutional decisions.

### *Core Practices*

Lighthouse utilizes a variety of core practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups** – Groups in which teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) & Grade Level Meetings (5-8)** – Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture.
- **Wednesday Professional Development** – Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** – Budget permitting, Instructional Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and Report Cards.
- **Outside Professional Development**, - As appropriate, in alignment with areas of school need.

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of classroom observation, student assessment data, and discussion with teacher leaders.

## ***SERVING STUDENTS WITH SPECIAL NEEDS***

Lighthouse Community Charter School and Oakland Unified School District work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During the first years of this charter, the school intends to function as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district’s direct costs of providing special education and related services minus the district’s revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

In the future, the school has the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

## ***SERVING ENGLISH LANGUAGE LEARNERS***

As required by California law, all parents are asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child’s English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

Academically, LCCS will meet the needs of its English Language Learners through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. Students whose home language is Spanish will receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K – 4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.

In addition, like all students at LCCS, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Lighthouse, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter School will utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies may include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers, BCLAD certification for all teachers will be strongly encouraged.

Every English language learner will also receive personalized support at LCCS through approaches such as supplemental pullout instruction and after-school tutorials that focus exclusively on English language development skills. The form(s) and type(s) of such support provided to each student will be determined by his/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures.

In regard to the testing and service requirements for English Language Learners, LCCS will comply with all applicable state and federal laws. A combination of CST and CELDT scores will be used to determine reclassification of Lighthouse students. Students at Lighthouse are eligible for redesignation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP.

## **B. MEASURABLE STUDENT OUTCOMES**

### ***STUDENT OUTCOMES***

The following exit outcomes are aligned with the California State Standards and the mission of the school – to prepare students for college and/or a career of their choice. All students at Lighthouse, including students who have special needs, students who are English Language Learners, and/or students who are identified as “under-performing” will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).

In order to graduate from the Lighthouse, students must master content and process Learning Targets in all “core” and “non core” areas. Mastery of these Learning Targets is crucial to entering high school and then pursuing college-bound courses. In addition, to graduate from Lighthouse, all students must demonstrate adherence to the school’s ten Guiding Principles.

#### ***“Core” Academic Content and Performance Standards***

Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:

- **Language Arts Literacy** - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- **Mathematical Literacy** - Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **Historical and Civic Literacy** - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Scientific Literacy** - Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.

#### ***“Non-Core” Academic Content and Performance Standards***

By graduation, students will also demonstrate competency in the following “non-core” content and performance standards:

- **Artistic Literacy** - Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.

- **Technological Literacy** - Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.
- **Fitness/Wellness** - Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.
- **Home Language Literacy** - Students will be able to communicate effectively in their home language, including reading, writing, speaking, and listening.

### ***Guiding Principles***

In order to ensure we are developing students who are not only prepared for college and/or a career of their choice, but that students are becoming self-motivated, competent, life-long learners, Lighthouse will employ several guiding principles.

- **Collaboration** - Students will show collaboration by working together, sharing ideas, and negotiating differences.
- **Communication** - Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.
- **Compassion** - Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.
- **Courage** - Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, and dealing with conflicts constructively.
- **Curiosity** - Students will show curiosity by asking questions and pursuing knowledge that enhances their understanding of the world.
- **Integrity** - Students will show integrity by acting on their values regardless of what other people may think.
- **Persistence** - Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.



- **Reflection** - Students will show reflection by regularly assessing their academic and social progress toward reaching their goals.
- **Respect** - Students will show respect by listening attentively, and treating others with consideration at all times.
- **Responsibility** - Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.

## ***CLASSROOM STANDARDS***

The measurable student outcomes above have been subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the California state content and performance standards, and other standards deemed appropriate by the LCCS Board of Directors and Staff. In addition, students will demonstrate their overall progress toward graduation through a series of "benchmarks," a.k.a. promotion performances assessments throughout their experience at the Lighthouse Community Charter School. Benchmarks include, but are not limited to, Kindergarten, 2<sup>nd</sup> grade, 4<sup>th</sup> grade, 6<sup>th</sup> grade and 8<sup>th</sup> grade portfolio and passage presentations.

Learning Targets for students with special needs will be aligned with the goals stated in each child's IEP. Each identified student will have an individual passage plan developed and shared with classroom teachers. Classroom level standards for English Language Learners will be aligned the California English Language Development standards and goals set forth in each child's Individualized Learning Plan.

In order to best serve our students and community, the Lighthouse Community Charter School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. The LCCS will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

## ***Measurable Pupil Outcomes***

In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, Lighthouse Community Charter School aims to meet the following outcomes of achievement:

<b>Outcome</b>	<b>How Measured</b>	<b>To What Criteria at the End of Four or Five Year Term</b>
High attendance rate	Analysis of annual attendance data	On average, LCCS will have a 95% ADA rate each year.
Low mobility rate	Analysis of mobility data	On average, LCCS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.
A caring community where students are known well	Family survey results	On average, 90% of families will report that their child has a caring and trusting relationship with at least one adult within the school community each year.
A caring community where students are known well	Student survey results	On average, 80% of students will report that crew is influential in them achieving their academic goals each year.
Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their family member.
Independent learners	Family and student survey results	On average, 80% of students and/or families will agree that the ILP process is influential in achieving academic goals each year.
Acquiring knowledge and skills specified in the California State Standards	Developmental Reading Assessment (currently FPRA)	80% of students who have completed three or more years at Lighthouse will be at grade level in their reading.

Acquiring knowledge and skills specified in the California State Standards	STAR Results	75% of students who have completed STAR at Lighthouse for three or more years will be proficient or advanced or will have advanced one level toward proficiency during that time.
Acquiring knowledge and skills specified in the California State Standards	Passage	On average, 90% of all students will successfully meet our internally developed passage outcomes in K, 2 <sup>nd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> and 8 <sup>th</sup> grades.
Meet or exceed Academic Performance Index (API) growth targets schoolwide and in reportable subgroups	Comparison of data provided by CDE	LCCS will meet annual API growth targets and/or reach an API score of 800 or higher in at least two of the last three years of the charter term. LCCS will meet annual API growth targets and/or reach an API score of 800 or higher for all reportable subgroups in at least two of the last three years of the charter term.
High API State and Similar School Rank	Comparison of data provided by CDE	Maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.
Students meet Physical Education (PE) Standards	CDE designated Physical Fitness Test (currently FITNESSGRAM)	On average, 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the time of their graduation.

## **C. ASSESSMENT METHODS**

Lighthouse Community Charter School will provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the above standards. Because of our commitment to serving the whole child, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning.

All assessment tools will be aligned to the pupil outcomes, curriculum, and the "Guiding Principles" as described in Elements A and B. Assessment data will be formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at LCCS may include, but is not limited to:

- Ongoing, formative assessments that measure content and skill mastery against specific Learning Targets,
- Formal Interim Assessments, including quarterly standards-based assessments in literacy and math, triannual development reading assessments, and biannual writing assessments,
- Teacher, parent, and student assessment of ILP goal achievement,
- Other alternative assessments such as portfolios and exhibitions of work ,
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(2).

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter School will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual teachers' professional development needs
- Identifying students in need of academic intervention
- Identifying content and skills in need of re-teaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

### **Ongoing, Formative Assessment**

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and will be open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.

### **Interim Assessments**

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments will be administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators will review interim assessment data on a quarterly basis to make thoughtful, data driven instructional modifications throughout the school year.

In addition, Lighthouse utilizes a developmental reading inventory (currently the Fountas and Pinnell Reading Assessment) to measure students' independent and instructional reading levels three times per year. Teachers, coaches, and administrators will review this data to:

- Determine grouping for guided reading and literature discussion groups
- Place students in appropriate texts for independent reading,
- Identify specific students or groups of students who need increased literacy support.

### **Individualized Learning Plans**

Each student at Lighthouse will have an Individualized Learning Plan that articulates goals and strategies for academic, social, and emotional areas specific to the needs of each child. Parents, students, and teachers will come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth.

### **EXPOs**

Students will have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed and presented to peers, teachers, families, and community members. This process adds a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

### **Portfolios of Work**

Each year, students, with the aid of their teachers, will maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will serve two purposes at Lighthouse. One, they are utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios are a record of on-going work.

### **State Assessments**

As mandated by Education Code 47605c(2), Lighthouse will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California English Language Development Test (CELDT)

## ***STUDENT RETENTION AND PROMOTION***

### **Retention Criteria**

Student promotion to the next grade level or looped level (equivalent to two grade levels) will be determined annually pursuant with the schools retention and promotion policies.

Academic proficiency and developmental readiness are incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level or looped level benchmarks demonstrated through student portfolios, individual student assessments, performances, and teacher observations. Developmental readiness is measured by Individualized Learning Plan data, teacher observations, and any relevant behavior record.

### **Retention Process**

At each reporting period (October, January, March, and June), teachers will inform the Director of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- The school will collect and maintain both academic and social/emotional data on student.
- The Director will check-in with the family on a regular basis about student progress.

Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the

student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Director.

Student retention and promotion policies will be reviewed and revised each year as deemed necessary by the School Directors and LCCS Board of Directors.

### ***STUDENTS WHO ARE NOT MEETING THE STANDARDS***

When a student consistently fails to meet the standards of the LCCS, teachers will consult with the student, family, school director, other teachers, and community resources to develop a greater understanding of student needs and potential resources to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. The student may also be targeted during the after school tutoring and enrichment portion of the day to ensure that his/her learning needs are being met. In classes, teachers will reflect upon, identify, and implement specific strategies to address student needs.

When further intervention and/or support strategies are needed, a Student Study Team is formed. This team includes the teacher, student, and family member and may also include the Director, Dean of Students, Resource Specialist, Speech Therapist, Literacy Interventionist, Counselor, or other specialist from within or outside of Lighthouse. The team determines the Tier 1 and Tier 2 interventions necessary to support the student's academic, social and emotional development. Tier 1 focuses on modifications and accommodations that can be made in the classroom and at home. Tier 2 focuses on additional, out-of-classroom supports, which may include but are not limited to after school tutoring, reading intervention, summer school attendance, counseling services, and mentoring. The SST monitors the effectiveness of these supports and adds or subtracts supports as needed. In some cases this results in a recommendation for Tier 3 intervention, which could include a Special Education assessment or referral for evaluation by Alameda County Mental Health Services.

**REPORTING TO CARETAKERS**

Lighthouse strives to continuously inform parents about their child’s progress. Informal reporting to parents may occur through phone, electronic, and written contact. Formal reporting to parents will take place in the following manner:

Report Type	Purpose	Frequency
Comprehensive Report Card	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Narratives on student performance and process skills</li> <li>• Standardized test data</li> <li>• Attendance</li> <li>• HW completion and quality</li> <li>• Progress toward passage</li> </ul>	Biennial
Individualized Learning Plan (ILP)	<ul style="list-style-type: none"> <li>• Develop and revisit academic and personal goals</li> <li>• Review student work and measure progress toward passage</li> <li>• Share student performance and progress on external and internal assessments</li> <li>• Develop student presentation skills</li> </ul>	Triennial
Formal or Informal Progress Reports	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• HW completion and quality</li> <li>• Behavior</li> <li>• Progress toward passage</li> </ul>	Biennial
EXPOs of Student Work	<ul style="list-style-type: none"> <li>• Compare student quality of work</li> <li>• Develop student presentation skills</li> </ul>	Biennial

Less comprehensive reports will be generated periodically and will target areas of strength and growth that student, teacher, and parent should work on for the following weeks or months. Parents will have access to performance tasks, content assessments, and portfolios upon request and at exhibitions and family forums.



## **STUDENT ASSESSMENT METHODS**

In order to ensure that all students at LCCS are achieving the student outcomes detailed above, assessment at LCCS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies.

<b>Content Area</b>	<b>Subject Matter</b>	<b>Internal Assessment Measures</b>	<b>External Assessment Measures</b>
Core Subject Areas	Language Arts	<ul style="list-style-type: none"> <li>• Reading assessment 3x per year</li> <li>• Writing assessment 2x per year</li> <li>• Interim Assessments 4x per year</li> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every 2 yrs.</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• STAR</li> <li>• CELDT</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Interim Assessments 4x per year</li> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every 2 years</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• CAT-6</li> <li>• STAR</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every 2 years</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• STAR where applicable</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every 2 years</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• STAR where applicable</li> </ul>
Non-Core Subject Area	Home Language	<ul style="list-style-type: none"> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every two years</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• CA physical fitness test</li> </ul>
	Technology		
	Arts		
	Fitness/Wellness		
Guiding Principles	Collaboration	<ul style="list-style-type: none"> <li>• Exhibitions 2x per year</li> <li>• Passage presentation 1x every two years</li> <li>• Ongoing content assessments</li> <li>• Ongoing portfolio assessments</li> <li>• ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Dropout rate</li> <li>• Graduation rate</li> <li>• Suspension &amp; expulsion rates</li> </ul>
	Communication		
	Compassion		
	Courage		
	Curiosity		
	Integrity		
	Persistence		
	Reflection		
	Respect		
Responsibility			

## **D. GOVERNANCE**

The governance structure of the charter school will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- A Director Team
- A School Site Leadership Team
- A Lighthouse Parent Advisory Committee

The charter school will be operated by Lighthouse Community Public Schools, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Board Members, School Directors, faculty, and families will be involved in the decision making process at the LCCS. The governance structure will be composed of the Board of Directors who make decisions and work with the School Directors; and the Leadership Team which communicates the positions of the school community directly to the School Directors; and the Lighthouse Parent Advisory Committee which communicates the positions of the parents directly to the School Directors.

### **Assurances**

The Lighthouse Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

Lighthouse Community Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Lighthouse Community Charter School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lighthouse Community Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions.

Members of Lighthouse Community Charter School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's

Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Lighthouse Community Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to Lighthouse Community Public Schools. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.

### ***BOARD OF DIRECTORS***

The school's Board of Directors will include from seven (7) to fifteen (15) members. The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse. See Appendix for a list of current board members.

The Board of Directors seeks members who provide experience with and expertise in:

- Fiscal management
- Fund raising
- Special education
- Curriculum and instruction
- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. Board election, appointment, vacancy, and turnover specifics are detailed in the LCCS bylaws, which are available upon request. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law; other trainings are provided as needed or requested by board members.

Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as

a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

### ***SCHOOL DIRECTORS***

The charter school will be managed daily by collective efforts of a team of administrators that may include a Director of Elementary Programs, Director of Secondary Programs, and a Director of Strategic Development. The roles and responsibilities of the directors are carefully delineated to ensure smooth and effective daily operations of the school.

### ***LEADERSHIP TEAM***

Lighthouse Community Public Schools will continue to convene a Leadership Team that is composed of the Directors, Program Coordinators and Teacher Leaders. The Leadership Team functions as an idea-generating, consensus-building team that does the following:

- Makes site budget recommendations to the Board of Lighthouse Community Public Schools
- Makes teaching and learning policies to be ratified by the Board of Lighthouse Community Public Schools
- Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions
- Makes recommendations on hiring and discipline and evaluation of employees
- Determines decision-making authority for all proposals at the school-site.
- Monitors, leads, and evaluates progress toward achieving goals set forth in the Single Plan for Student Achievement

### ***LIGHTHOUSE PARENT ADVISORY COMMITTEE***

Lighthouse Community Public Schools will convene a Lighthouse Parent Advisory Committee (LPAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The LPAC is charged with:

- Supporting the LCCS Mission
- Organizing family events
- Fundraising
- Bringing concerns and appreciations of the community to the School Directors

### ***PARENT, STAFF, AND BOARD COMMUNICATION***

The minutes of each governing body (Board of Directors, Leadership Team, and LPAC) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies.

## **E. EMPLOYEE QUALIFICATIONS**

Lighthouse Community Charter School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter School is nonsectarian in its employment practices and all other operations. LCCS does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of LCCS will work under an at-will employment contract.

At LCCS, we have three categories of educators – administrators, core teachers, and non-core teachers. We expect all of our educators to have:

- Met the expectations of state and federal requirements as they relate to their teaching position
- Experience with diverse, urban populations
- A clearly articulated philosophy of education/teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- An inquiry-minded approach to education

### ***Core (College-Preparatory) Teacher Qualifications for Grades K - 8***

Teachers of K – 8<sup>th</sup> grade core subject areas, mathematics, science, history/social sciences, and language arts will have the following qualifications:

- BS/A or MS/A.
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
- Previous teaching and/or relevant work experience
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

### ***Non-core, Non-College Preparatory Teacher Qualifications for Grades K - 8***

Teachers of non-core subject areas, identified as art, technology, and health and physical wellness, will have the following qualifications:

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience.

### ***Meeting State and Federal Credentialing Requirements***

Lighthouse Community Public Schools aims to employ teachers who meet the state and federal credentialing requirements as set forth in state and federal policy.

### ***Administrator Qualifications***

The Lighthouse Community Charter School will hire an administrator with the following qualifications:

- At least five years teaching experience.
- Previous school administration experience.
- Work and/or teaching experience with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

### ***Additional Staff Members***

In addition to teachers and administrators, other employees, support staff, and volunteers will be involved at the school on a daily basis. Specifically, LCCS aims to employ clerical staff, a literacy interventionist, an instructional coach, an after school coordinator, a family resource coordinator, and a school counselor. These positions may be paid or volunteer as resources permit. Specific qualifications for each employee will be drafted as jobs become available at Lighthouse.

## **F. HEALTH AND SAFETY REQUIREMENTS**

Lighthouse Community Charter School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.

The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Ensures that students are regularly examined for TB, vision, hearing and scoliosis
- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.
- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff on a yearly basis during the professional development institute.

## **G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT**

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the Lighthouse Community Charter School has implemented and will continue to implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.



## **H. ADMISSIONS REQUIREMENTS**

Lighthouse Community Charter School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school is open to any resident of the State of California, although preference will be given to students as detailed below to reflect the unique situation whereupon LCCS occupies the same facility as the Lighthouse Community Charter High School.

LCCS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. In order to be admitted into the LCCS, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies.

By November 1 of each year and/or when the chartering agency releases the open enrollment period dates, LCCS will notify the District in writing of the application deadline and proposed lottery date. LCCS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

LCCS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students will be given preference in the LCCS random public lottery if their parents desire and they are:

- A former student of Lighthouse who has transferred out of Lighthouse but stayed within the school's SELPA to receive more restrictive services and that the full IEP team agrees is now able to return to a mainstreamed and a less restrictive environment.
- A sibling to a current LCCS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School.
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605.
- A sibling of a Lighthouse alum
- Oakland residents

Each year, LCCS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional applications are received.

After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCS will contact students in the order they appear on the waiting list.

## **I. FINANCIAL AUDIT**

In compliance with Education Code section 47605(b)(5)(I), the Lighthouse Community Charter Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school directors will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of Lighthouse Community Charter School is public record and will be provided to the public upon request.

### **Impact on Charter Authorizer**

In accordance with Education Code § 47604.3, Lighthouse Community Charter School will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter School at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lighthouse Community Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lighthouse Community Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lighthouse Community Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter School operations is received by the District, the Lighthouse Community Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions.

### **Federal Funds Compliance**

To the extent that LCCS is a recipient of federal funds, including federal Title I, Part A funds, LCCS has agreed to meet all of the programmatic, fiscal and other

regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

LCCS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

## **J. PUPIL SUSPENSION AND EXPULSION**

The overall goal of discipline at the Lighthouse Community Charter School is to develop the habits of a self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The Lighthouse Community Charter School has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the school's student handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs. The school will notify the district of any expulsions as they occur in accordance with District policy.

In the case of a special education student, or a student who receives 504 accommodations, Lighthouse Community Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Director will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the

Lighthouse Community Charter School  
Submitted to the School Board of the Oakland Unified School District  
On December 14, 2010

child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Please see the Lighthouse Family and Student Handbook in the Appendix for more information about Lighthouse's disciplinary policies and procedures.

## **K. RETIREMENT SYSTEM**

The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

## **L. ATTENDANCE ALTERNATIVES**

Students who opt not to attend the Lighthouse Community Charter School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

## **M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT**

All staff at Lighthouse Community Charter School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or re-employment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools.



## **N. DISPUTE RESOLUTION**

### **Intent**

The intent of the Lighthouse Community Charter School Dispute Resolution Process is to:

- Resolve disputes within the school pursuant to the school's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

### **Public Comments**

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Internal Disputes**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board member of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

### **External Disputes**

In the event of a dispute between LCCS and OUSD relating to provisions of this charter, LCCS staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the LCCS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

### **Actions that could lead to Revocation: Charter School Due Process**

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation

has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the LCCS School Director. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

### **Disputes Not Leading to Revocation: Dispute Resolution**

The staff and Governing Board members of LCCS agree to attempt to resolve all disputes between the District and LCCS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and LCCS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director  
Lighthouse Community Charter School  
444 Hegenberger Rd.  
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools  
Oakland Unified School District  
1025 Second Avenue, Room 206  
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of

receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

### ***OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL***

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I.

### **Parent Complaints**

Lighthouse Community Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Lighthouse Community Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Lighthouse Community Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Lighthouse Community Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## **O. LABOR RELATIONS**

The Lighthouse Community Charter School shall be deemed the exclusive public school employer of the employees of the LCCS for the purposes of the Education Employment Relations Act (EERA).

## **P. SCHOOL CLOSURE PROCEDURES**

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement, California Department of Education) of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will

include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **TERM**

The term of this charter shall begin July 1, 2011 and expire five years thereafter on June 30, 2012. Lighthouse Community Charter Public Schools reserves the right to request early review at the end of four years, in order to align the charter renewal schedule of its K-8 and 9-12 charters currently co-habitated on one campus and operating as a seamless K-12 school.

Lighthouse Community Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

## **MISCELLANEOUS**

### **EXTERNAL REPORTING**

Lighthouse Community Charter School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

### **PUBLIC RECORDS**

Lighthouse Community Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter School and of the District. Lighthouse Community Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter School does not have that Lighthouse Community Charter School needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter School in a reasonably timely manner upon request.

### **FACILITIES**

If LCCS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If LCCS moves or expands to another facility during the term of this charter, LCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

### **DISTRICT FEE FOR OVERSIGHT**

The District may charge for the actual costs of supervisorial oversight of Lighthouse Community Charter School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisorial oversight of the

Lighthouse Community Charter School  
Submitted to the School Board of the Oakland Unified School District  
On December 14, 2010

Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

## **AMENDMENTS**

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

## **SEVERABILITY**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

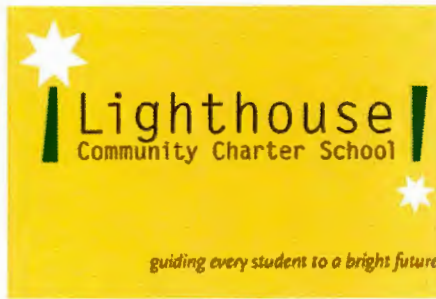
## **COMMUNICATIONS**

All official communications between the Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Lighthouse Community Public Schools  
444 Hegenberger Rd.  
Oakland, CA 94621

Oakland Unified School District  
1025 Second Ave.  
Oakland, CA 94606





# LIGHTHOUSE COMMUNITY CHARTER SCHOOL

## Renewal Charter

### OVERVIEW OF CHARTER REVISIONS

#### A. Educational Program

- Target Population
  - Adjusted to reflect fully grown school that serves all grades
- Educational Philosophies and Practices
  - Reorganized to 1) better align to the five tenets of Lighthouse (as presented in Performance Report Narrative) and 2) reflect current practice. While it appears as a large “redline” there are few substantive changes (took out ELOB partnership, extended crew to 5<sup>th</sup> – 8<sup>th</sup> grades)
- Serving students with special needs, English language learners – Adjusted to align with LCCHS charter
- QUESTION: Should we add sections for high achieving students, struggling students (like in HS charter)

#### B. Measurable Pupil Outcomes

- Student Outcomes
  - Language/sequence adjusted to align with LCCHS charter
  - Non-Core Standard of “Environmental Literacy” deleted to reflect current curriculum
  - Non-Core Standard of “Fitness/Wellness” added to reflect current curriculum
- Classroom Standards
  - Language/sequence adjusted to align with LCCHS charter
- ADDED Measurable Pupil Outcomes (in Section of previous charter)

#### C. Assessment Methods

- Assessments - Reorganization of assessments to be a continuum; Change from “performance assessments” to “interim assessments”
- Student Retention and Promotion - Adjusted to align with LCCHS charter, added retention process
- Students Who Are Not Meeting the Standards – Changed to reflect RTI model
- MPOs – Moved to Section B

#### D. Governance

- Addition of Recommended Text from OUSD under new section “Assurances.”
- Change of Director structure to reflect current operation.
- Addition of “Parent, Board, Staff Communication”

#### E. Employee Qualifications

- Minor revision of language to align to LCCHS charter

#### F. Health and Safety Requirements

- Minor revision of language to align to LCCHS charter

#### G. Means to achieve racial and ethnic balance reflective of the district

- Minor revision of language to align to LCCHS charter

#### H. Admission Requirements

- Preferences changed as follows:
  - A former student of Lighthouse who has transferred out of Lighthouse but stayed within the school’s SELPA to receive more restrictive services and that the full IEP team agrees is now able to return to a mainstreamed and a less restrictive environment.
  - A sibling to a current LCCS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School.
  - Not to exceed 10% of the total enrollment; A child of a school faculty, staff, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605.
  - A sibling of a Lighthouse alum
  - Oakland residents

#### I. Financial Audit

- Language and sequence adjusted to match LCCHS charter.
- Additional language requested by OUSD added, which supplants language from last charter.

#### J. Pupil Suspension and Expulsion

- Language and sequence adjusted to match LCCHS charter.
- Additional language requested by OUSD added.

#### K. Retirement System

- Updated to reflect current retirement system.

#### L. Attendance Alternatives

- No changes

#### M. Return rights of employees of the district

- No changes

N. Dispute Resolution

- Language and sequence adjusted to match LCCHS charter.
- Additional language requested by OUSD added.

O. Labor Relations

- No changes

P. School Closure Procedures

- Language and sequence adjusted to match LCCHS charter.
- Additional language requested by OUSD added.



## Lighthouse Community Charter School Renewal Charter

CDS Code: 01-61259-0130633

Charter Number: 413

Respectfully Submitted

December 14, 2010

To:

Oakland Unified School District

1025 Second Avenue

Oakland, CA 94607

From:

Lighthouse Community Charter School

Melissa Barnes Dholakia, Director of Elementary Programs

444 Hegenberger Rd.

Oakland, CA 94621

510-562-8801

www.lighthousecharter.org

STATEMENT OF ASSURANCES

Lighthouse 12/14/10 2:49 PM

Deleted: On April 27, 2006

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter School located at 444 Hegenberger Road is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the

- manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
  9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).
  10. Will comply with all other applicable federal and state laws and regulations.
  11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
  12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
  13. Will operate in compliance with generally accepted government accounting principles.
  14. Will maintain separate accountings of all funds received and disbursed by the school.
  15. Will participate in the California State Teachers' Retirement System as applicable.
  16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
  17. Will at all times maintain all necessary and appropriate insurance coverage.
  18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
  19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
  20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to

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operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

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## A. EDUCATIONAL PROGRAM

### MISSION

The mission of Lighthouse Community Charter School (LCCS) is to prepare a diverse, K-8 student population for higher education or the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21<sup>st</sup> century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement,
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

### TARGET POPULATION

*"Whom the School is Attempting to Educate" Education Code 47605 (b)(5)(A)*

While open to all students in the state, Lighthouse Community Charter School (LCCS) actively recruits students of multiple ethnic backgrounds and from a range of socio-economic levels. The LCCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language Learners.

Lighthouse Community Charter School serves students in grades K – 8 and operates in partnership with Lighthouse Community Charter High School, which serves students in grades 9 – 12. Our goal is to operate a seamless K – 12 educational program that prepares students for college and a career of their choice.

### AN EDUCATION FOR THE 21<sup>ST</sup> CENTURY

*What it Means to "Be an Educated Person in the 21<sup>st</sup> Century" Education Code 47605 (b)(5)(A)*

In order to be prepared for the complex society of the 21<sup>st</sup> century, every child must be competent in the "core" academic disciplines of language arts, mathematics, history and social studies, and science. In addition, students must demonstrate skills and knowledge in the "non-core" disciplines of the arts, fitness/wellness and technology. Finally, an educated person who graduates from the LCCS will acquire the LCCS

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“Guiding Principles” that will enable them to be self-motivated, competent, lifelong learners. See Element B for a listing of Guiding Principles.

## **EDUCATIONAL PHILOSOPHY AND PRACTICES**

“How Learning Best Occurs” Education Code 47605 (b)(5)(A)

The mission of the Lighthouse Community Charter Public Schools is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21<sup>st</sup> Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we believe:

- All students must be held to clearly articulated, **high expectations** for achievement.
- Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum**.
- We must serve the **whole child**, supporting each student’s academic, social and emotional development.
- The school must **involve families** and collaborate to meet the needs of every student, and
- **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes.

### **High Expectations**

#### Philosophy

To prepare students for the college or career of their choice, Lighthouse believes students must develop their knowledge and skills in the following areas:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection
- The conventions of language and computations of mathematics
- Critical reading, strategic writing, and effective communication
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability
- The skills of a scientist, including collecting data, designing a controlled experiment, analyzing data, and using formal scientific communication.

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- The skills of a social scientist, including research and evidence, point of view, interpretation, connections and patterns, supposition, determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college
- The ability to express themselves through the arts
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency

### Core Practices

Lighthouse aims to support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, Lighthouse will provide flexible intervention and supports that may include but are not limited to the following:

- Differentiated instruction
- In class, flexible grouping where students work in both homogenous groups by level and heterogeneous groups
- Small group teacher-led intervention
- Reading and math intervention, utilizing an RTI model
- After school support
- Summer and intersession intervention
- Social and emotional intervention

### Rigorous Curriculum

#### Philosophy

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

#### Core Practices

Key aspects of our core and non-core curriculum will include but are not limited to the following:

- Learning Investigations – The primary vehicle for science and social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation.
- Literacy – LCCS uses a balanced literacy approach to support students in

becoming independent readers, writers, listeners and speakers. Literacy instruction occurs independently, through reading workshops, writing workshops, word and language study, and author and genre studies. LCCS currently employs the Comprehensive Literacy Model as the framework for its balanced literacy program. Literacy is also infused within the learning investigation and across the content areas. This enables students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. It is our belief that this combination of literacy instruction best enables us to meet the needs of all learners.

- **Numeracy** – At LCCS, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. Likewise, students are supported in developing their problem-solving skills and math communication. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- **Arts** – At Lighthouse, the arts are integrated into investigations, as well as taught in isolation to develop critical concepts and skills. Exposure and development of the arts is seen as essential to achieving our mission and providing an equitable learning experience for our students.
- **Fitness and Wellness** – At Lighthouse, students are supported in improving their physical fitness and making informed choices about their personal wellness.

### Serving the Whole Child

#### Philosophy

At Lighthouse, we believe that we must support and foster a student's social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.

#### Core Practices

Lighthouse will employ a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following:

- **Family Involvement** – Students are viewed within the context of their families and LCCS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children's education.
- **Character Development** – Students' emotional and social growth is supported through the teaching of the Lighthouse Guiding Principles and conflict resolution skills. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and skills are developed during specific parts of the

school day (K-4 Morning Meeting & Closing Circle; 5-8 in Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.

- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – In 5<sup>th</sup> – 8<sup>th</sup> grades, Crew (commonly known as advisory) exists to ensure that each Lighthouse student continues to have a strong relationship with at least one caring adult at the school as they transition out of the self-contained classroom. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below).
- **Individual Learning Plans** – Every student at Lighthouse has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student’s progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.
- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building.
- **Student Study Teams (SSTs)** – When further intervention and/or support strategies are needed, a Student Study Team is formed.

Utilizing a Response to Intervention (RTI) model, a variety of support services may be provided by the school and outside providers to support the specific needs of each student. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. We utilize data-driven staffing of academic support positions to target the specific needs of our students. Support services may include but are not limited to the following:

- **Crew (see above)**
- **Differentiated Instruction** – Utilized within the core classrooms, providing targeted support through small group and individual instruction
- **Reading Intervention** – Funding permitting, Lighthouse employs literacy specialists who work across settings, based on the needs of the students – teacher

coaching, whole class instruction/modeling, small group push-in and pull-out, and individual student push-in or pull-out.

- **Intersession** – Students at most risk of retention may be provided with small group support during intersessions following each quarter. During this time, they receive targeted support to close gaps in understanding and complete work products that demonstrate mastery of key learnings.
- **Summer School** – Students who are significantly below grade level in reading, math, or both may be provided with an intensive four-week summer school program. During this program, students receive targeted small group intervention in reading and math.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – As needed to support our at-risk students, Lighthouse may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship and Family Paths.

## **Family Involvement**

### **Philosophy**

Involving families is a vital and integral part of what we do. We involve families for several reasons:

- **Increasing Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCS's high academic and behavioral outcomes.
- **Building Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the "going gets tough." Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Supporting the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, who have a strong understanding and commitment to what LCCS does are advocates in the wider community and are more likely to give back to the school.

### **Core Practices**

To support family involvement, LCCS aims to provide multiple methods and entry points to meet the diverse needs of our diverse families. There are six mandatory events and may be a variety of optional opportunities to support involvement.

### Mandatory Family Involvement

Lighthouse has established the following mandatory events to ensure that all families are involved and supported in understanding the school life of their child:

- Individualized Learning Plan meetings. Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual goals.
- EXPO of Student Work. Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- Back to School Night. Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum.

### Optional Family Involvement

In addition, there may be several optional events that families and teachers can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include but are not limited to the following:

- Home visits. Teachers are encouraged to conduct home visits of their students once per loop, to get to know families and establish trust. Administration provides translation support and stipends as funding is available.
- First Fridays, Performances, Publishing Parties, and Potlucks. Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- Coffee Tuesdays. On Tuesday mornings families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- Family Learning Nights. The school administration with the help of the Lighthouse Parent Advisory Committee hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- Lighthouse Parent Advisory Committee. The first Wednesday of each month, parent leaders get together to discuss issues, ideas, and plan events.
- Work Days. Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

### Teachers as Learners

#### Philosophy

At Lighthouse we believe that having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- Focused on Learning - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to discuss practice, analyze data, make action plans, and investigate new strategies.
- Supported by a Collaborative Culture, in which adults work together in pursuit of our mission. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community.

These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.

- Goal-oriented, so that individual educators, teacher teams, and the school a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- Data-driven, providing and analyzing relevant information to inform instructional and institutional decisions.

#### Core Practices

Lighthouse utilizes a variety of core practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups** – Groups in which teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Loop Level Meetings (K-4) & Grade Level Meetings (5-8)** – Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture.
- **Wednesday Professional Development** – Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** – Budget permitting, Instructional Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Mentoring** – Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and Report Cards.
- **Outside Professional Development**, - As appropriate, in alignment with areas of school need.

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development and the core practices utilized. This may include a mix of classroom observation, student assessment data, and discussion with teacher leaders.

## **SERVING STUDENTS WITH SPECIAL NEEDS**

Lighthouse Community Charter School and Oakland Unified School District work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During the first years of this charter, the school intends to function as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district’s direct costs of providing special education and related services minus the district’s revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

In the future, the school has the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

## **SERVING ENGLISH LANGUAGE LEARNERS**

As required by California law, all parents are asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child’s English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

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Academically, LCCS will meet the needs of its English Language Learners through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. Students whose home language is Spanish will receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K – 4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.

In addition, like all students at LCCS, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Lighthouse, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter School will utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies may include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers. BCLAD certification for all teachers will be strongly encouraged.

Every English language learner will also receive personalized support at LCCS through approaches such as supplemental pullout instruction and after-school tutorials that focus exclusively on English language development skills. The form(s) and type(s) of such support provided to each student will be determined by his/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures.

In regard to the testing and service requirements for English Language Learners, LCCS will comply with all applicable state and federal laws. A combination of CST and CELDT scores will be used to determine reclassification of Lighthouse students. Students at Lighthouse are eligible for redesignation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP.

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## B. MEASURABLE STUDENT OUTCOMES

### STUDENT OUTCOMES

The following exit outcomes are aligned with the California State Standards and the mission of the school – to prepare students for college and/or a career of their choice. All students at Lighthouse, including students who have special needs, students who are English Language Learners, and/or students who are identified as “under-performing” will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student’s Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).

In order to graduate from the Lighthouse, students must master content and process Learning Targets in all “core” and “non core” areas. Mastery of these Learning Targets is crucial to entering high school and then pursuing college-bound courses. In addition, to graduate from Lighthouse, all students must demonstrate adherence to the school’s ten Guiding Principles.

#### “Core” Academic Content and Performance Standards

Aligned with the California State Standards, students will achieve appropriate age or grade level mastery of:

- **Language Arts Literacy** – Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- **Mathematical Literacy** – Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **Historical and Civic Literacy** – Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Scientific Literacy** – Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.

#### “Non-Core” Academic Content and Performance Standards

By graduation, students will also demonstrate competency in the following “non-core” content and performance standards:

- **Artistic Literacy** – Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.

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- **Technological Literacy** - Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.
- **Fitness/Wellness** - Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.
- **Home Language Literacy** - Students will be able to communicate effectively in their home language, including reading, writing, speaking, and listening.

### Guiding Principles

In order to ensure we are developing students who are not only prepared for college and/or a career of their choice, but that students are becoming self-motivated, competent, life-long learners, Lighthouse will employ several guiding principles.

- **Collaboration** - Students will show collaboration by working together, sharing ideas, and negotiating differences.
- **Communication** - Students will show communication by articulating their thoughts, opinions, and knowledge effectively through both oral and written language.
- **Compassion** - Students will show compassion by being kind, considerate and empathetic of other people's emotions and needs.
- **Courage** - Students will show courage by undertaking new and unfamiliar experiences, communicating honestly and openly, and dealing with conflicts constructively.
- **Curiosity** - Students will show curiosity by asking questions and pursuing knowledge that enhances their understanding of the world.
- **Integrity** - Students will show integrity by acting on their values regardless of what other people may think.
- **Persistence** - Students will show persistence by working hard to progress in their learning and personal growth despite the obstacles that may stand in their way.

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- **Reflection** - Students will show reflection by regularly assessing their academic and social progress toward reaching their goals.
- **Respect** - Students will show respect by listening attentively, and treating others with consideration at all times.
- **Responsibility** - Students will show responsibility by adhering to school policies, practicing strong work habits, and following through on their commitments to themselves, their families, and their community.

## CLASSROOM STANDARDS

The measurable student outcomes above have been subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the California state content and performance standards, and other standards deemed appropriate by the LCCS Board of Directors and Staff. In addition, students will demonstrate their overall progress toward graduation through a series of "benchmarks," a.k.a. promotion performances assessments throughout their experience at the Lighthouse Community Charter School. Benchmarks include, but are not limited to, Kindergarten, 2<sup>nd</sup> grade, 4<sup>th</sup> grade, 6<sup>th</sup> grade and 8<sup>th</sup> grade portfolio and passage presentations.

Learning Targets for students with special needs will be aligned with the goals stated in each child's IEP. Each identified student will have an individual passage plan developed and shared with classroom teachers. Classroom level standards for English Language Learners will be aligned the California English Language Development standards and goals set forth in each child's Individualized Learning Plan.

In order to best serve our students and community, the Lighthouse Community Charter School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. The LCCS will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

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**Measurable Pupil Outcomes**

In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, Lighthouse Community Charter School aims to meet the following outcomes of achievement:

<b><u>Outcome</u></b>	<b><u>How Measured</u></b>	<b><u>To What Criteria at the End of Four or Five Year Term</u></b>
<u>High attendance rate</u>	<u>Analysis of annual attendance data</u>	<u>On average, LCCS will have a 95% ADA rate each year.</u>
<u>Low mobility rate</u>	<u>Analysis of mobility data</u>	<u>On average, LCCS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.</u>
<u>A caring community where students are known well</u>	<u>Family survey results</u>	<u>On average, 90% of families will report that their child has a caring and trusting relationship with at least one adult within the school community each year.</u>
<u>A caring community where students are known well</u>	<u>Student survey results</u>	<u>On average, 80% of students will report that crew is influential in them achieving their academic goals each year.</u>
<u>Students who reflect, self-evaluate, and set SMART goals</u>	<u>ILP attendance database</u>	<u>On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their family member.</u>
<u>Independent learners</u>	<u>Family and student survey results</u>	<u>On average, 80% of students and/or families will agree that the ILP process is influential in achieving academic goals each year.</u>
<u>Acquiring knowledge and skills specified in the California State Standards</u>	<u>Developmental Reading Assessment (currently FPRA)</u>	<u>80% of students who have completed three or more years at Lighthouse will be at grade level in their reading.</u>

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<u>Acquiring knowledge and skills specified in the California State Standards</u>	<u>STAR Results</u>	<u>75% of students who have completed STAR at Lighthouse for three or more years will be proficient or advanced or will have advanced one level toward proficiency during that time.</u>
<u>Acquiring knowledge and skills specified in the California State Standards</u>	<u>Passage</u>	<u>On average, 90% of all students will successfully meet our internally developed passage outcomes in K, 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grades.</u>
<u>Meet or exceed Academic Performance Index (API) growth targets schoolwide and in reportable subgroups</u>	<u>Comparison of data provided by CDE</u>	<u>LCCS will meet annual API growth targets and/or reach an API score of 800 or higher in at least two of the last three years of the charter term. LCCS will meet annual API growth targets and/or reach an API score of 800 or higher for all reportable subgroups in at least two of the last three years of the charter term.</u>
<u>High API State and Similar School Rank</u>	<u>Comparison of data provided by CDE</u>	<u>Maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.</u>
<u>Students meet Physical Education (PE) Standards</u>	<u>CDE designated Physical Fitness Test (currently FITNESSGRAM)</u>	<u>On average, 75% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the time of their graduation.</u>

## C. ASSESSMENT METHODS

Lighthouse Community Charter School will provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the above standards. Because of our commitment to serving the whole child, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning.

All assessment tools will be aligned to the pupil outcomes, curriculum, and the "Guiding Principles" as described in Elements A and B. Assessment data will be formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at LCCS may include, but is not limited to:

- Ongoing, formative assessments that measure content and skill mastery against specific Learning Targets,
- Formal Interim Assessments, including quarterly standards-based assessments in literacy and math, triannual development reading assessments, and biannual writing assessments,
- Teacher, parent, and student assessment of ILP goal achievement,
- Other alternative assessments such as portfolios and exhibitions of work,
- State assessments and/or other standardized tests, as required by Education Code 47605(c)(2).

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter School will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual teachers' professional development needs
- Identifying students in need of academic intervention
- Identifying content and skills in need of re-teaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

### Ongoing, Formative Assessment

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and will be open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.

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### **Interim Assessments**

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments will be administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators will review interim assessment data on a quarterly basis to make thoughtful, data driven instructional modifications throughout the school year.

In addition, Lighthouse utilizes a developmental reading inventory (currently the Fountas and Pinnell Reading Assessment) to measure students' independent and instructional reading levels three times per year. Teachers, coaches, and administrators will review this data to:

- Determine grouping for guided reading and literature discussion groups
- Place students in appropriate texts for independent reading,
- Identify specific students or groups of students who need increased literacy support.

### **Individualized Learning Plans**

Each student at Lighthouse will have an Individualized Learning Plan that articulates goals and strategies for academic, social, and emotional areas specific to the needs of each child. Parents, students, and teachers will come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth.

### **EXPOs**

Students will have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed and presented to peers, teachers, families, and community members. This process adds a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

### **Portfolios of Work**

Each year, students, with the aid of their teachers, will maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will serve two purposes at Lighthouse. One, they are utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios are a record of on-going work.



On December 14, 2010

### State Assessments

As mandated by Education Code 47605c(2), Lighthouse will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California English Language Development Test (CELDT)

## **STUDENT RETENTION AND PROMOTION**

### Retention Criteria

Student promotion to the next grade level or looped level (equivalent to two grade levels) will be determined annually pursuant with the schools retention and promotion policies.

Academic proficiency and developmental readiness are incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level or looped level benchmarks demonstrated through student portfolios, individual student assessments, performances, and teacher observations. Developmental readiness is measured by Individualized Learning Plan data, teacher observations, and any relevant behavior record.

### Retention Process

At each reporting period (October, January, March, and June), teachers will inform the Director of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- The school will collect and maintain both academic and social/emotional data on student.
- The Director will check-in with the family on a regular basis about student progress.

Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the

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student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Director.

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Student retention and promotion policies will be reviewed and revised each year as deemed necessary by the School Directors and LCCS Board of Directors.

### **STUDENTS WHO ARE NOT MEETING THE STANDARDS**

When a student consistently fails to meet the standards of the LCCS, teachers will consult with the student, family, school director, other teachers, and community resources to develop a greater understanding of student needs and potential resources to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. The student may also be targeted during the after school tutoring and enrichment portion of the day to ensure that his/her learning needs are being met. In classes, teachers will reflect upon, identify, and implement specific strategies to address student needs.

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When further intervention and/or support strategies are needed, a Student Study Team is formed. This team includes the teacher, student, and family member and may also include the Director, Dean of Students, Resource Specialist, Speech Therapist, Literacy Interventionist, Counselor, or other specialist from within or outside of Lighthouse. The team determines the Tier 1 and Tier 2 interventions necessary to support the student's academic, social and emotional development. Tier 1 focuses on modifications and accommodations that can be made in the classroom and at home. Tier 2 focuses on additional, out-of-classroom supports, which may include but are not limited to after school tutoring, reading intervention, summer school attendance, counseling services, and mentoring. The SST monitors the effectiveness of these supports and adds or subtracts supports as needed. In some cases this results in a recommendation for Tier 3 intervention, which could include a Special Education assessment or referral for evaluation by Alameda County Mental Health Services.

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**REPORTING TO CARETAKERS**

**Lighthouse strives** to continuously inform parents about their child's progress. Informal reporting to parents may occur through phone, electronic, and written contact. Formal reporting to parents will take place in the following manner:

Report Type	Purpose	Frequency
Comprehensive Report Card	<ul style="list-style-type: none"> <li>Grades</li> <li>Narratives on student performance and process skills</li> <li>Standardized test data</li> <li>Attendance</li> <li>HW completion and quality</li> <li>Progress toward passage</li> </ul>	Biennial
Individualized Learning Plan (ILP)	<ul style="list-style-type: none"> <li>Develop and revisit academic and personal goals</li> <li>Review student work and measure progress toward passage</li> <li>Share student performance and progress on external and internal assessments</li> <li>Develop student presentation skills</li> </ul>	Triennial
Formal or Informal Progress Reports	<ul style="list-style-type: none"> <li>Attendance</li> <li>HW completion and quality</li> <li>Behavior</li> <li>Progress toward passage</li> </ul>	<u>Biennial</u>
EXPOs of Student Work	<ul style="list-style-type: none"> <li>Compare student quality of work</li> <li>Develop student presentation skills</li> </ul>	Biennial

Less comprehensive reports will be generated periodically and will target areas of strength and growth that student, teacher, and parent should work on for the following weeks or months. Parents will have access to performance tasks, content assessments, and portfolios upon request and at exhibitions and family forums.

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### STUDENT ASSESSMENT METHODS

In order to ensure that all students at LCCS are achieving the student outcomes detailed above, assessment at LCCS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies.

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	Language Arts	<ul style="list-style-type: none"> <li>Reading assessment 3x per year</li> <li>Writing assessment 2x per year</li> <li>Interim Assessments 2x per year</li> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every 2 yrs.</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>STAR</li> <li>CELDT</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>Interim Assessments 4x per year</li> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every 2 years</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>CAT-6</li> <li>STAR</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every 2 years</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>STAR where applicable</li> </ul>
	Science	<ul style="list-style-type: none"> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every 2 years</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	
Non-Core Subject Area	Home Language	<ul style="list-style-type: none"> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every two years</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>CA physical fitness test</li> </ul>
	Technology		
	Arts		
	Fitness/Wellness		
Guiding Principles	Collaboration	<ul style="list-style-type: none"> <li>Exhibitions 2x per year</li> <li>Passage presentation 1x every two years</li> <li>Ongoing content assessments</li> <li>Ongoing portfolio assessments</li> <li>ILP meetings 3x per year</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rate</li> <li>Dropout rate</li> <li>Graduation rate</li> <li>Suspension &amp; expulsion rates</li> </ul>
	Communication		
	Compassion		
	Courage		
	Curiosity		
	Integrity		
	Persistence		
	Reflection		
	Respect		
Responsibility			

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## D. GOVERNANCE

The governance structure of the charter school will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- A Director Team
- A School Site Leadership Team
- A Lighthouse Parent Advisory Committee

The charter school will be operated by Lighthouse Community Public Schools, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Board Members, School Directors, faculty, and families will be involved in the decision making process at the LCCS. The governance structure will be composed of the Board of Directors who make decisions and work with the School Directors; and the Leadership Team which communicates the positions of the school community directly to the School Directors; and the Lighthouse Parent Advisory Committee which communicates the positions of the parents directly to the School Directors.

### Assurances

The Lighthouse Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

Lighthouse Community Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Lighthouse Community Charter School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lighthouse Community Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter High School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions.

Members of Lighthouse Community Charter School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's

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Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

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Lighthouse Community Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

All Board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to Lighthouse Community Public Schools. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.

## **BOARD OF DIRECTORS**

The school's Board of Directors will include from seven (7) to fifteen (15) members. The current Board of Directors at Lighthouse Community Public Schools has has a vast array of experience to bring to bear in the governance of Lighthouse. See Appendix for a list of current board members.

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The Board of Directors seeks members who provide experience with and expertise in:

- Fiscal management
- Fund raising
- Special education
- Curriculum and instruction
- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

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The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. Board election, appointment, vacancy, and turnover specifics are detailed in the LCCS bylaws, which are available upon request. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law; other trainings are provided as needed or requested by board members.

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Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as

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a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

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### **SCHOOL DIRECTORS**

The charter school will be managed daily by collective efforts of a team of administrators that may include a Director of Elementary Programs, Director of Secondary Programs, and a Director of Strategic Development. The roles and responsibilities of the directors are carefully delineated to ensure smooth and effective daily operations of the school.

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### **LEADERSHIP TEAM**

Lighthouse Community Public Schools will continue to convene a Leadership Team that is composed of the Directors, Program Coordinators and Teacher Leaders. The Leadership Team functions as an idea-generating, consensus-building team that does the following:

- Makes site budget recommendations to the Board of Lighthouse Community Public Schools
- Makes teaching and learning policies to be ratified by the Board of Lighthouse Community Public Schools
- Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions
- Makes recommendations on hiring and discipline and evaluation of employees
- Determines decision-making authority for all proposals at the school-site.
- Monitors, leads, and evaluates progress toward achieving goals set forth in the Single Plan for Student Achievement

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### **LIGHTHOUSE PARENT ADVISORY COMMITTEE**

Lighthouse Community Public Schools will convene a Lighthouse Parent Advisory Committee (LPAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The LPAC is charged with:

- Supporting the LCCS Mission
- Organizing family events
- Fundraising
- Bringing concerns and appreciations of the community to the School Directors

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### **PARENT, STAFF, AND BOARD COMMUNICATION**

The minutes of each governing body (Board of Directors, Leadership Team, and LPAC) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies.

## E. EMPLOYEE QUALIFICATIONS

Lighthouse Community Charter School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter School is nonsectarian in its employment practices and all other operations. LCCS does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of LCCS will work under an at-will employment contract.

At LCCS, we have three categories of educators – administrators, core teachers, and non-core teachers. We expect all of our educators to have:

- Met the expectations of state and federal requirements as they relate to their teaching position
- Experience with diverse, urban populations
- A clearly articulated philosophy of education/teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- An inquiry-minded approach to education

### Core (College-Preparatory) Teacher Qualifications for Grades K - 8

Teachers of K – 8<sup>th</sup> grade core subject areas, mathematics, science, history/social sciences, and language arts will have the following qualifications:

- BS/A or MS/A.
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
- Previous teaching and/or relevant work experience.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

### Non-core, Non-College Preparatory Teacher Qualifications for Grades K - 8

Teachers of non-core subject areas, identified as art, technology, and health and physical wellness, will have the following qualifications:

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience.

### Meeting State and Federal Credentialing Requirements

Lighthouse Community Public Schools aims to employ teachers who meet the state and federal credentialing requirements as set forth in state and federal policy.

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### **Administrator Qualifications**

The Lighthouse Community Charter School will hire an administrator with the following qualifications:

- At least five years teaching experience.
- Previous school administration experience.
- Work and/or teaching experience with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

### **Additional Staff Members**

In addition to teachers and administrators, other employees, support staff, and volunteers will be involved at the school on a daily basis. Specifically, LCCS aims to employ clerical staff, a literacy interventionist, an instructional coach, an after school coordinator, a family resource coordinator, and a school counselor. These positions may be paid or volunteer as resources permit. Specific qualifications for each employee will be drafted as jobs become available at Lighthouse.

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## F. HEALTH AND SAFETY REQUIREMENTS

Lighthouse Community Charter School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.

### The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Ensures that students are regularly examined for TB, vision, hearing and scoliosis
- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.
- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff on a yearly basis during the professional development institute.

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## G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the Lighthouse Community Charter School has implemented and will continue to implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.

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## H. ADMISSIONS REQUIREMENTS

Lighthouse Community Charter School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school is open to any resident of the State of California, although preference will be given to students as detailed below to reflect the unique situation whereupon LCCS occupies the same facility as the Lighthouse Community Charter High School.

LCCS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. In order to be admitted into the LCCS, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies.

By November 1 of each year and/or when the chartering agency releases the open enrollment period dates, LCCS will notify the District in writing of the application deadline and proposed lottery date. LCCS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

LCCS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students will be given preference in the LCCS random public lottery if their parents desire and they are:

- A former student of Lighthouse who has transferred out of Lighthouse but stayed within the school's SELPA to receive more restrictive services and that the full IEP team agrees is now able to return to a mainstreamed and a less restrictive environment.
- A sibling to a current LCCS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School.
- Not to exceed 10% of the total enrollment: A child of a school faculty, staff, board member, or founding development group member of LCCS or LCCHS as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605.
- A sibling of a Lighthouse alum
- Oakland residents

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Each year, LCCS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if additional applications are received.

After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, LCCS will contact students in the order they appear on the waiting list.

## I. FINANCIAL AUDIT

In compliance with Education Code section 47605(b)(5)(I), the Lighthouse Community Charter Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school directors will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of Lighthouse Community Charter School is public record and will be provided to the public upon request.

### Impact on Charter Authorizer

In accordance with Education Code § 47604.3, Lighthouse Community Charter School will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter School at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

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Lighthouse Community Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lighthouse Community Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices.
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lighthouse Community Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lighthouse Community Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter School operations is received by the District, the Lighthouse Community Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter School by law or charter provisions.

### **Federal Funds Compliance**

To the extent that LCCS is a recipient of federal funds, including federal Title I, Part A funds, LCCS has agreed to meet all of the programmatic, fiscal and other

regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

LCCHS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.



## J. PUPIL SUSPENSION AND EXPULSION

The overall goal of discipline at the Lighthouse Community Charter School is to develop the habits of a self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The Lighthouse Community Charter School has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the school's student handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs. The school will notify the district of any expulsions as they occur in accordance with District policy.

In the case of a special education student, or a student who receives 504 accommodations, Lighthouse Community Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Director will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the

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child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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Please see the Lighthouse Family and Student Handbook in the Appendix for more information about Lighthouse's disciplinary policies and procedures.

## K. RETIREMENT SYSTEM

The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

## L. ATTENDANCE ALTERNATIVES

Students who opt not to attend the Lighthouse Community Charter School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

## M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

All staff at Lighthouse Community Charter School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or re-employment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools.

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## N. DISPUTE RESOLUTION

### Intent

The intent of the Lighthouse Community Charter School Dispute Resolution Process is to:

- Resolve disputes within the school pursuant to the school's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

### Public Comments

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### Internal Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board member of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

### External Disputes

In the event of a dispute between LCCS and OUSD relating to provisions of this charter, LCCS staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the LCCS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

### Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation

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has occurred. Present in the face-to- face meeting shall be at least the Superintendent of the District or designee and the LCCS School Director. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

### **Disputes Not Leading to Revocation: Dispute Resolution**

The staff and Governing Board members of LCCS agree to attempt to resolve all disputes between the District and LCCS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and LCCS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director  
Lighthouse Community Charter School  
444 Hegenberger Rd.  
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools  
Oakland Unified School District  
1025 Second Avenue, Room 206  
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of

receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

### ***OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL***

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I.

### ***Parent Complaints***

Lighthouse Community Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter School will not, at any time, refer complaints to the District.

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**Deleted:** The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

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**Deleted:** Within two months of the receipt of this annual review, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Lighthouse Community Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Lighthouse Community Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Lighthouse Community Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## O. LABOR RELATIONS

The Lighthouse Community Charter School shall be deemed the exclusive public school employer of the employees of the LCCS for the purposes of the Education Employment Relations Act (EERA).

## P. SCHOOL CLOSURE PROCEDURES

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

**Deleted:** In the event that the Lighthouse Community Charter School closes, the assets and liabilities of the school will be disposed of by the school's Board of Directors to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The governing board members will attend to enumerating and disposing of assets and liabilities as directed in the by-laws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement, California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will



include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

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The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## TERM

The term of this charter shall begin July 1, 2011 and expire five years thereafter, on June 30, 2012. Lighthouse Community Charter Public Schools reserves the right to request early review at the end of four years, in order to align the charter renewal schedule of its K-8 and 9-12 charters currently co-habitated on one campus and operating as a seamless K-12 school.

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Lighthouse Community Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

## **MISCELLANEOUS**

### **EXTERNAL REPORTING**

Lighthouse Community Charter School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

### **PUBLIC RECORDS**

Lighthouse Community Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter School and of the District. Lighthouse Community Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter School does not have that Lighthouse Community Charter School needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter School in a reasonably timely manner upon request.

### **FACILITIES**

If LCCS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If LCCS moves or expands to another facility during the term of this charter, LCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. LCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

### **DISTRICT FEE FOR OVERSIGHT**

The District may charge for the actual costs of supervisory oversight of Lighthouse Community Charter School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisory oversight of the

Charter School not to exceed 3% if Lighthouse Community Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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## AMENDMENTS

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

## SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

## COMMUNICATIONS

All official communications between the Lighthouse Community Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Lighthouse Community Public Schools  
444 Hegenberger Rd.  
Oakland, CA 94621

Oakland Unified School District  
1025 Second Ave.  
Oakland, CA 94606

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In addition, students in grades K – 5 will participate in the Home Language Program to continue to build literacy and language skills in their home language. Our goal is to ensure a quality ELL instructional program that enables LCCS' ELL students to attain English proficiency, develop their home language, achievement in all academic subject areas, and to have full access to the range of educational opportunities that LCCS envisions for all

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The following exit outcomes are aligned with the California State Standards and with the mission of the Lighthouse Community Charter School to prepare students for college or a career of their choice. In order to graduate from the LCCS, students will master content (what students should know) and performance (what students should be able to do) standards of the LCCS "core" academic areas. Students must also demonstrate mastery of the LCCS "non-core" content and performance standards. Mastery of these standards is crucial to entering high school and then pursuing college-bound courses.

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Students with special needs will meet the standards outlined in their IEP. English Language Learners will meet the California English Language Development standards in addition to the outcomes listed below.

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Students will be able to

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Students will demonstrate		
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### *Environmental Literacy*

Students will demonstrate an understanding of the inter-connected nature of

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Students will demonstrate grade level competency in the literacy skills of

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·Teacher, parent, and student assessment of whether goals in the ILP have been met.  
·Other alternative assessments such as portfolios, exhibitions of work, and passage presentations in front of a panel of peers, parents, teachers, and community members.

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As mandated by Education Code 47605(c)(2), Lighthouse Community Charter School

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Community service requirement Senior Internship Project		
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Page 31: [102] Deleted ·A policy requiring that instructional and administrative staff receive training in emergency response, including CPR and first aid. ·Policies relating to the administration of prescription drugs and other medicines. A policy	Lighthouse	12/14/10 2:49 PM
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Page 31: [106] Deleted ·A requirement that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).	Lighthouse	12/14/10 2:49 PM
Page 40: [107] Deleted The LCCS board also retains the option to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation with the federal social security system, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall apply to the district a reasonable fee for the provision of such services. In addition, if the school elects to have teachers participate in the STRS or PERS systems, then all teachers will do so.	Lighthouse	12/14/10 2:49 PM
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## PUBLIC COMMENTS

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## INTERNAL DISPUTES

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## EXTERNAL DISPUTES

### **In the event that the school or granting agency have disputes regarding the terms of this**

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The director and superintendent, or their representatives, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent and director of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and director shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.



# Lighthouse Community Charter School

## Charter Renewal

### Performance Report Narrative

CDS Code: 01-61259-0130633  
Charter Number: 413

Respectfully Submitted  
October 4, 2010

Oakland Unified School District  
Office of Charter Schools  
Tilden School, Room 11  
4551 Steele St.  
Oakland, CA 94619

Lighthouse Community Charter School  
Melissa Barnes Dholakia, Director  
444 Hegenberger Rd.  
Oakland, CA 94621  
510-562-8801  
[www.lighthousecharter.org](http://www.lighthousecharter.org)

**CHARTER RENEWAL PERFORMANCE REPORT NARRATIVE GUIDELINES : 2010-2011**

- While maximum page lengths are outlined below, responses need **not** otherwise meet any minimum length requirements. (Main Point: simple, concise responses are preferred, while ensuring clarity and specificity.)
- This report may include sections copied from the charter petition submitted for the renewal term.
- This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal.

<b>STUDENT ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
<b>1</b>	<p>Provide data on the number of applications annually received per grade and the number of students per grade on the waiting list for school years 2006-07 to 2010-11.</p> <p><b><u>Use Table I to format this information for submission.</u></b></p> <p>Provide a breakdown of your student population. Include data on student demographics, home languages, students with disabilities, English Language Learners, Free and Reduced lunch status and homeless students for your charter term (2006-07 to 2010-11).</p> <p><b><u>Use Table II to format this information for submission.</u></b></p> <p>Provide data on the percentage of suspensions and expulsions for your charter term (2006-07 to 2009-10)?</p> <p><b><u>Use Table III to format this information for submission.</u></b></p> <p>If your charter school serves <u>high school students</u>, provide, in table format, data on the:</p> <ul style="list-style-type: none"><li>• Percent of students graduating within five years of attending high school</li><li>• Percent of graduates enrolled in school since grade 9</li><li>• Percent of graduates enrolled in college or postsecondary education (e.g. vocational school)</li><li>• Percent of graduates not attending college who are employed</li></ul> <p><b><u>Use Table IV to format this information for submission.</u></b></p> <p>Provide data on the number of teachers hired each year and teacher retention between school years 2006-07 to 2009-10.</p> <p><b><u>Use Table V to format this information for submission.</u></b></p>

Please see Tables I, II, III and V that follow. Table IV is not applicable.

**TABLE I – LOTTERY**

2010-11

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Community Charter School (K-8)	444 Hegenberger	1/28/10	K	121	44	68
			1	42	1	41
			2	34	0	34
			3	46	1	45
			4	40	4	36
			5	44	3	41
			6	129	0	129
			7	64	1	63
8	32	2	30			

2009-10

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Community Charter School (K-8)	345 12 <sup>th</sup> St.(K-6) & 1600 Broadway (7-8)	1/28/09	K	79	40	9
			1	26	2	24
			2	15	2	12
			3	15	3	4
			4	27	5	17
			5	19	7	16
			6	54	8	51
			7	23	6	15
8	24	8	16			

2008-09

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Community Charter School (K-8)	345 12 <sup>th</sup> St.(K-6) & 1600 Broadway (7-8)	1/24/08	K	52	40	12
			1	10	1	9
			2	13	3	10
			3	1	0	11
			4	4	4	0
			5	6	6	0
			6	6	27	23
			7	No Data	No Data	No Data
8	No Data	No Data	No Data			



2007-08

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Community Charter School (K-8)	345 12 <sup>th</sup> St.(K-6) & 1600 Broadway (7-8)	1/24/07	K	66	40	26
			1	9	2	7
			2	4	0	4
			3	13	2	11
			4	12	4	8
			5	7	0	7
			6	62	N/A	0
			7	No Data	No Data	No Data
8	No Data	No Data	No Data			

2006-07

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Community Charter School (K-8)	345 12 <sup>th</sup> St.(K-6) & 1600 Broadway (7-8)	1/24/07	K	78	40	38
			1	32	2	20
			2	28	3	25
			3	28	2	26
			4	31	8	23
			5	Did not serve		
			6	21	4	17
			7	22	6	16
			8	30	2	28

**TABLE II - SCHOOL DEMOGRAPHIC PROFILE**

Ethnicity/Race	2006-07	2007-08	2008-09	2009-10	2010-11
% White	4.5	3.8	3.2	3.1	3.8
% Black	15.0	18.3	17.2	16.9	11.8
% Hispanic	71.6	68.1	67.0	67.2	76.9
% Asian / Pacific Islander	8.9	9.6	9.6	9.4	6.5
% Mixed / No Response	-	0.2	2.6	3.4	1.0
% Other	-	-	-	-	-
<b>Home Languages</b>					
% Non-English Speaking Households	80.1	77.2	76.6	76.2	80.9
<b>Special education</b>					
% Students with Disabilities	5.9	6.2	7.9	8.2	6.7
<b>Other</b>					
% Free & Reduced Lunch Status	87.6	82.8	79.1	82.2	85.0
% English Language Learners	76.0	76.1	76.8	74.6	73.2
% Homeless students	0.0	0.0	<0.1	<0.1	<0.1

**TABLE III - DISCIPLINE**

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
Lighthouse Community Charter School				
<b>Enrollment</b>	364	416	432	464
% Suspensions	47	54	39	42
% Expulsions	0	1	0	0

**TABLE V - TEACHER RETENTION**

Charter School	School Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Lighthouse Community Charter School					
<b>TOTAL # OF TEACHERS</b>	15	18	18	18	18
% New Hires	26%	14%	50%	16%	22%
% Retained from Prior Year	74%	86%	50%	84%	72%

2	Describe the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Language Learners; students with disabilities or of homeless status)?	
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Lighthouse Community Charter School (LCCS) does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school shall be open to any resident of the State of California, although preference will be given to students residing within the Oakland Unified School District.

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, LCCS has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process,
- Scheduling of enrollment meetings at different times of the day and days of the week to ensure that families with varied schedules can attend,
- Scheduling one-on-one enrollment meetings in situations where families cannot attend the calendared times or dates,
- Providing Spanish translation of oral presentation and materials,
- Distribution of promotional and informational materials in a variety of languages,
- Outreach meetings in local churches and other community spaces to reach prospective students and parents,
- Allowing for interested families and children/youth to “shadow” existing Lighthouse students, when appropriate
- Allowing for classroom visits
- Leveraging our already diverse parent population to recruit,
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of Oakland,
- Meetings with the principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child,
- Matching Lighthouse annual enrollment timeline with district’s open enrollment window, and Hosting all interested school visits to maximize Lighthouse’s exposure to Oakland students.

3	Describe the admissions and lottery process. Please explain how you ensure that these processes are aligned with the requirements found in Education Code §47605. <ul style="list-style-type: none"> <li>• What procedures are in place for wait-listed students not included in the first round of lottery offers?</li> <li>• What are the school’s procedures for withdrawals and transfers?</li> </ul>	
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LCCS will actively recruit a diverse student population from the district who understand and value the school’s mission and are committed to the school’s instructional and operational philosophy. In order to be admitted into the LCCS, a student and their family must take part in an orientation process that will include a mandatory enrollment meeting which is an introduction to the school’s philosophical and operational underpinnings and policies. A series of meetings begin in November of each year and are offered through January. The meetings are held at a variety of times and on different days to ensure that every interested parent can attend. In addition, the oral presentation and materials are translated into

Spanish to allow for Spanish bilingual parents to fully participate. Parents can only obtain applications at these meetings.

LCCS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students have been given preference in the LCCS if their parents desire and they are:

- A sibling to a current LCCS student.
- A child of a school faculty, staff, board, or development group member.

Each year, LCCS begins collecting applications in December and/or January concurrent with the OUSD enrollment window. The first lottery is held in January or February. Additional enrollment cycles that include informational parent meetings, application submission, and a public lottery happen between February and June. Students who apply after the first enrollment window has closed are placed on the waiting list – the additional lottery is to fairly place students on that list. Students will remain on the wait list until they request to be removed.

When a Lighthouse student withdraws or transfers, Lighthouse takes the following actions:

- Records the requisite disenrollment data and submits to the OUSD on a monthly basis,
- Retains cumulative files until requested by new school,
- Updates all relevant student enrollment data in Lighthouse Student Information System, and
- Updates all relevant student transfer information in CALPADs and or CSIS.

4	Provide a description of the school's "areas of growth" and "strategies for improvement" regarding its recruitment of students, retentions of teachers, and/or suspensions/ expulsions.	
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### RECRUITMENT

Lighthouse aims to serve a diverse, K – 12 student population. In the past several years, we have received more applications than spots we have available at the school. To obtain a diverse student population, we use a variety of grassroots recruiting techniques that include:

- Recruit a diverse parent enrollment team to make presentations at their churches, in their neighborhoods, and at local preschools and Headstarts
- Make presentations at elementary schools for recruiting middle school students

Areas of growth for student recruitment include recruiting more students from the neighborhood directly behind our new campus, to better serve the families closest to our school. In order to do so, we have established a solid relationship with Paradise Baptist Church. Paradise will help us disseminate enrollment information at the appropriate time.

### RETENTION

It is a priority of Lighthouse to retain and develop its teachers. Lighthouse has retained 72% of teaching staff on average every year, over the past five school years. The greatest reason for mobility is career or college advancement, with teachers leaving the classroom to pursue administrative and coaching roles (both at Lighthouse and at other schools) and to attend school full-time in pursuit of a higher degree. These are pursuits Lighthouse will continue to support in developing its faculty, as the mobility may be a loss for the school but is overall additive for the broader educational community and reform movement. In maintaining a high retention rate, Lighthouse will focus on maintaining a low percentage of teachers leaving Lighthouse for another local school. A detailed look at each school year is listed below.

	Retention	Moved (Out of area)	Career or College Advancement	Moved (To another local school)	Contract Not Renewed (Poor Performance)
2006-07	13 of 15	0	0	1	1
2007-08	9 of 18	4	4	0	1
2008-09	15 of 18	0	3	0	0
2009-10	13 of 18	2	3	0	0

### SUSPENSIONS/EXPULSIONS

Lighthouse will continue to employ proactive strategies to support the social and emotional development of our students. This work in turn limits the need for suspensions and expulsions within our student body. For a detailed description of these strategies, please see question #17 of this Performance Report.

## TEACHING AND LEARNING

### Curriculum & Instruction

5	Describe how the charter school's instructional approach and educational philosophy support the school's mission.
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The mission of the Lighthouse Community Charter Public Schools is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. To be fully educated and prepared for the 21<sup>st</sup> Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we believe:

- All students must be held to clearly articulated, **high expectations** for achievement,
- Every student must be actively motivated to learn and actively engaged in their learning through a **rigorous curriculum**,
- We must serve the **whole child**, supporting each student's academic, social and emotional development.
- The school must **involve families** and collaborate to meet the needs of every student, and
- **Teachers must be learners**, deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes – through implementation of the following structures.

### High Expectations

To prepare students for the college or career of their choice, Lighthouse believes students must develop their knowledge and skills in the following areas:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection
- The conventions of language and computations of mathematics
- Critical reading, strategic writing, and effective communication
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability
- The skills of a scientist, including collecting data, designing a controlled experiment, analyzing data, and using formal scientific communication.

- The skills of a social scientist, including research and evidence, point of view, interpretation, connections and patterns, supposition, determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college
- The ability to express themselves through the arts
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency

Lighthouse will support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, Lighthouse provides flexible intervention and supports that may include but are not limited to the following:

- Differentiated instruction
- In class, flexible grouping where students work in both homogenous groups by level and heterogeneous groups
- Small group teacher-led intervention
- Reading and math intervention, utilizing an RTI model
- After school support
- Summer and intersession intervention
- Social and emotional intervention

For identified core practices in setting, maintaining and monitoring High Expectations at Lighthouse, please see questions #8 and #9 of this Performance Report.

### **Rigorous Curriculum**

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

Another Lighthouse curricular component is the integration of fieldwork and experts. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards.

The products of curriculum often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but also ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

Key aspects of our core curriculum are outlined below.

- *Learning Investigations* – The primary vehicle for science and social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation and/or expedition.

- *Literacy* – We believe our primary task is to develop each and every student’s ability to be an independent reader and writer. We use a balanced literacy approach, with instruction occurring both in and outside of the learning expedition. Reading and writing is infused within the learning investigation and across the content areas, enabling students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. In addition, reading and writing may be developed outside of the learning investigation. This reading and writing instruction enables guided reading instruction across a variety of reading levels, differentiated reading intervention, and the development of independent, life-long readers. It is our belief that this type of literacy instruction best enables us to meet the needs of all learners.
- *Numeracy* – At Lighthouse, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. In addition, we believe that as mathematicians, students must be able to problem-solve and communicate their mathematical thinking. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- *Arts* – At Lighthouse, we believe that the arts are essential to achieving our mission and providing an equitable learning experience for our students. The arts are integrated into our investigations, as well as taught in isolation to develop critical concepts and skills.
- *Fitness and Wellness* – At Lighthouse we believe that the whole child must be developed to achieve our mission of college or a career of choice. Therefore, Lighthouse students are supported in improving their physical fitness and making informed choices about their personal wellness.

For additional detail on the core practices of a Rigorous Curriculum at Lighthouse, please see question #6 of this Performance Report.

### **Serving the Whole Child**

At Lighthouse, we view children and youth as “whole entities,” not simply academic receptacles. We believe that we must support and foster a student’s social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.

For identified core practices in Serving the Whole Child at Lighthouse, please see question #17 of this Performance Report.

### **Family Involvement**

Involving families is a vital and integral part of what we do. Involving families at Lighthouse is not a tacked-on notion or an option. It is crucial to the attainment of our mission and we view families at Lighthouse as partners in the education of their child. Family involvement might come naturally to some parents and might be difficult for others. It is often our job as educators to show and tell parents how they can and should get involved in the education of their child. At the heart of family involvement is getting to know people, building relationships, and authentically involving them. We involve families for several reasons:

- *Increasing Student Achievement* – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to our high academic and behavioral outcomes.
- *Building Relationships* – Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it. Chaperones for fieldwork, volunteers in the classroom and office, an ally – are all important needs

we have as teachers and educators. In addition, families and students are our clients. We need to know who they are so we can best serve them. Finally,

- *Supporting the Mission and Vision of the School* – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, who have a strong understanding and commitment to what we do are advocates in the wider community and are more likely to give of their time and money. In spite of serving a predominantly low-income population, parent donations average about \$20,000 per year that helps us reach our overall fundraising goal.

For identified core practices in supporting Family Involvement at Lighthouse, please see question #20 of this Performance Report.

### **Teachers as Learners**

At Lighthouse we believe that having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- *Focused on Learning* - academic, social, and emotional - as that is at the core of our mission. Each teacher in our Professional Learning Community participates in inquiry with fellow educators, through Literacy Team Meetings, Inquiry Group Meetings, and completion of Take One! for National Board Certification (our K-8 focus for 2010-11). This inquiry brings educators from like grade levels or disciplines together to discuss practice, analyze data, make action plans, and investigate new strategies.
- *Supported by a Collaborative Culture*, in which adults work together in pursuit of our mission. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.
- *Goal-oriented*, so that individual educators, teacher teams, and the school a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision. Each educator in our Professional Learning Community identifies specific SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals for the year that will move their practice and our school in our pursuit of the mission. These goals are then used to develop and individual Professional Development Plan (PDP).
- *Data-driven*, providing and analyzing relevant information to inform instructional and institutional decisions. As a school, Lighthouse conducts Interim Assessments in Literacy and Math four times per year. These Interim Assessments are used to provide an external checkpoint, if you will, on student movement toward goals and to give teachers specific, relevant information on how students are doing as a whole, as small groups, and as individuals in mastering the learning targets.

For identified core practices in how Lighthouse supports Teachers As Learners, please see question #15 and #16 of this Performance Report.



<b>6</b>	Provide a chart outlining your school's curriculum for each subject at each grade level.	
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<b>Kindergarten</b>
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<b>Literacy</b>	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author, Genre (Fairytales), and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies (Narrative Writing, Observational/Descriptive Writing, Poetry)</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
<b>Math</b>	<p>The California Standards are taught using TERC Investigations, 2<sup>nd</sup> edition and additional supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards.</p>
<b>Science</b>	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Movement – How Are Bodies Work</li> <li>• Weather and Seasons</li> <li>• Living Things – The Life Cycle of Plants and Animals</li> </ul>
<b>Social Studies</b>	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Character and Citizenship</li> </ul>
<b>Enrichment</b>	<p>Kindergarten students receive three enrichments:</p> <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Art</li> <li>• Music, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Music</li> <li>• Language (either Spanish or English), to support and develop the student's home language. Investigations include but are not limited to: <ul style="list-style-type: none"> <li>○ Our School Community</li> <li>○ Weather</li> <li>○ Folktales Around the World</li> <li>○ Insects and Spiders</li> </ul> </li> </ul>

<b>1<sup>st</sup> Grade</b>
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<b>Literacy</b>	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Ezra Jack Keats), Genre, and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies (Personal Narrative, Letter Writing)</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
<b>Math</b>	<p>The California Standards are taught using TERC Investigations, 2<sup>nd</sup> edition and additional</p>

	supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards. In addition, the “Penguins Investigation” provides an opportunity for an in-depth investigation that integrates math and science.
Science	In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to: <ul style="list-style-type: none"> <li>• Toys Investigation – Forces and Motion</li> <li>• Penguin Investigation – Gathering and comparing data on attributes</li> </ul>
Social Studies	In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to: <ul style="list-style-type: none"> <li>• Produce Investigation – Food Production, Goods &amp; Services</li> </ul>
Enrichment	1 <sup>st</sup> Grade students receive three enrichments: <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Art</li> <li>• Music, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Music</li> <li>• Language (either Spanish as a first language or second language), to support and develop the student’s home language. Investigations include but are not limited to: <ul style="list-style-type: none"> <li>○ Food and Farming</li> <li>○ Cooking</li> <li>○ The Ocean Ecosystem</li> <li>○ Games Around the World</li> </ul> </li> </ul>
<b>2<sup>nd</sup> Grade</b>	
Literacy	The California Standards are taught through the following framework: <p>Reader’s Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> </ul> <p>Reader’s Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author, Genre (Realistic Fiction, Personal Narrative, Mystery, Biography, Poetry, Informational Texts), and Language Structure Studies</li> </ul> <p>Writer’s Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies (Personal Narrative, Mystery, Letter Writing)</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	The California Standards are taught using TERC Investigations, 2 <sup>nd</sup> edition and additional supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards.
Science	In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to: <ul style="list-style-type: none"> <li>• Creatures of the Bay – Animal and Plant Habitats, Ecosystems, and Adaptations</li> </ul>
Social Studies	In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to: <ul style="list-style-type: none"> <li>• Oakland History – Immigration, Mapping, Community, and Life Then and Now</li> </ul>
Enrichment	2 <sup>nd</sup> Grade students receive three enrichments: <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Art</li> <li>• Music, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Music</li> <li>• Language (either Spanish as a first language or second language), to support and develop the student’s home language. Investigations include but are not limited to: <ul style="list-style-type: none"> <li>○ Ants</li> <li>○ Introduction to Reading</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Adaptation in the Desert</li> </ul>
<b>3rd Grade</b>	
Literacy	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts (4<sup>th</sup> Grade Rats, by Roald Dahl)</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Eve Bunting), Genre (Folktales, Procedural, Poetry, Non-fiction), and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies (Narrative, Procedural, Letter, Script, Non-fiction)</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	The California Standards are taught using TERC Investigations, 2 <sup>nd</sup> edition and additional supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards.
Science	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Electricity &amp; Magnetism</li> <li>• Solar System</li> <li>• Energy &amp; Matter</li> </ul>
Social Studies	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Government Structures, Rules, and Laws</li> <li>• The Ohlone</li> <li>• Activism and Social Action</li> </ul>
Enrichment	<p>3<sup>rd</sup> Grade students receive three enrichments:</p> <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Art</li> <li>• Music, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Music</li> <li>• Language (either Spanish as a first language or second language), to support and develop the student's home language. Investigations include but are not limited to: <ul style="list-style-type: none"> <li>○ Reading centers</li> <li>○ Folktales of Different Cultures</li> <li>○ Leveled Reading Groups</li> <li>○ Adaptation in the Amazon Rainforest</li> </ul> </li> </ul>
<b>4<sup>th</sup> Grade</b>	
Literacy	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts (James and the Giant Peach)</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Roald Dahl), Genre (Historical Fiction, Myths and Legends), and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies (Research Reports)</li> </ul>

	<p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	The California Standards are taught using TERC Investigations, 2 <sup>nd</sup> edition and additional supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards.
Science	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Earth's Surface</li> <li>• Rocks and Minerals</li> </ul>
Social Studies	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Regions of California</li> <li>• California Immigration and Colonialism</li> <li>• Statehood and Industrial Power</li> </ul>
Enrichment	<p>4<sup>th</sup> Grade students receive three enrichments:</p> <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Art</li> <li>• Music, with projects backwards-designed to develop proficiency in California Standards for Kindergarten Music</li> <li>• Language (either Spanish as a first language or second language), to support and develop the student's home language. Investigations include but are not limited to: <ul style="list-style-type: none"> <li>○ Literature Discussion groups</li> <li>○ Geography of Latin America</li> <li>○ Poetry Reading, Writing and Translating</li> <li>○ Non-fiction Reading</li> </ul> </li> </ul>
<b>5<sup>th</sup> Grade</b>	
Literacy	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Jerry Spinelli), Genre, and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	The California Standards are taught using TERC Investigations, 2 <sup>nd</sup> edition and additional supplementation to address the gap between the NCTM Standards upon which the program is based and the California Standards.
Science	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to the following and are taught over the 5<sup>th</sup>/6<sup>th</sup> grade loop (1/2 taught one year, 1/2 the following year):</p> <ul style="list-style-type: none"> <li>• Sharks of the Bay</li> <li>• Solar System</li> <li>• Global Warming</li> <li>• Water Quality</li> <li>• Geography of the Bay</li> <li>• Waste – States of Matter</li> </ul>
Social Studies	The California Standards are taught using Teachers' Curriculum Institute's History Alive: America's Past.

Enrichment	<p>5<sup>th</sup> Grade students receive two enrichments:</p> <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for 5<sup>th</sup> Grade Art</li> <li>• Physical Education, with projects backwards-designed to develop proficiency in California Standards for 5<sup>th</sup> Grade Physical Education and Health</li> </ul>
<b>6<sup>th</sup> Grade</b>	
Literacy	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Nancy Farmer), Genre (Science Fiction), and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies</li> <li>• Word Study</li> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	<p>The California Standards are taught using College Preparatory Math (CPM), Making Connections: Foundations for Algebra, Course 1. Additional supplementation is used to further build conceptual understanding and provide authentic contexts.</p>
Science	<p>In-depth content investigations that are backwards designed from the California Standards. These include but are not limited to the following and are taught over the 5<sup>th</sup>/6<sup>th</sup> grade loop (1/2 taught one year, 1/2 the following year):</p> <ul style="list-style-type: none"> <li>• Sharks of the Bay</li> <li>• Solar System</li> <li>• Global Warming</li> <li>• Water Quality</li> <li>• Geography of the Bay</li> <li>• Waste – States of Matter</li> </ul>
Social Studies	<p>The California Standards are taught using Teachers' Curriculum Institute's History Alive: The Ancient World.</p>
Enrichment	<p>6<sup>th</sup> Grade students receive two enrichments:</p> <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for 6<sup>th</sup> Grade Art</li> <li>• Physical Education, with projects backwards-designed to develop proficiency in California Standards for 6<sup>th</sup> Grade Physical Education and Health</li> </ul>
<b>7<sup>th</sup> Grade</b>	
Literacy	<p>The California Standards are taught through the following framework:</p> <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts (House On Mango Street, Good Masters! Sweet Ladies!, Catherine Called Birdy, Blood Red Horse, The Giver, Buried Onions)</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Gary Soto), Genre, and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies</li> <li>• Word Study</li> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>

Math	The California Standards are taught using College Preparatory Math (CPM), Making Connections: Foundations for Algebra, Course 2. Additional supplementation is used to further build conceptual understanding and provide authentic contexts.
Science	In-depth content investigations that are backwards designed from the California Standards.
Social Studies	The California Standards are taught using Teachers' Curriculum Institute's History Alive: The Medieval World and Beyond.
Enrichment	7 <sup>th</sup> Grade students receive two enrichments: <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for 7<sup>th</sup> Grade Art</li> <li>• Physical Education, with projects backwards-designed to develop proficiency in California Standards for 7<sup>th</sup> Grade Physical Education and Health</li> </ul>
<b>8<sup>th</sup> Grade</b>	
Literacy	The California Standards are taught through the following framework: <p>Reader's Workshop, Phase 1</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Guided Reading &amp; Literature Discussion Groups</li> <li>• Whole Class Texts (My Brother Sam Is Dead, The River Between Us, Pink &amp; Say, 145 St Stories)</li> </ul> <p>Reader's Workshop, Phase 2</p> <ul style="list-style-type: none"> <li>• Author (Walter Dean Myers), Genre, and Language Structure Studies</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> <li>• Genre Studies</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Mini-lessons, guided practice, independent practice and sharing</li> </ul>
Math	The California Standards are taught using College Preparatory Math (CPM), Algebra Connections. Additional supplementation is used to further build conceptual understanding and authentic contexts.
Science	In-depth content investigations that are backwards designed from the California Standards.
Social Studies	The California Standards are taught using Teachers' Curriculum Institute's History Alive: The United States through Industrialism.
Enrichment	8 <sup>th</sup> Grade students receive two enrichments: <ul style="list-style-type: none"> <li>• Art, with projects backwards-designed to develop proficiency in California Standards for 8<sup>th</sup> Grade Art</li> <li>• Physical Education, with projects backwards-designed to develop proficiency in California Standards for 8<sup>th</sup> Grade Physical Education and Health</li> </ul>

<b>7</b>	<p>Describe the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported. Explain how you ensure that all students with disabilities and English Language Learners in your school:</p> <ul style="list-style-type: none"> <li>• Have access to the general education curriculum</li> <li>• Integrate with their non-disabled peers and/ native English-speaking peers as applicable</li> </ul>	
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*Please see WASC Self Study pp. 10-11, 66-71, 77-79 in Appendix A and WASC Visiting Committee Report pp. 26-27 in Appendix B. Additional detail is included below.*

**STUDENTS WITH SPECIAL NEEDS**

Lighthouse Community Charter School and Oakland Unified School District work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

Over the past five years, Lighthouse has continued to improve the quality of special education services it provides. Oakland Unified School District has served as Lighthouse’s SELPA each year and in our first three years of operation, provided all special education services. In our fourth year of operation, we negotiated a groundbreaking arrangement with the district to provide resource services (RSP) with our own appropriately- credentialed staff member. Over the past five years, staffing has increased each year to accommodate increased caseload. In addition to providing day-to-day RS services, Lighthouse resource teachers, evaluate and assess students, conduct annual and triennial IEPs, coordinate services through the district, and work with teachers on intervention and “push-in” instruction.

Speech therapy has been provided by the district throughout our tenure in OUSD’s SELPA. Unfortunately, there have been months when our students have not received the speech services they deserve and Lighthouse leadership has had to strongly advocate on behalf of our students.

Since Lighthouse has retained control of its RS services, we continue to pay an encroachment fee of about \$494 per enrolled student to OUSD to total a cost of \$344,000. We are reimbursed for the cost of our RS staff.

During the first years of this charter, the school intends to function as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district’s direct costs of providing special education and related services minus the district’s revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After the first year of this charter, the school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the

event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

### **ENGLISH LANGUAGE LEARNERS**

As required by California law, all parents are asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at Lighthouse. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child's English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

Academically, Lighthouse will meet the needs of its English Language Learners through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. Students whose home language is Spanish will receive supplemental instruction in their primary language (approximately 135 minutes per week) in Grades K – 4 through the Home Language program. In this program, students study complementary content to the core classroom and continue to develop their academic vocabulary and cognitive skills in their primary language.

In addition, like all students at Lighthouse, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Lighthouse, we believe that holding English Language Learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English Language Learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter School will utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers, BCLAD certification for all teachers will be strongly encouraged.

In regard to the testing and service requirements for English Language Learners, Lighthouse will comply with all applicable state and federal laws. A combination of CST and CELDT scores are used to determine reclassification of Lighthouse students. Students at Lighthouse are eligible for redesignation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP. Additional reclassification information can be found in our charter appendix.



Ongoing Assessments	
8	<p>What <u>specific</u> student performance achievement goals have been established for your students, including those specified in the charter?</p> <p><i>*Question is getting at what "measurable outcomes" have been established for each goal.</i></p>

As specified in its charter, Lighthouse has aimed to accomplish the following student performance achievement goals over the course of that charter:

Measurable Pupil Outcomes	Target
# of students scoring at the proficient/advanced level will increase by 5% every yr.	# of students scoring at the proficient/advanced level will increase by 5% every yr
Students will demonstrate 5% growth on CAT-6 achievement each yr	Students will demonstrate 5% growth on CAT-6 achievement each yr
STAR test scores will grow each yr for more than 50% of students	More than 50% of students
LCCS will score 4 or better in the Similar Schools or Statewide ranking	4 or better
90% of students will meet internally identified growth targets each yr in reading, writing or numeracy assessment	90%
75% of students will test in the "Physically Fit Zone" in at least 4 categories by graduation	75% by graduation
90% of students will successfully meet the school's passage outcomes in K, 2nd, 4th, 6th and 8th grades	90%
90% of students will meet at least one Individual Learning Plan goal each year	90% meet at least one

In addition, Lighthouse has set the internal, non-binding goal of reaching an 800 Academic Performance Index score by 2011.

9	<p>How is the school measuring progress towards achieving these goals?</p> <p><i>*Question is getting at "how" the school measures progress towards meeting goals.</i></p>
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Please see the WASC Self Study pages 82-91 in Appendix A and the WASC Visiting Committee Report pages 20, 34-35, 36-37 in Appendix B. Additional information follows:

### Measurable Pupil Outcomes

In respect to the specific goals outlined in our charter, the following instruments are used.

Measurable Pupil Outcomes	Target	Instrument
# of students scoring at the proficient/advanced level will increase by 5% every yr.	# of students scoring at the proficient/advanced level will increase by 5% every yr	CST
Students will demonstrate 5% growth on CAT-6 achievement each yr	Students will demonstrate 5% growth on CAT-6 achievement each yr	CAT-6

STAR test scores will grow each yr for more than 50% of students	More than 50% of students	STAR test scores
LCCS will score 4 or better in the Similar Schools or Statewide ranking	4 or better	Similar schools or statewide ranking
90% of students will meet internally identified growth targets each yr in reading, writing or numeracy assessment	90%	Crew Leader Data
75% of students will test in the "Physically Fit Zone" in at least 4 categories by graduation	75% by graduation	Physical Fitness State Test
90% of students will successfully meet the school's passage outcomes in K, 2nd, 4th, 6th and 8th grades	90%	Retention Data
90% of students will meet at least one Individual Learning Plan goal each yr	90% meet at least one	Crew Leader Data

Lighthouse provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their proficiency levels and mastery of Learning Targets. Assessment is data driven, collected over time, and used formally several times throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at Lighthouse includes:

- Ongoing, formative assessments that measure content and skill mastery against specific Learning Targets,
- Formal Interim Assessments, including quarterly standards-based assessments in literacy and math, triannual development reading assessments, and biannual writing assessments,
- Teacher, parent, and student assessment of ILP goal achievement,
- Other alternative assessments such as portfolios and exhibitions of work ,
- State assessments and/or other standardized tests.

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual professional development needs
- Identifying students in need of academic intervention
- Identifying content in need of reteaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

### **Ongoing, Formative Assessment**

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and will be open for revision. The level of success with content assessments will be one form of Learning Target

mastery evidence.

### **Interim Assessments**

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments are administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators review interim assessment data on a quarterly basis to make thoughtful, data driven instructional modifications throughout the school year.

In addition, Lighthouse utilizes the Fountas and Pinnell Reading Assessment to measure students independent and instructional reading levels three times per year. Teachers, coaches, and administrators review this data to:

- Determine grouping for guided reading and literature discussion groups
- Place students in appropriate texts for independent reading,
- Identify specific students pr groups of students who need increased literacy support.

### **Individualized Learning Plans**

Each student at Lighthouse has an Individualized Learning Plan that articulates goals and strategies for academic, social, and emotional areas specific to the needs of each child. Parents, students, and teachers come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth.

### **EXPOs**

Students have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed and presented to peers, teachers, families, and community members. This process adds a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

### **Portfolios of Work**

Each year, students, with the aid of their teachers, maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios serve two purposes at Lighthouse. One, they are utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios are a record of on-going work.

### **State Assessments**

As mandated by Education Code 47605c(2), Lighthouse will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California English Language Development Test (CELDT)

<b>10</b>	How has your school performed against these goals? How have subgroups performed?	
<i>*Question is getting at "what is the progress of students to date" towards meeting goals.</i>		

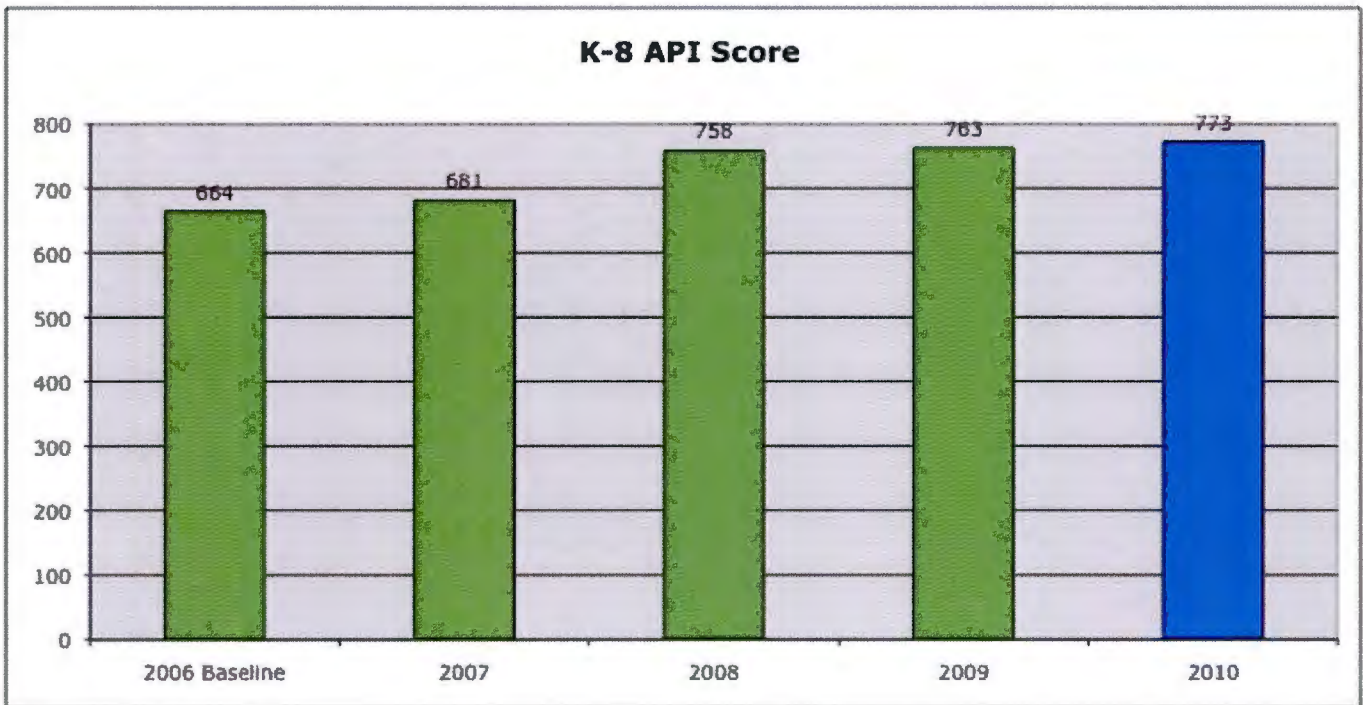
### Measurable Pupil Outcomes

In respect to the specific goals outlined in its charter, Lighthouse has demonstrated the following progress:

Measurable Pupil Outcomes	Instrument	Target	Progress																					
# of students scoring at the proficient/advanced level will increase by 5% every yr.	CST	# of students scoring at the proficient/advanced level will increase by 5% every yr	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Math</th> <th>Literacy</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>21</td> <td>24.4</td> </tr> <tr> <td>2006-2007</td> <td>28.6</td> <td>23.3</td> </tr> <tr> <td>2007-2008</td> <td>44.7</td> <td>36.7</td> </tr> <tr> <td>2008-2009</td> <td>47.5</td> <td>47.5</td> </tr> <tr> <td>2009-2010</td> <td>55.2</td> <td>48.9</td> </tr> </tbody> </table>		Math	Literacy	2005-2006	21	24.4	2006-2007	28.6	23.3	2007-2008	44.7	36.7	2008-2009	47.5	47.5	2009-2010	55.2	48.9			
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Students will demonstrate 5% growth on CAT-6 achievement each yr	CAT-6	Students will demonstrate 5% growth on CAT-6 achievement each yr	<i>N/A</i>																					
STAR test scores will grow each yr for more than 50% of students	STAR test scores	More than 50% of students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Math</th> <th>Literacy</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>21</td> <td>24.4</td> </tr> <tr> <td>2006-2007</td> <td>28.6</td> <td>23.3</td> </tr> <tr> <td>2007-2008</td> <td>44.7</td> <td>36.7</td> </tr> <tr> <td>2008-2009</td> <td>47.5</td> <td>47.5</td> </tr> <tr> <td>2009-2010</td> <td>55.2</td> <td>48.9</td> </tr> </tbody> </table>		Math	Literacy	2005-2006	21	24.4	2006-2007	28.6	23.3	2007-2008	44.7	36.7	2008-2009	47.5	47.5	2009-2010	55.2	48.9			
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LCCS will score 4 or better in the Similar Schools or Statewide ranking	Similar schools or statewide ranking	4 or better	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Similar Schools</th> <th>Statewide</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>3</td> <td>2</td> </tr> <tr> <td>2006-2007</td> <td>6</td> <td>2</td> </tr> <tr> <td>2007-2008</td> <td>5</td> <td>2</td> </tr> <tr> <td>2008-2009</td> <td>10</td> <td>5</td> </tr> <tr> <td>2009-2010</td> <td>9</td> <td>4</td> </tr> </tbody> </table>		Similar Schools	Statewide	2005-2006	3	2	2006-2007	6	2	2007-2008	5	2	2008-2009	10	5	2009-2010	9	4			
	Similar Schools	Statewide																						
2005-2006	3	2																						
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2007-2008	5	2																						
2008-2009	10	5																						
2009-2010	9	4																						
90% of students will meet internally identified growth targets each yr in reading, writing or numeracy assessment	Crew Leader Data	90%	Reflected in data on meeting passage outcomes, as ILP goals support mastery of grade level objectives																					
75% of students will test in the "Physically Fit Zone" in at least 4 categories by graduation	Physical Fitness State Test	75% by graduation	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>4 of 6</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>78.4</td> </tr> <tr> <td>2008-2009</td> <td>67.9</td> </tr> <tr> <td>2009-2010</td> <td>51</td> </tr> </tbody> </table>		4 of 6	2007-2008	78.4	2008-2009	67.9	2009-2010	51													
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2007-2008	78.4																							
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90% of students will successfully meet the school's passage outcomes in K, 2nd, 4th, 6th and 8th grades	Retention Data	90%	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>2<sup>nd</sup></th> <th>4<sup>th</sup></th> <th>6<sup>th</sup></th> <th>8<sup>th</sup></th> <th>Avg</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>100</td> <td>98</td> <td>100</td> <td>96</td> <td>74</td> <td>94</td> </tr> <tr> <td>2009-10</td> <td>100</td> <td>93</td> <td>100</td> <td>91</td> <td>85</td> <td>93</td> </tr> </tbody> </table>		K	2 <sup>nd</sup>	4 <sup>th</sup>	6 <sup>th</sup>	8 <sup>th</sup>	Avg	2008-09	100	98	100	96	74	94	2009-10	100	93	100	91	85	93
	K	2 <sup>nd</sup>	4 <sup>th</sup>	6 <sup>th</sup>	8 <sup>th</sup>	Avg																		
2008-09	100	98	100	96	74	94																		
2009-10	100	93	100	91	85	93																		
90% of students will meet at least one Individual Learning Plan goal each yr	Crew Leader Data	90% meet at least one	Reflected in data on meeting passage outcomes, as ILP goals support mastery of grade level objectives																					

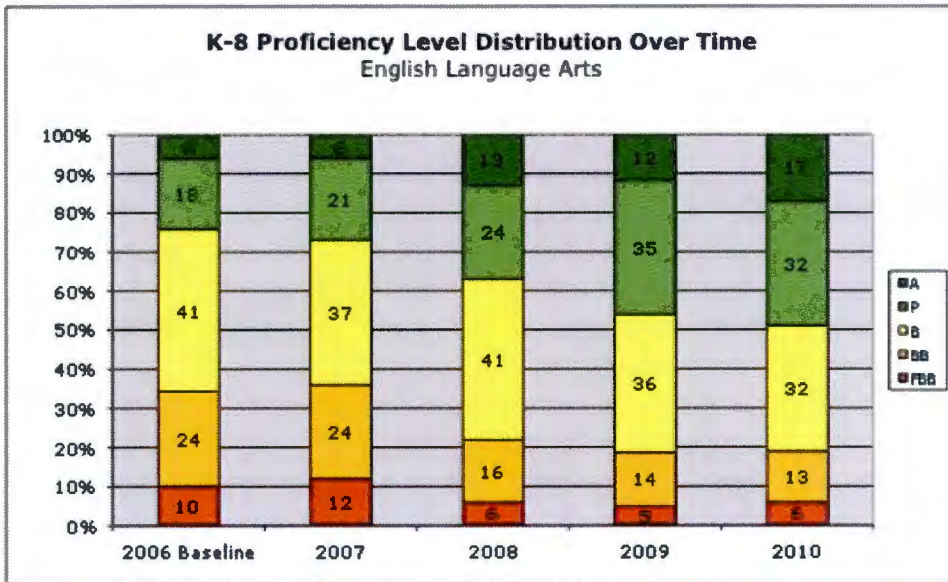
### STAR Test

Over the course of the last charter Lighthouse has steadily increased its Academic Performance Index (API), this growth has averaged 27 points per year rising from 664 (2005-06 Baseline) to 773.



This API growth has been driven by steady increases in the number of students who are basic, proficient and advanced on the STAR assessments and a concurrent steady decrease in the number of students who are below basic and far below basic.

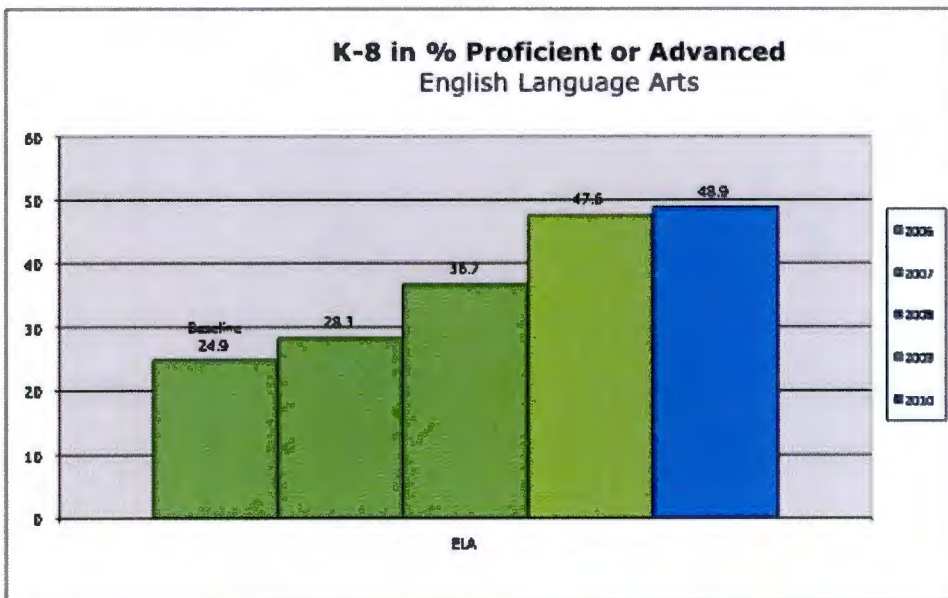
English Language Arts



Over the past five years, Lighthouse has consistently increased the percentage of students who are proficient or advances in literacy, from 24% to 49%.

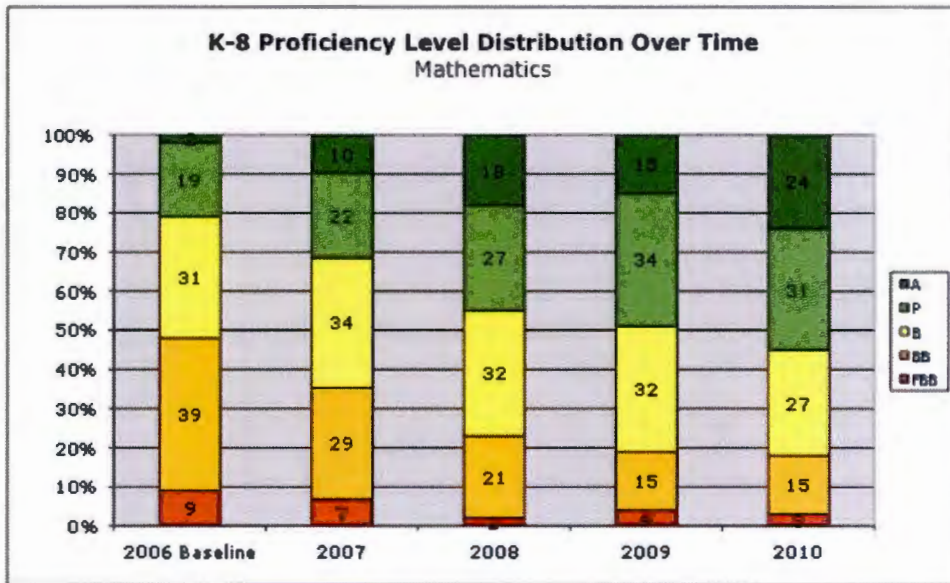
Lighthouse has decreased the number of students who are far below basic and below basic, from 34% to 19%.

81% of students are basic, proficient or advanced in literacy.



In terms of Annual Yearly Progress, Lighthouse has on average increased the percentage of students who are proficient or advanced by 6% each year.

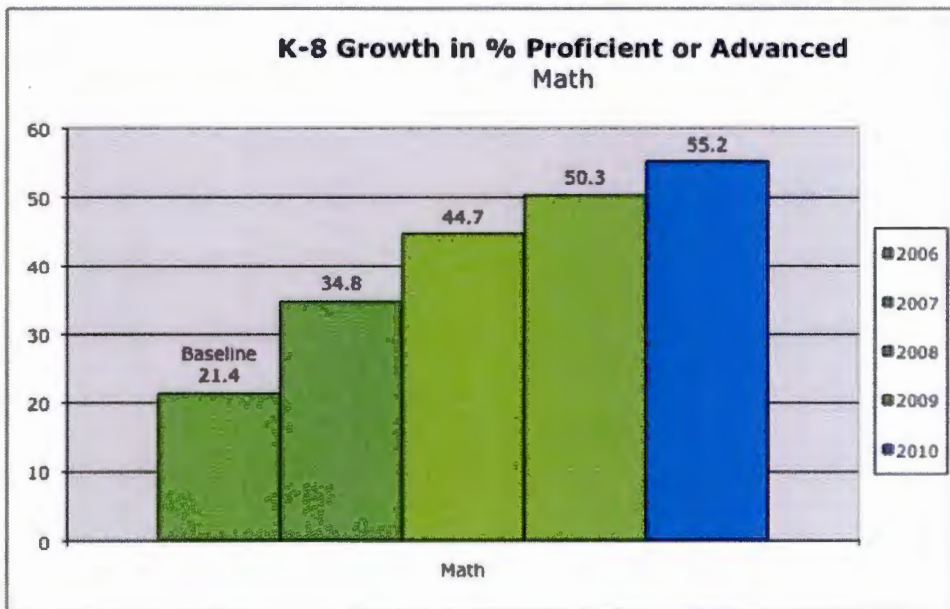
Mathematics



Over the past five years, Lighthouse has consistently increased the percentage of students who are proficient or advances in math, from 21% to 55%.

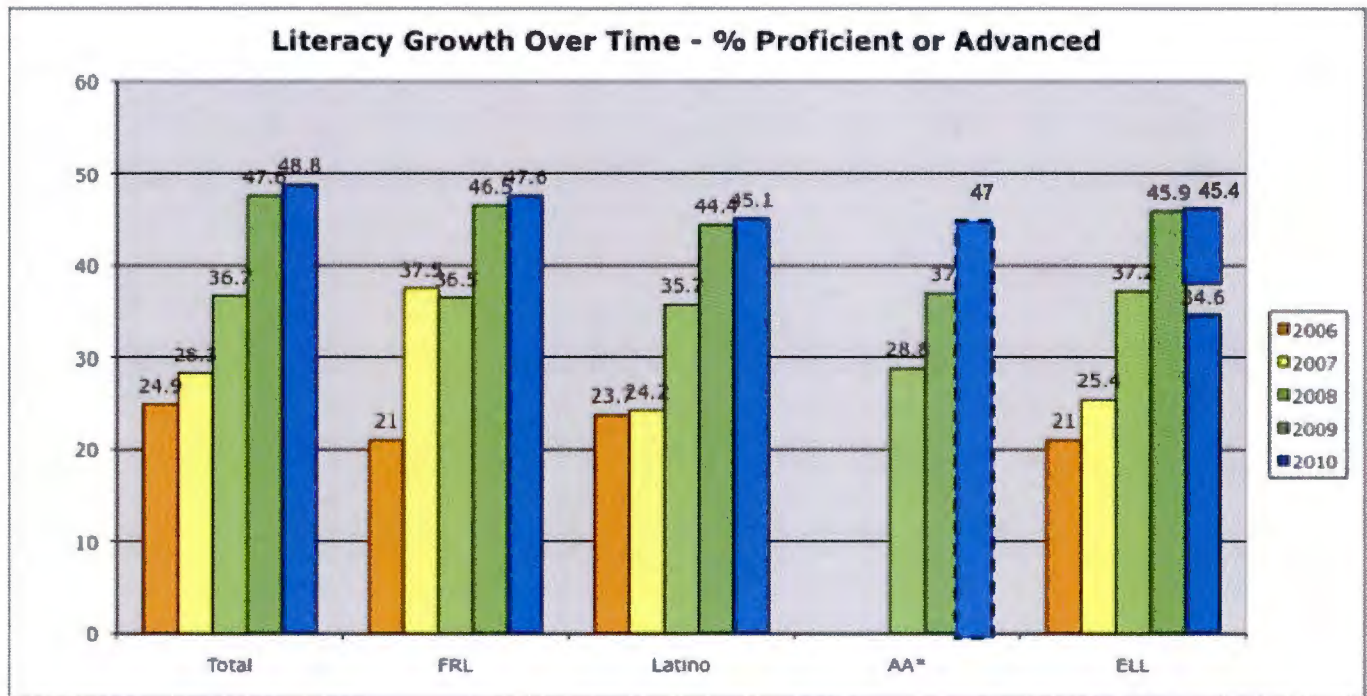
Lighthouse has decreased the number of students who are far below basic and below basic, from 48% to 18%.

82% of students are basic, proficient or advanced in literacy.



In terms of Annual Yearly Progress, Lighthouse has increased the percentage of students who are proficient or advanced on average by 8% each year.

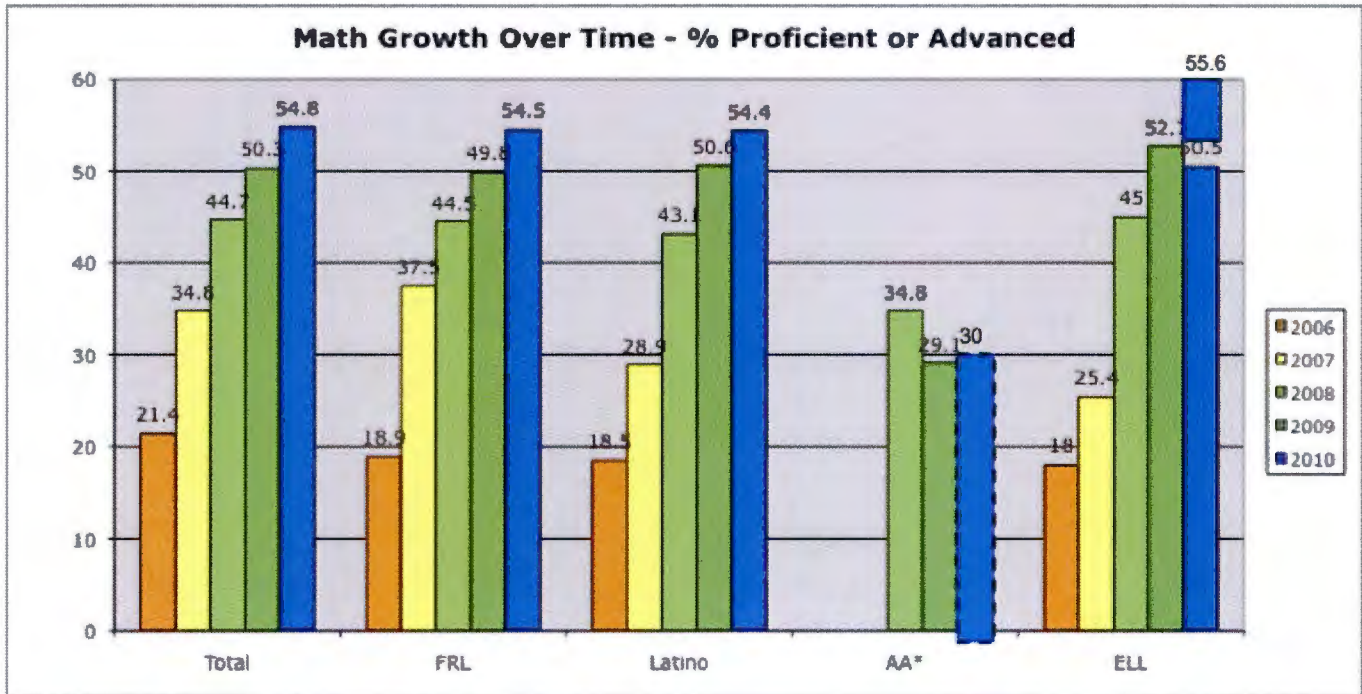
## Sub Groups – Literacy



Over the past five years, Lighthouse has made significant gains across the school and all subgroups. The percent of students who were proficient or advanced has nearly doubled overall and in several subgroups. Over the next two years, Lighthouse continued to make incremental growth across the school and most subgroups. Specific points of note:

- Our students from low-income families have been within 3% of the overall student population each year in terms of proficiency
- Our Latino students have been within 4% of the overall student population each year in terms of proficiency
- Our English Language Learners had dramatic gains in 2007-08 and again in 2008-09, yet experienced a significant drop in 2009-10.
- There was a gap between our African American students levels of proficiency and their peers in the years that their subgroup was statistically significant, however there was significant growth in closing that gap. Nevertheless, the achievement gap between African-American students and their peers is a pattern that Lighthouse is continuously examining and working to remediate, regardless of sub-group size.





Over the past five years, Lighthouse has consistently increased the percentage of students who are proficient or advanced in math overall and across all significant subgroups. Over 50% of all students and students in each significant subgroup are now proficient or advanced in math. Specific points of note:

- Our students from low-income families have been within 3% of the overall student population each year in terms of proficiency (sometimes higher, sometime lower)
- Our English Language Learners made dramatic gains in 2007-08, eliminating a previous achievement gap between them and their peers. There was a slight slide in 2009-10.
- Our Latino students made dramatic gains in 2006-07 and again in 2007-08. That number has continued to rise.
- There was a gap between or African American students levels of proficiency and their peers in the years that their subgroup was statistically significant. The drop in 2008-09 was largely due to an influx of new students who were not proficient on the Algebra test (10 of 12 students were not proficient, all were new to Lighthouse in 7<sup>th</sup> or 8<sup>th</sup> grade; 2 of 12 students had been with Lighthouse since 6<sup>th</sup> grade, receiving two years of pre-Algebra). In 2009-10 modest gains were made. Of the 43 students tested, 17 were new to Lighthouse. Of the 26 who had been at Lighthouse more than one year, 40% were proficient or advanced. Of the 17 new to Lighthouse, 2 were proficient or advanced. This speaks to the challenge Lighthouse needs to address in remediating gaps for students new to the school. Regardless of years at Lighthouse or population size, there is an achievement gap between African-American students and their peers that Lighthouse is continuously examining and working to remediate, regardless of sub-group size.

11	How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?	
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The collection, analysis and application of assessment data are a core practice at Lighthouse Community Charter School. All teachers receive professional development that supports their ability to understand and analyze data during Professional Development Institutes, Wednesday Professional Development, and Inquiry Groups (see question #15 for further detail).

**Individual Instructional Improvement**

Data is critical in supporting individual teacher instructional growth. This happens through the strategic use of whole staff professional development, inquiry group meetings, and data conferences. Teacher teams, Instructional Coaches, and Directors of Elementary or Secondary Programs collaboratively analyze the data to achieve two specific goals:

- Identify the specific content that needs to be retaught and to whom. Once the specific content is identified, the teacher and the Director then discuss the optimal instructional strategies, mini-lessons, and formative assessment tools that will effectively address the specific content to be retaught.
- Identify students who are not making optimal academic specific, prioritizing students who are providing effort and not producing expected results. Once students have been identified, the teacher and the Director develop an intervention plan for each student to be implemented as soon as possible.

This process repeats itself throughout the year and across several data inputs (interim assessments, STAR results, CELDT results, etc). The process consistently focuses upon what needs to be retaught and who needs intervention. Intervention may be targeted at individual students, small groups of students, subgroups of students, or the whole student body.

**Programmatic Modifications**

Lighthouse also analyzes data to measure the efficacy of different core programs. Examples of programmatic modifications based on assessment data include but are not limited to:

- 2007-08 Adoption of Comprehensive Literacy Model, which drove dramatic gains in literacy achievement in its first two years of implementation
- 2007-08 and 2008-09 Adoption of TERC Investigations for Math, which has driven consistent increases in math
- 2007-08 Initial GLAD Training of all K-6 core teachers and subsequent training of new teachers and 7-12 core teachers in each year since; K-6 Leadership Team attendance at ELAchieve Institute; Formation of K-12 ELD Working Group
- 2009-10 Development of Science Guided Reading block in 5<sup>th</sup> and 6<sup>th</sup> grade Science classrooms, raising percent proficient and advanced in science from 17% to 45% in it's first year

12	Describe how your education program <b>diagnoses and addresses</b> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.	
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*Please see the WASC Self Study pages 10-11, 66-71, 77-79 in Appendix A and the WASC Visiting Committee Report pages 26-27 in Appendix B. Additional information follows:*

**Serving English Language Learners and Students with Special Needs**

For information on how Lighthouse diagnosis and address the needs of English Language Learners and Students with Special Needs, please see question #7 of this performance report.

**Serving Students Who Are Academically Low Achieving**

Academically low-achieving students are identified through teacher recommendation, learning target percentages, internal and external test scores, and/or other assessment measures. Similar to the ways in which it meets the needs of English language learners (see question #7), Lighthouse serves its academically low achieving students by demanding that every student put forth his/her best effort in school while constantly working to meet his/her individual academic, and socio-emotional needs.

In addition, Student Study Teams are used as needed at when further intervention and/or support strategies are needed for academically low achieving students. Specific interventions may include, but are not limited to:

- Differentiated instruction
- In class, flexible grouping where students work in both homogenous groups by level and heterogeneous groups
- Targeted student to student tutoring
- Small group teacher-led intervention
- Targeted reading and math intervention, for new students who are significantly low skilled and students who require Tier 2 supports to achieve grade level proficiency
- After school support
- Summer and intersession intervention
- Social and emotional intervention

**Serving Students Who Are Academically High Achieving**

Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, Lighthouse maintains high academic expectations for high achieving youth. These students are pushed to meet and exceed content and performance standards by setting appropriate goals for themselves in triennial Individual Learning Plan meetings as well as through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff. In addition, core academic courses in grades 5-8 include articulated “challenge” or “exceeds” coursework accessible to all high achieving students.

13	Regarding its curriculum, instruction, interventions, assessments and/or attainment of its stated goals, provide a description of the school's "areas of growth" and "strategies for improvement."	
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*A comprehensive six-year plan has been developed as a part of our most recent six year WASC accreditation in the spring of 2009. The plan has been submitted to and approved by the Lighthouse Board of Directors as our Single Plan for Student Achievement. The plan has been submitted to and accepted by the Office of Charter Schools. Please see the WASC Self Study pages 103-137 in Appendix A and the WASC Visiting Committee Report pages 44-45 in Appendix B.*

## LEARNING COMMUNITY

14 What is the mission of your charter school for the renewal period (2011-2016)?

The mission of Lighthouse Community Charter School for the renewal period (2011-2016) will continue to be to prepare a diverse K – 12 student population for college or a career of their choice by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to achieve our mission, Lighthouse Community Charter School will continue its focus on the following five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will be best able to achieve our mission. They are the vision that guides us in our work. To further clarify our vision, we have established Core Practices in each area of our vision. Establishing core practices creates a cohesive K-12 learning experience for Lighthouse students and we know that this will make us more likely to achieve our mission with each and every Lighthouse student. Furthermore, it promotes the development of our professional learning community by:

- Defining a shared language
- Engaging in shared practices
- Deepening our understanding of a specific set of practices
- Developing internal expertise and creating more opportunities for teachers to support fellow teachers
- Providing a meaningful context for peer observation and collaboration around shared practices

Under each tenet, we have identified core practices that we as a school are committed to as part of our vision. These core practices are discussed within the following questions of the Performance Report.

- High Expectations – Questions #8 and #9
- A Rigorous Curriculum – Question #6
- Serving the Whole Child – Question #17
- Family Involvement – Question #20
- Professional Learning Community – Questions #15 and #16

## Professional Culture

15 List the professional development opportunities you provide to teachers and administrators.

- How are professional development activities selected?
- How are they evaluated?

*Please see the WASC Self Study pages 18, 53-56 in Appendix A and the WASC Visiting Committee Report pages 20-21 in Appendix B. Additional detail is included below.*

We believe that schools are only as strong as their teaching faculty. One of our core goals at the Lighthouse is to work towards an increased professionalization of teaching by establishing a culture of professional development. The core of Lighthouse professional development occurs across the following venues:

- Common Planning Time
- Weekly Inquiry groups
- Loop Level Meetings (K-4) & Grade Level Meetings (5-8)
- Wednesday Professional Development
- Professional Development Institutes
- Instructional Coaching & Model Classrooms
- Mentoring
- Outside Professional Development, as appropriate

As in our classroom instruction, we use a data-driven process for determining the focus of our professional development. A mix of classroom observation, student assessment data, and discussion with teacher leaders informs the selection of the focus each year. Exit tickets and surveys are used to gauge success of the activities and inform future planning.

### **Common Planning Time**

All teachers have common planning time at least twice per week with their grade level and/or content area teaching partner.

### **Weekly Inquiry Groups**

Teachers meet weekly to engage in inquiry around either their literacy or math instruction (e.g. Literacy Team Meetings in K, 1-2, 3-4, and 5-8 Humanities and Math Inquiry Group in 5-8 Math). In these groups, teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes. Groups are charged with the following work throughout the school year:

- Looking at student work with the primary intent of identifying which practices are yielding the highest academic value,
- Reviewing, discussing and analyzing assessment data to identify trends and to make instructional adjustments,
- Scheduling, purposing, facilitating, and debriefing peer observations and observations of model classrooms,
- Consistently aligning curriculum vertically across grade levels,
- Planning cross grade level assessments (e.g. writing prompts, Problems of the Week) to assess student skills that span grade levels, and
- Codifying curriculum at the end of the year to reflect any and all adjustments made throughout the school year.

### **Wednesday Professional Development**

Each Wednesday, students are released early and teachers stay late to work together on a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community. Areas of focus over the term of this charter have included:

- 2006-07 – Data-driven Instruction, improving our data gathering process to inform instruction
- 2007-08 – Literacy, implementing a common framework across all classrooms utilizing the Comprehensive Literacy Model (k-6) and Strategic Literacy Initiative (7-8)
- 2008-09 – Literacy & Equity, continued implementation of a common framework across all classrooms utilizing the Comprehensive Literacy Model (k-6) and Strategic Literacy Initiative (7-8) and beginning to examine the achievement gap between our African American students and their peers.
- 2009-10 – Equity, to examine and address the needs of our African American students and our resistant learners (resistant defined as not responsive to the strategies we have employed to date)
- 2010-11 – Professional practice, utilizing completion of Take One! of National Board Certification as a vehicle for examining the planning, teaching, assessing, and reflecting cycle

In addition, Wednesday Professional Development time is used for Reading Assessment analysis, Writing Assessment collaborative scoring and analysis, Loop Level Team Meetings, and Grade Level Team

Meetings.

### **Loop Level Team Meetings (K-4) and Grade Level Team Meetings (5-8)**

Loop and Grade Level Team Meetings support the development of a strong staff and student culture through the following key functions:

- Norming student expectations to create a college-going culture (Routines and procedures, behavior expectations, conflict resolution, and academic expectations)
- Supporting communication between staff and directors (Gathering input on key initiatives, gathering input on areas of concern, communicating key work and decisions being made by Directors and Board)
- Facilitating a positive staff culture (Monitoring areas of strength and need within staff, working collaboratively with staff and Directors to celebrate strengths and address needs)
- Additional areas, as collectively identified in the Loop Leader Meetings.

In addition, the 5-8 Grade Level Teams (which meet more frequently than Loop Level Teams) exist as a tool to ensure that students are known well and are immersed in a consistent and supportive culture.

Grade Level Teams are composed of all teachers who serve as Crew leaders for students in each specific grade. Grade Level Teams are charged with the following work throughout the school year:

- Planning, scheduling, and implementing a similar Crew experience across grade level,
- Having consistent and purposeful kid-talk focused upon improving individual student outcomes,
- Planning, scheduling, and implementing whole grade Community Meetings on a consistent interval, and
- Scheduling extended periods of kid-talk to prepare for ILPs.

### **Quarterly Professional Development Institutes**

During these pupil-free weeks, teachers collaborate to refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. A typical Professional Development Institute includes the following components:

- State of the School, a time to come together as a K-12 (LCCS and its sister school LCCHS) to evaluate our work to date and how we are moving forward in achieving our mission.
- Interim Assessment Data Analysis, including reflection, forward planning, and a data meeting with Director.
- Shared Professional Development aligned to the focus of the Wednesday professional development sessions.
- Curriculum Documentation, to ensure we are documenting our instructional practice and institutional knowledge
- Quarterly Planning, including identification of weekly learning targets by subject

In additional, topical sessions such as emergency training, understanding your retirement benefits, or a grant writing workshop may be included.

### **Instructional Coaching & Model Classrooms**

Lighthouse employs two full-time Instructional Coaches, at the K-4 and 5-8 levels, and has three model classrooms, at the K-2, 3-4, and 5-8 levels. The Instructional Coaches work with all teachers in two-week cycles, to support them in an area of their literacy instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing. Concurrent to this work, the Instructional Coach works intensively with each of the Model Classroom teachers. In these classrooms, full implementation of the literacy model is functioning at a high level. All teachers are able to visit and observe these classrooms, as well as meet with these teachers, to address particular components of the model or challenges in their implementation.

### **Mentoring**

All teachers new to Lighthouse receive a Mentor Teacher. This structure provides ongoing professional development for the Mentee, as well as a leadership opportunity for the Mentor supporting their own professional development. Mentors work with new-to-Lighthouse teachers to support them in specific

Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and Report Cards.

**Outside Professional Development**

Lighthouse sets aside funds each year to leverage outside professional development opportunities that are aligned to the current areas of need. These have included but are not limited to:

- Comprehensive Literacy Model training (K-6 teachers, coach and director)
- Strategic Literacy Initiative training (7-8 humanities teachers and coach)
- College Preparatory Mathematics (6-8 math teachers)
- Facing History, Facing Ourselves (7-8 humanities teachers)
- Marilyn Burns, About Teaching Mathematics (select K-6 math teachers and director)
- Teacher’s College Reading and Writing Workshop training (select K-4 teachers)
- Coaching for Educational Equity (Literacy Coaches)
- EL Achieve training (K-6 Leadership Team)
- Sierra Institute on Global Warming (5/6 science teacher)
- MOCHA Art for Educators (K-6 art teachers, select K-4 teachers)

<b>16</b>	Describe how the school is training administrators and teachers to understand and use assessment data.	
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The collection, analysis and application of assessment data are a core practice at Lighthouse Community Charter School. All teachers receive professional development that supports their ability to understand and analyze data during Professional Development Institutes, Wednesday Professional Development, and Inquiry Groups (see question #15 for further detail). In addition, the Director of Elementary Programs has participated in intensive professional development in this area through New Leaders for New Schools, including a one-year pilot and Data Inquiry Group with two additional charters and six OUSD schools. Both the Directors of Elementary and Secondary Programs have worked with and received training on the analysis and use of assessment data through their partnership with the Effective Practice Incentive Community, a national consortium funded by the Federal Government and facilitated by New Leaders for New Schools.

Data is currently collected, analyzed, applied for the following purposes:

- Educate and inform the entire Lighthouse community
- Inform and update Lighthouse Public Schools Board
- Individual Instructional Improvement
- Collaborative Inquiry Into Instructional Growth
- Programmatic Modifications

The following paragraphs articulate how each of these purposes is achieved at Lighthouse.

**Educate and inform the entire Lighthouse community**

Each year the entire school community (including parents) participates in a state of the school meeting.

This meeting focuses upon:

- Whole school achievement data from prior academic year,
- Individual grade level and content are achievement data from prior academic year,
- Financial standing, and
- Attendance rates.

The state of the school serves as an educational platform, educating community members of the different types of tests, their individual purpose, and how proficiency is measured. The state of the school also exists to connect institutional decisions to specific data; thereby being transparent has how data informs decision-making.



## Inform and update Lighthouse Public Schools Board

The Lighthouse Community Charter Public Schools Board uses assessment data in two distinct ways. The first manner is an academic achievement presentation at the Fall board meeting. This presentation presents academic progress from the previous academic school year using standardized testing data. The presentation is also used as an educational opportunity to update all board members on the myriad data related policies (e.g. API) and to clearly identify Lighthouse's current standing in relation to each policy.

More frequent data updates happen via the sharing of Interim Assessment data. Lighthouse uses a quarterly Interim Assessment system to measure student progress toward meeting specific Learning Targets in both Language Arts and Mathematics. All students in grades K-8 take the Interim Assessments on the same quarterly schedule. The data is collected and analyzed by teachers and the Directors of Elementary and Secondary Programs. This data is inputted into an academic dashboard that details the quarterly progress of each grade level, on each test, throughout the school year. The data is initially shared with the Academic Accountability Committee and subsequently shared with the entire school board. This data provides the board and committee opportunities to probe into what programmatic adjustments are being made to influence targeted academic growth.

## Individual Instructional Improvement

Interim Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data conferences. The data conferences are initiated after the Interim Assessments have been administered, assessed, and shared with teachers. Teacher teams, Instructional Coaches, and Directors of Elementary or Secondary Programs then collaboratively analyze the data to achieve two specific goals:

- Identify the specific content that needs to be retaught and to whom. Once the specific content is identified, the teacher and the Director then discuss the optimal instructional strategies, mini-lessons, and formative assessment tools that will effectively address the specific content to be retaught.
- Identify students who are not making optimal academic specific, prioritizing students who are providing effort and not producing expected results. Once students have been identified, the teacher and the Director develop an intervention plan for each student to be implemented as soon as possible.

The data conference process repeats itself each quarter. Each conference focuses upon what needs to be retaught and who needs intervention.

## Collaborative Inquiry Into Instructional Growth

Lighthouse uses actual student work as an important data point to improve instructional practices to maximize student achievement. As part of our professional development structures, teachers meet weekly in Literacy Team Meetings (K, 1-2, 304, 5-8 Humanities teachers) or Math Inquiry Groups (5-8 Math teachers). A core focus of their practice is the collection and analysis of student work. Please see question #15 for additional information on this structure.

## Programmatic Modifications

Lighthouse also collects data to measure the efficacy of different core programs (e.g. Professional Development, Instructional Coaching, ILPs) through the use of surveys. The surveys are administered to different constituencies (students, teachers, and/or staff). The data is collected and analyzed by the school Directors and then shared with the appropriate groups. Action plans are developed and shared, then the plan is used as an accountability tool for implementation. The survey data is collected again during the academic year to measure if the action plans were effective.

## School Climate and Culture

- |    |  |
|----|--|
| 17 | Provide a description of: <ul style="list-style-type: none"><li>• The steps the school takes to be aware of and responsive to the needs and concerns of At-risk students. <i>(These are students who are at risk of not being successful in school and</i></li></ul> |
|----|--|

*ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)*

- The services that are offered by the school and the services that are provided by outside providers to meet the unique needs of At-risk students.

## STEPS

At Lighthouse, the following structures are in place to ensure the school is aware of and responsive to the needs and concerns of all students and in particular At-risk students.

- **Family Involvement** – We view students within the context of families and work to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as ILP meetings and EXPOs ensure that all families are involved in their children’s education.
- **Character Development** – We support the emotional and social growth of students through the teaching of the Lighthouse Guiding Principles and conflict resolution skills. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and skills are developed during specific parts of the school day (K-4 Morning Meeting & Closing Circle; 5-12 in Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. Indeed, when teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises. Class sizes are as follows: K-3<sup>rd</sup> Grades, 22 students; 4<sup>th</sup> Grade, 24 students; 5<sup>th</sup> - 6<sup>th</sup> grades, 28 students; 7<sup>th</sup> - 8<sup>th</sup> grades, 23 students.
- **Crew** – In 5<sup>th</sup> - 8<sup>th</sup> grades, Crew (commonly known as advisory) exists to ensure that each Lighthouse student continues to have a strong relationship with at least one caring adult at the school as they transition out of the self-contained classroom. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Crew size is 17 - 19 students.
- **Individual Learning Plans** – Every student at Lighthouse has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student’s progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.
- **Student Study Teams (SSTs)** – When further intervention and/or support strategies are needed, a Student Study Team is formed. This team includes the teacher, student, and family member and may also include the Director, Dean of Students, Resource Specialist, Speech Therapist, Literacy Interventionist, Counselor, or other specialist from within or outside of Lighthouse. The team determines the Tier 1 and Tier 2 interventions necessary to support the student’s academic, social and emotional development. Tier 1 focuses on modifications and accommodations that can be made in the classroom and at home. Tier 2 focuses on additional, out-of-classroom supports, which may include but are not limited to after school tutoring, reading intervention, summer school attendance, counseling services, and mentoring. The SST monitors

the effectiveness of these supports and add or subtract supports as needed. In some cases this results in a recommendation for Tier 3 intervention, which could include a Special Education assessment or referral for evaluation by Alameda County Mental Health Services.

## SERVICES

Utilizing a Response to Intervention (RTI) model, a variety of support services are provided by the school and outside providers to support the specific needs of each At-risk student. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. We utilize data-driven staffing of academic support positions to target specific subgroups of At-risk students.

Support services include but are not limited to the following:

- **Crew** – Please see above.
- **Differentiated Instruction** – Utilized within the core classrooms, providing targeted support through small group and individual instruction
- **Reading Intervention** – Lighthouse currently employs two full-time literacy specialists. The specialists work across settings, based on the needs of the students – teacher coaching, whole class instruction/modeling, small group push-in and pull-out, and individual student push-in or pull-out.
- **Intersession** – Students at most risk of retention are provided with small group support during intersessions following each quarter. During this time, they receive targeted support to close gaps in understanding and complete work products that demonstrate mastery of key learnings.
- **Summer School** – Students who are significantly below grade level in reading, math, or both are provided with an intensive four week summer school program. During this program, students receive targeted small group intervention in reading and math.
- **Counseling** – We work deliberately with students who are most in need of extra support in the areas of social and emotional health. Lighthouse currently employs 2 full-time counselors and 5 counseling interns to support the social and emotional needs of its students. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – For several of our At-risk students, Lighthouse works in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship and Family Paths.
- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building.

<b>18</b>	Provide information on other educational activities your school provides students (i.e.: after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.	
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*Please see WASC Self Study pages 99-101 in Appendix A. Additional material is provided in the following table:*

<b>Activity</b>	<b>Purpose</b>	<b>Outcomes Measured (for students who attend)</b>
After School Program	Provide students more time in a safe place to complete homework, get small group academic support, gain access to enrichment such as gardening, sports leagues, yearbook, arts and music programs, etc.	Homework completion; ILP Goal Attainment
Intersession Academic Support	Students at most risk for retention get more time on task, more individualized support	Homework completion; ILP Goal Attainment; Portfolio and Passage Completion
Summer School Program	Provide small group intervention in math and literacy to support students in accelerating movement toward grade level	Student guided reading level; Portfolio and Passage completion

<b>19</b>	Describe the school's approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach.	
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### APPROACH

The aim of student discipline at Lighthouse is to maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and culture setting at Lighthouse are the guiding principles of *RESPECT, RESPONSIBILITY, AND COMPASSION*. These are character traits that are required for achievement of our mission and success beyond our school walls, in college, and beyond.

### POLICIES AND PROCEDURES

#### Common Behavior Expectations

At Lighthouse, all grades will share some common language around behavior expectations. This serves several purposes. Lighthouse students come in contact with several teachers per day and common language allows all adults and students to understand what is expected of them during each part of the day. Of course, teachers can work with their classes to create class specific norms that include the expectations below. Also, depending on the age of the student, teachers will want to spend the first days and weeks of school exploring the meaning of each of our school wide norms. Teachers, support staff, and administrators are expected to use this language. The common behavior expectations for all classes and interactions at Lighthouse are:

- Be Respectful
- Be Responsible
- Be Kind and Compassionate

#### Common Behavior Modification Practices

We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for “teachable moments” for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's norms
- Adults will give students a warning and time to correct their behavior
- Students will have time, when necessary, to reflect independently upon their behavior. In K-5, this takes the form of a “time out” and in 6-12 as a “refocus.”
- Adults will give students one-on-one attention when necessary, to support them in re-entry to the classroom.

#### The Use of Consequences

We know that at times students will continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students' negative actions within the following parameters:

- Consequences must be logical, predictable, and consistent. Examples include the warnings and time-outs mentioned earlier, as well as loss of playtime or phone calls home.
- Consequences, whenever possible, are logical and linked to the action. For example, a student who tags in the bathroom will clean up their tagging and spend an afternoon or more working with the janitorial staff to clean the building.
- Consequences should be administered by the classroom teacher to the greatest extent possible, as handing over the power to administrators can sometimes undermine the teacher's relationship with the student.

Should a child's behavior reach one of the following points, an office referral should be written and the child should be sent to the office (with a buddy) or a call should be made to the front office for pick-up:

- When the students actions cause great danger to the physical and/or emotional well-being of other students

- When multiple attempts at behavior modification have been made, without result
  - When the actions of the one student is greatly inhibiting the learning of the other students
- Administrators will support teachers who refer students to the office and teachers may make notes and requests on the referral form. However, once a child has been sent to the office it will ultimately be the administrator's decision regarding course of action and additional consequences (i.e. being sent home, conferring with parents, etc.).

### **Involving Families in Student Discipline**

We believe that when a student consistently violates the classroom or community norms, their parents or caregivers should be informed and conferenced with. Families can be our allies in this area. As often as possible, lines of communication should be opened with families by the teacher, crew leader, or administrator before a student discipline problem arises.

### **Consequence Ladder**

Students and families are informed of the general school consequence ladder during the mandatory new student orientation and through the Student and Family Handbook. The ladder is as follows:

#### *Office Referral*

- Phone call home by referring teacher
- A logical consequence
- Conversation with an administrator

#### *Behavioral Student Study Team*

- Activated after the accrual of the first three referrals
- Parent conference with administrator
- Initial behavior plan developed by team

#### *Suspension*

- Activated after the accrual of the first four referrals
- Parent conference with administrator
- Loss of privileges (e.g. Recess, College-Ready Friday) and/or Community Service

#### *Conditional Enrollment*

- Activated after the accrual of two suspensions, eight referrals, or commitment of a suspendable offense (i.e. fighting).
- Parents, administrators, and student develop explicit expectations that the student must abide by to become a productive member of the Lighthouse community.

#### *Expulsion Hearing with the LCCS Board*

- Activated after the accrual of four suspensions, sixteen referrals, or commitment of an expellable offense (i.e. distribution of drugs on campus).
- Lighthouse Community Charter Public Schools board will review student violations to determine if you should remain enrolled or be expelled.

<b>20</b>	How does the charter school collaborate with parents to encourage active participation in their student's education?	
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At Lighthouse, we regularly collaborate with families to encourage active participation in their child's education. To support this collaboration, we provide multiple methods and entry points for involvement to support the diverse needs of our diverse families. There are six mandatory events and several optional opportunities to support collaboration.

### ***Mandatory Collaboration***

Lighthouse has established the following mandatory events to ensure that all families are involved and supported in understanding the school life of their child:

- *Individualized Learning Plan meetings.* Three times per year (October, February, and June), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual goals.
- *EXPO of Student Work.* Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- *Back to School Night.* Back to School Night provides teachers a chance to introduce families to their classroom specific policies and curriculum.

### ***Optional Collaboration***

In addition, there are several optional events that families and teachers may engage in to deepen and further develop their collaboration.

- *Home visits.* Teachers are encouraged to conduct home visits of their students once per loop, to get to know families and establish trust. Administration provides translation support and stipends as funding is available.
- *First Fridays, Performances, Publishing Parties, and Potlucks.* All teachers are expected to initiate at least one activity that invites families into the classroom per semester. The "First Friday" of each month is often used as an "open classroom" time, when families bring breakfast to share and students show their families their current work and learning. Performances and "Publishing Parties" are used to highlight the completion of a final product or project. Potlucks, either during school or outside of school, are used to build community between families.

In addition, the administration takes the lead in initiating additional optional events throughout the year:

- *Coffee Tuesdays.* Every Tuesday morning families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas. Recent topics have included: Understanding Your STAR Results (Guest Presenter, Director), Supporting Your Child's Reading (Guest Presenter, Literacy Specialists), and Developing Healthy Lifestyles at Home (Guest Presenter, Champions for Change).
- *Family Learning Nights.* Twice per year, the school administration with the help of the Lighthouse Parent Advisory Committee will put together Family Learning Nights that will feature workshops and speakers on various topics pertinent to our families' needs. Teachers will be invited to present workshops and can serve as great experts to our families. In addition, we bring in external resources to share information with families.
- *Lighthouse Parent Advisory Committee.* The first Wednesday of each month, parent leaders get together to discuss issues, ideas, and plan events. Working committees for LPAC include the Fundraising Committee and the Community Building Committee. LPAC also designates a classroom representative who will be working with you to help meet your needs. This is an important relationship for teachers to establish and foster.

- *Work Days.* Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

The school administration has elected to make participation in these truly optional (there are no mandatory work hours). We do this because 1) it would require a great deal of time to track and we simply do not have the capacity 2) we believe that a student should not be punished or asked to leave the school because their parent does not follow through on their commitments.

<b>21</b>	Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.	
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According to McKinney-Vento Act and California state law, Lighthouse in no way restricts enrollment by requiring homeless families or students to provide:

- Proof of residency
- Immunization records or tuberculosis skin-test results
- School records
- Legal guardianship papers

In addition, Lighthouse supports all homeless students by:

- Actively supporting families in finding and securing free services to provide their children with immunizations, physicals, and tuberculosis tests.
- Encouraging their full participation in all school activities and programs for which they are eligible,
- Financially supporting all necessary transportation costs,
- Automatically qualifying the child for free and reduced-price lunches and breakfasts, and
- Staying in constant contact with the family to determine any additional necessary school support.



22	Regarding the professional development, School climate and culture, and/or parent & community participation, provide a description of the school's "areas of growth" and "strategies for improvement."	
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**PROFESSIONAL DEVELOPMENT**

Over the course of the next charter, Lighthouse intends to continue increasing the efficacy and alignment of its Professional Development practice. Data to inform this work will include exit tickets, staff surveys, staff focus groups, and student achievement data. Regular monitoring of this data to inform professional development planning will be a key strategy in this improvement. Indicators of success will be increased ratings in staff surveys and increased student achievement in the areas addressed by professional development.

**SCHOOL CLIMATE AND CULTURE**

Over the course of the next charter, Lighthouse intends to continue providing "wrap around" services such as counseling, after school programming, academic intervention, and family education to support our at-risk students and their families. The school will use mission-based budgeting as a strategy for maintaining the revenue stream necessary to support these programs.

**PARENT OR COMMUNITY PARTICIPATION**

Over the course of the next charter, Lighthouse intends to increase family participation in two critical areas:

- Accessing, understanding, and using data to support their student's academic achievement. For example, development and expansion of our online grading system (EASE) and computer training and outfitting for families through collaboration with OTX West.
- Providing strategic guidance and support in the governance of the school. Specifically, Lighthouse will seek to facilitate stronger collaboration between the Lighthouse Parent Advisory Committee (LPAC) and the Board of Directors.

## GOVERNANCE & LEADERSHIP

### Organizational Leadership

**23** Describe the process for selecting your Governing Board members. List all current board members, board committees and provide a current resume for each individual.

***Include current resumes as an attachment to this report.***

### SELECTION PROCESS

The process for selecting board members is as follows. Annually, the board and Directors assess the strengths, challenges, and future of Lighthouse. With this in mind, the board identifies areas of board expertise that need to be bolstered. We work to keep expertise in the following areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. Once areas of weakness are identified, the board then brainstorms community members who might make a good fit with the organization. Normally, a conversation with a potential board member is initiated with a school visit, meeting other board members, sharing of our vision and mission of the school, discussing board responsibilities, and if there is good fit, an ask to join the board.

New board members go through an orientation to the school at the annual board retreat. In addition, all board members sign a board agreement outlining their responsibilities to the school and the school responsibilities to the board member. Board members serve one-year terms with unlimited opportunities to renew terms. Finally, all board members are asked to serve on at least one committee.

### BOARD MEMBERS

NAME	TITLE	TERM EXPIRES	SERVING SINCE
Brian Rogers	President	February 2011	2003
Sanjay Dholakia	Secretary	April 2011	2005
Susan Harper	Treasurer	April 2011	2004
Sarah Chavez	Board Member	June 2011	2008
D'Lonra Ellis	Board Member	April 2011	2007
John Hall	Board Member	April 2011	2007
Mike "JB" John-Baptiste	Board Member	April 2011	2005
Soo Zee Park	Board Member	April 2011	2004
Kristin Richmond	Board Member	April 2011	2010
Jonathan Velline	Board Member	February 2011	2006

### COMMITTEES

Board Committee	Purpose	Meeting Dates
Finance	<ul style="list-style-type: none"> <li>To monitor the school's finances on a bi-monthly basis</li> <li>To oversee the annual audit process</li> <li>To oversee the annual budgeting process</li> </ul>	The 20 <sup>th</sup> of each odd month, unless otherwise noted
Fundraising	<ul style="list-style-type: none"> <li>To create and monitor the annual fundraising plan</li> <li>To carry out the annual gala and other fundraising events</li> </ul>	Quarterly

Academic Accountability	<ul style="list-style-type: none"> <li>To monitor progress toward internal and external academic outcomes</li> </ul>	The 2 <sup>nd</sup> Tuesday of each odd month, unless otherwise noted
Personnel/Succession	<ul style="list-style-type: none"> <li>To develop teacher evaluation methodologies</li> <li>To finalize succession plans</li> <li>To hear personnel issues as necessary</li> </ul>	TBD
Directors Evaluation/ Executive Committee	<ul style="list-style-type: none"> <li>To carry out the annual Directors Evaluation</li> <li>Conduct surveys, focus groups, community partner surveys</li> </ul>	Quarterly, with more meetings as director's evaluation comes to completion
Student Discipline (ad-hoc)	<ul style="list-style-type: none"> <li>To further develop expulsion procedures</li> <li>To hear expulsion hearings as necessary</li> </ul>	N/A

**RESUMES**

Please see Appendix C for resumes.

<b>24</b>	Describe the Governing Board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.	
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**PRIMARY ROLES AND RESPONSIBILITIES**

The primary roles and responsibilities as spelled out in the Lighthouse board agreement are as follows:

1. Uphold and carry out the charter school's mission and purpose.
2. Select and support the charter school administrator.
  - o The Board must reach consensus on the charter school administrator's job description and undertake a careful selection process to find the most qualified individual for the position. The board will ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school.
3. Review the charter school administrators' performance.
  - o The Board will conduct periodic evaluation of the administrator's performance.
4. Ensure effective organizational planning.
  - o As stewards of the charter school, the board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
5. Ensure adequate resources.
  - o One of the board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The board should work in partnership with the charter school administrator and development staff, if any, to raise funds from the community. The board should work toward 100% board participation in fundraising.
6. Manage resources effectively.
  - o The charter school board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and to safeguard the tax-exempt status, must approve the annual budget and ensure that the financial controls are in place.
7. Determine and monitor the charter school's programs and services.
  - o The board's role in this area is to determine which educational programs and services are most consistent with the charter school's mission and to monitor their effectiveness.
8. Enhance the charter school's public image.
  - o The board will clearly articulate the organization's mission, accomplishments, and goals to the public, as well as the garner support from important members of the community.

**EXAMPLE OF RECENT ISSUE/POLICY**

A recent issue that the Lighthouse Board of Directors has tackled is that of streamlining and honing its expulsion policies and procedures. While expulsions rarely occur at Lighthouse, there was a need to refine the practices of the board in this area. As such, an ad-hoc Student Discipline committee and outcomes for the committee were established. Outcomes included:

- Re-establishing suspension and expulsion policies
- Learning from “like-minded” schools and the district in regards to their expulsion procedures
- Proposing a new procedure and methodology for expulsion proceedings

As a result of the work of the Student Discipline Committee, the board has adopted a new methodology for facilitating expulsion hearings. While we hope not to have to implement these new changes any time soon, we know that the committee’s thorough examination of the issue, analysis of others policies, etc. will benefit our students, school administrators, and board going forward.

25	How are parents, teachers, and community members involved in the governance of the school?	
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There are several ways for teachers, parents, and community members to be involved in the governance of the school. Teacher leaders have been identified and meet in a variety of different leadership structures: Instructional & Professional Development Team, Mentor Teachers, Working Groups (Science and ELL), and Loop/Grade Level Leaders. Concerns, ideas, and proposals are both developed and brought to these teams, each of which meets at least monthly. Parents are involved in the governance of the school through the Lighthouse Parent Advisory Committee (LPAC), which works to set its own goals and direction. Parents bring proposals, ideas, and concerns to this body, which has a School Director, assigned to it. Finally, community members are welcome to make public comment at board meetings, which are officially posted at the school site 72 hours in advance of any official meeting. The bulk of board members are community members who aim to serve the school and its mission.

26	Provide an organizational chart that reflects all levels of staffing and management of your charter school.	
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*Please see Appendix D.*

<b>Instructional Leadership</b>		
27	How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?  • What steps are taken if school administrators and teachers are not effectively implementing the school’s curriculum?	

All classes have articulated Learning Targets that are the distillation of the California State Standards. Teachers craft instruction and assessment to align to the articulated Learning Targets. Assessment data aligned to Learning Targets is shared at ILP meetings, in progress reports and report cards, and additionally through the online assessment system in 7<sup>th</sup> and 8<sup>th</sup> grades. This transparency holds teachers accountable to effectively assessing student progress to mastering the identified Learning Targets. Additional forms of curricular implementation accountability include, but are not limited to:

- Consistent direct informal observation of instruction by Director of Elementary Programs (K-6 staff) and Director of Secondary Programs (7-8 staff)

- Formal observation of instruction by Director of Elementary Programs (K-6 staff) and Director of Secondary Programs (7-8 staff)
- Consistent targeted peer observation
- Quarterly Interim Assessment systems that assess student attainment of Learning Targets taught
- Data conferences between teachers and by Director of Elementary Programs (K-6 staff) and Director of Secondary Programs (7-8 staff) focused upon student attainment of Learning Targets taught

If teachers are not effectively implementing the school’s curriculum, the Director meets with the teacher and adds to or modifies that teacher’s Professional Development Plan (PDP) to identify specific goals, strategies, assessment, and timelines. Increased observation and feedback from Director and Instructional Coach are provided. All employees at Lighthouse are “At-Will”, therefore if a teacher is ultimately unable and/or unwilling to adjust their instruction that teacher may be let go or not have his or her contract renewed.

<b>28</b>	Regarding its governance and/or instructional leadership, provide a description of the school’s “areas of growth” and “strategies for improvement.”	
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**INSTRUCTIONAL LEADERSHIP**

Over the course of the next charter, Lighthouse seeks to develop a new teacher evaluation system and corresponding compensation schedule. Lighthouse has entered into a consortium with other local agencies to engage in this work, and has received State and Federal Funding through the Teacher Incentive Project to fund this work. This consortium, in addition to the research base of CCSA, NLNS and EPIC, will be key resources in this work.

**GOVERNANCE**

Over the course of the next charter, Lighthouse aims to provide more transparency into the school’s governance by ensuring that LPAC and the Board minutes are shared widely in a variety of ways (i.e. publication in the Tuesday envelope, translated into Spanish, etc.) In addition, we aim to convene LPAC and the Board together at least two times per year to ensure cross-dialogue between the two bodies that help to create and refine policies.

## FINANCIAL MANAGEMENT & OPERATIONS

- 29 Describe all ongoing efforts to ensure fiscal soundness and legal compliance.
- Address the financial system and monitoring processes that are used.
  - Specify the reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications.
  - Describe the fiscal review and monetary processes, including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll and d) audits; identify the party responsible and his/her qualifications for the role.

### FINANCIAL SYSTEM AND MONITORING PROCESSES

Lighthouse Community Charter School has adopted a comprehensive set of fiscal policies that ensure the school is fiscally sound and legally compliant. LCCS contracts with Ed-Tec, a business entity that has an expert financial team to assist the school with financial and legal functions. LCCS utilizes Ed-Tec for assistance in the following key areas:

- Monthly financial statements
- Accounts payable/Accounts Receivable
- Payroll
- Budgeting
- Auditing and budget monitoring

#### Accounts Payable/Accounts Receivable

Each week, the school sorts and codes bills and other accounts payable to the correct SACS codes. These are then submitted to Ed-Tec who then uses an invoice cover sheet produced by the school to pay each bill in a timely fashion. All AP runs are initiated by the Business Manager and then are approved by the Director of Strategic Development. In addition, another weekly financial function is to monitor, code, and make deposits into the proper account. Deposits are initiated by the Business Manager and approved by the Director of Strategic Development.

#### Payroll

Each month, the Director of Strategic Development with the creation of a change summary and hourly employee timesheet initiates payroll. This change summary ensures any changes to payroll (new employees, terminated employees, address changes, garnishments, etc) are made in a timely way. A final payroll report is presented by Ed-Tec and approved by the Director of Strategic Development. Edtec then submits that to Paychex which then cuts the final payroll checks. Quarterly payroll reports and tax documents are prepared by Ed-tec.

#### Budgeting

The first priority of our budgeting process is to have a mission-aligned budget. Lighthouse follows a July 1 – June 30 fiscal year. In January, budgeting for the next fiscal year begins. The school directors, with input from the school's teacher-leadership, analyze the effectiveness of school program and create a budget model for the next year. With Ed-tec's assistance, the school produces a draft budget using most up-to-date revenue numbers and expense numbers that trend from the previous year or other indicators. As a rule, Lighthouse tends to be conservative in its budgeting (i.e. assuming aggressive increases in health care, for example). The budget normally goes through several iterations before presented for board approval in June. Once the board of directors approves the budget, the budget and its subsequent programming is shared with the entire school community, including teachers and parents. Once the state adopts its budget, the school revises the June-approved budget with more up-to-date revenues and expenses. The school then monitors its monthly financials against the June and August or October revise numbers.

**REPORTS GENERATED**

<b>Report</b>	<b>Purpose</b>	<b>Party Responsible</b>	<b>Qualifications</b>
Attendance Reports (Once per month)	Monitor ADA and enrollment to ensure ADA-driven revenues have been correctly projected. If necessary, course corrections will be made.	Steve Sexton, Director of Secondary Programs	Powerschool trainings, on-the-job training
Financial Reports (at least six times per year)	Monitor revenues vs. expenditures. Monitors budget variances to ensure overspending does not occur.	Jenna Stauffer, Director of Strategic Development and Gavin Kwong, Business Manager with Ed-tec	Jenna: CSDC trainings, on-the-job training Gavin: MBA and MA in School Administration
Fundraising Reports (at least six times per year)	Reports levels of success of private fundraising as measured against benchmarks for the year.	Jenna Stauffer	On-the-job training
Audit (once per year)	Reports profit and loss. Conducts several tests for fiscal health according to OMB Circular.	Hosaka, Nagel, and Co CPA with Ed-tec and support from Jenna Stauffer	Over 30 years auditing experience

**FISCAL REVIEW AND MONETARY PROCESSES**

<b>Review of</b>	<b>How does review occur</b>	<b>Party Responsible</b>	<b>Qualifications</b>
Cash Flow	Monitoring of school's bank accounts occurs daily. If AP is going to exceed balance, a \$400,000 Wells Fargo line of credit can be tapped.	Jenna Stauffer	CSDC and Ed-tec trainings, on-the-job training
Purchasing	Purchasing is directly related to the adopted budget (i.e. an item will not be purchased unless it has a direct link to the approved budget). Purchases are typically made with a Purchase order and initiated by the Business Manager and approved by the Director of Strategic Development. Urgent purchases can be made via a debit card by one of the three directors. Debit card purchases are coded monthly to ensure proper monitoring. Purchases over \$10,000 must be board approved.	Jenna Stauffer	CSDC and Ed-tec trainings, on-the-job training
Payroll	See above		
Audit	See above		

<b>31</b>	<p>Describe how key non-academic operations are conducted, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Operations</li> <li>• Facilities</li> <li>• Food services</li> <li>• After-school programming</li> </ul> <p>Identify the parties responsible for each area, their job responsibilities, and provide the relevant qualifications of these entities for providing non-academic operational services.</p>	
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The three school directors are responsible for the key non-academic operations with Board and staff support.

<b>Key Operations</b>	<b>How is it conducted</b>	<b>Party Responsible</b>	<b>Qualifications</b>
Strategic Planning	The Board of Directors has an annual retreat. Months prior to the retreat, the school directors lay out its strategic goals (academic, fiscal, etc.) for the coming 1 – 5 years. The Board discusses to make long-term decisions on direction and strategy.	School Directors with Board of Directors	CSDC and Ed-tec trainings, NLNS training, on-the-job training
Financial Management	See above questions		CSDC and Ed-tec trainings, on-the-job training
Facilities	The Director of Strategic Development is responsible for facility maintenance; entering into contracts as it relates to facility; warranties, etc. We begin with the belief that the school's facility is critical to student learning and staff satisfaction. Facility issues are brought to the attention of the director on a daily basis who then trouble shoots on a daily basis.	Director of Strategic Development	CSDC and Ed-tec trainings, on-the-job training
Food Services	LCCS partners with Revolution Foods to provide food (breakfast, lunch, and snack) to its students. Each student, at registration and intake, indicates if they will participate. In addition, they fill out appropriate income paperwork. Meal service to each individual is monitored daily at each meal in Mealttime which produces monthly reports. LCCS partners with Leadership Public Schools to file National School Lunch Program reimbursements for breakfast, lunch, and snack.	Director of Strategic Development with Office Manager's support	On-the-job training
After-School Programming	The Director of Strategic Development manages the LCCS After School Coordinator. Together, with student interest surveys and academic achievement data, they create annual plans for after school programming, which includes tutoring, recreation, and enrichment.	Director of Strategic Development with, Associate Director	On-the-job training; Bay Area Partnership trainings, Observations and external evaluations of Oakland Fund for



	LCCS hires qualified tutors and coaches to staff the program at a ratio of 20:1 maximum. Then, through community outreach, LCCS creates partnerships with relevant organizations to provide enrichment programming to students.		Children and Youth and Region 4 county staff
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32	Regarding its financial management and operations, provide a description of the school's "areas of growth" and "strategies for improvement."	
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Over the course of the next charter, Lighthouse hopes to improve in the areas of financial management and operations by continuing to improve in the area of providing transparency in the area of budgeting. While school administration often shares a final budget with assumptions and rationale for decision making, we could improve in involving various stakeholders in the process. Another area for growth is to thoroughly examine our compensation model. We aim to learn from the best practices of others, nationally and locally, include faculty and staff in the conversation and process, and roll out a compensation model that is fiscally sustainable and mission-driven. This work is already being initiated through our collaboration and Teacher Incentive Grant funded with other local charter schools.

33	<p><b><i>Please provide a projected 5-year budget. If charter operates multi-campus the projected 5-year budget should include the following components:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>CMO level budget</i></b></li> <li>• <b><i>Individual campus level budgets</i></b></li> <li>• <b><i>Aggregate network level budget (campuses plus CMO) Please make sure to factor in development projections into the appropriate budgets for any upcoming initiatives such as facilities improvement projects, site moves, technology upgrades, etc.</i></b></li> </ul>	
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*Please see Appendix E.*

**FACILITIES / ADA – ONLY APPLIES TO NON-OSD FACILITIES**

- 34** If applicable, are your current lease(s) still valid? Do they extend through the end of your requested charter term (2011-2016)? If the lease(s) do(es) not extend through the end of your charter term please describe your plans for a facility(ies) solution(s) which includes either: *1 page maximum*
- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
  - A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely

Lighthouse Community Charter School is currently occupying a permanent facility that was designed specifically by school leadership to serve the purpose of housing the Lighthouse Community Charter School and its sister school, Lighthouse Community Charter High School, serving grades 9 - 12. The facility is owned by Lightkeepers, LLC, a subsidiary of the Rogers Family Foundation. Lightkeepers, LLC and Lighthouse Community Charter Public Schools have entered into a long-term lease agreement with the school for ten years with an option to renew. We are in the second year of our ten-year lease.

- 35** Describe the condition of your current facility.
- Is the facility meeting the needs of your staff and students?
  - Will it continue to accommodate your growth needs?
  - What procedures are in place for handling facility repairs?
  - Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

Lighthouse Community Charter School’s facility, which co-locates the K – 8 school and the 9 – 12 school is on a 3.5 acre campus on Hegenberger Road in East Oakland. The school has occupied the facility since August of 2009, after a multi-year search for a permanent home. In June 2008, Gary Rogers and Brian Rogers, Executive Director of the Rogers Family Foundation, came forward to make an unprecedented gift to Lighthouse by committing \$15 million dollars toward the renovation of the facility. Negotiations to purchase the property quickly began and in February 2009, Lightkeepers LLC closed escrow on the property and construction began just days later. By August 2009, the facility was finished.

This facility exceeds the expectations of its staff and students. The 70,000 square foot facility has ample study space, large classrooms with ample natural light, state-of-the-art energy conserving lighting and HVAC systems. In addition, the school houses an innovative, college-level science laboratory, two media labs, a K – 12 library, a Family Resource Center, and art studios. The outdoor space includes a sports field and basketball courts, as well as a learning garden and spaces for students to “hang out.”

As LCCS is “full-grown,” there is no need to expand the space at the school.

If a repair is needed, the school uses “facility issue” forms, which are submitted to the Director of Strategic Development who then prioritizes them. We have a long list of subcontractors (available upon request) that are called upon to repair things as necessary. In addition, the Director has a daily check-in with janitorial staff to ensure the facility is clean, stocked, and in good repair at all times.

## FUTURE PLANS

<b>36</b>	<p>Discuss the key challenges or risks that you see for your school in the next five year period.</p> <ul style="list-style-type: none"> <li>Describe what you are doing or plan to do to address each of the major challenges that you have identified.</li> </ul>	
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*A comprehensive six-year plan has been developed as a part of our most recent six year WASC accreditation in the spring of 2009. The plan has been submitted to and approved by the Lighthouse Board of Directors as our Single Plan for Student Achievement. The plan has been submitted to and accepted by the Office of Charter Schools. Please see the WASC Self Study pages 103-137 in Appendix A and the WASC Visiting Committee Report pages 44-45 in Appendix B.*

<b>37</b>	<p><u>As applicable:</u> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2011-2016).</p>	
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There are no proposals for additional campuses being submitted at this time.

<b>38</b>	<p><u>As applicable:</u> Describe any material revisions to your charter and rationale for this renewal period (2011-2016). This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.</li> <li>In order to have the material revision to your charter approved, your school needs to:             <ul style="list-style-type: none"> <li>State the revision (s) the school's Board of Directors wishes to make to the charter.</li> <li>Describe the reasons for the request(s).</li> <li>Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, budget may or will be impacted in the current school year and in the subsequent school years.</li> </ul> </li> <li>If the revision(s) directly affects the students, explain if and how the proposed revision has been discussed with the parents.</li> <li>If appropriate, describe how student achievement may be impacted by the proposed revision(s).</li> </ul>	
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There are no material revisions to our charter being requested for this renewal period (2011-2016).

## Appendix List

Appendix Number	Appendix Name	In Support of Question
Appendix A	WASC Self-Study	#7 Serving ELLs and Students with Special Needs #9 Measuring Progress Toward Goals #12 Diagnoses and Addresses Specific Needs #13 Curriculum and Instruction Strategies for Improvement #15 Professional Culture #18 Other Educational Activities the School Provides #36 Key Challenges and Risks in Next Five Years
Appendix B	WASC Visiting Committee Report	#7 Serving ELLs and Students with Special Needs #9 Measuring Progress Toward Goals #12 Diagnoses and Addresses Specific Needs #13 Curriculum and Instruction Strategies for Improvement #15 Professional Culture #18 Other Educational Activities the School Provides #36 Key Challenges and Risks in Next Five Years
Appendix C	Board Member Resumes	#23 Board of Directors
Appendix D	Organizational Chart	#26 Organizational Chart
Appendix E	Projected 5-Year Budget	#33 Projected 5-Year Budget

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## COMMUNITY CHARTER SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

### CHAPTER V - SCHOOL WIDE ACTION PLAN

Lighthouse has chosen to focus upon three broad goals that have emerged from our Leadership Team, Inquiry Groups, Focus Groups, Grade Level teams, and Director Team discussions. These goals address areas of growth that will maximize the potential of each Lighthouse student to achieve our mission of college and a career of their choice. These goals, while challenging, reflect the will of our school community. All Lighthouse community members are committed to achieving the following goals:

- A. **Increasing Student Literacy and Mathematics Achievement and Proficiency Rates** - Lighthouse students will continue to accelerate achievement and proficiency rates in both Literacy and Mathematics.
- B. **Increasing Academic Achievement and Proficiency Rates Within Specific Student Sub-Groups** - Student sub groups known to struggle (language learners, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have previously been retained) will accelerate their academic growth through the deliberate development of intervention and support programs as well as equipping staff with specific skills and competencies.
- C. **Increasing Rigor and Alignment of Educational Program** - Lighthouse students will have an academically rigorous K-12 educational experience that is vertically aligned from grades K-12 to ensure every student graduates prepared for college, completing all of the required A-G coursework.

**Goal A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates** - Lighthouse students will continue to accelerate achievement and proficiency rates in both Literacy and Mathematics.

**Rationale:** Lighthouse's mission is squarely focused upon college for all of our students. Academic readiness is a key indicator of future college success. The self-study process revealed and reinforced the fact that to achieve our mission we must continue to increase the academic achievement of our students. Lighthouse has had incremental academic growth in both Literacy and Mathematics since our opening in 2002. Over the past two years, we have seen significant growth in our elementary math proficiency rates. We need to continue the growth achieved in math and extend it to the secondary students, in particular high school mathematics. In addition, this past year we realized significant growth in literacy proficiency rates across the K-12 program. We must sustain and accelerate our growth in literacy across the K-12 program, applying what we have learned during the past year.

**Expected Schoolwide Learning Results Addressed:** Self-motivated, Academically Equipped, Lifelong Learners

**Growth Targets** - Based upon California AMO rates in either CST or CAHSEE results

Subject Area	08-09	09-10	10-11	11-12	12-13	13-14	14-cont.
Literacy	45%	56%	67%	78%	89%	100%	100%
Mathematics	45.5%	56.4%	67.3%	78.2%	89.1%	100%	100%

**Ways of Assessing Progress:**

- Fountas and Pinnell Guided Reading Assessments
- Quarterly Standards-Based Interim Assessments
- Quarterly Report Cards
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- PSAT and SAT

**Proposed Strategies/Tasks:**

1. Continue to implement and improve data-driven, standards-based instruction
2. Further develop, implement and extend literacy intervention
3. Continue to develop and implement targeted instructional support in literacy
4. Implement shared instructional strategies that accelerate literacy achievement gains for older students
5. Continue to develop and implement math intervention

6. Incorporate mathematical fluency and discrete skills development into our current problem-solving based mathematics curriculum
7. Implement shared instructional strategies that accelerate mathematics achievement gains for 8<sup>th</sup> – 12<sup>th</sup> grade students
8. Develop and pilot Family Literacy and Family Math Programs aligned with Lighthouse teaching methodologies aimed at assisting parents help develop their children's literacy and math skill development at home



## ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates

### Strategy/Task 1: Continue to implement and improve data driven instruction

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Revise Interim Assessment tests to continue to reflect state standards and improve correlation between internal and state scores</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress)</li> <li>• 2009 to 2015, with necessary revisions identified for each year through yearly analysis of Interim Assessment and CST correlation</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Teachers</li> <li>• Instructional Coaches</li> <li>• Inquiry Group Leaders</li> <li>• Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessments</li> <li>• CST &amp; CAHSEE Scores</li> <li>• Test Item Database</li> <li>• Stipends for teacher work on revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Fall PDI Interim Assessment Workshop (yearly)</li> <li>• Interim Assessment Data Meetings (4/year each year)</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> </ul>
<p>Align professional development to areas of need, setting goals and outcomes to drive inquiry group work identified areas of need, utilizing inquiry group structure</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress)</li> <li>• 2009 to 2015, with areas of need, goals and outcomes identified for each year through yearly analysis of student data (i.e. Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Teachers</li> <li>• Instructional Coaches</li> <li>• Inquiry Group Leaders</li> <li>• Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Student data (i.e. Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> <li>• Professional Development Calendar</li> <li>• Inquiry Group Plans</li> <li>• Additional Resources as driven by goals (i.e. texts, coverage for observations, stipends for development work)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual staff check-ins &amp; staff surveys</li> <li>• Inquiry Group meeting notes and director feedback sheets</li> <li>• Observations</li> <li>• Leadership Team meeting minutes</li> <li>• Professional Development Institutes and Whole Staff Meetings</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 2: Further develop, implement and extend literacy intervention**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Refine, implement and extend research-based literacy intervention across K-12 program, rolling out additional grades each year as need demands and funding permits</p> <p>Integrate literacy intervention and resource support under RTI model</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress with K-6 intervention)</li> <li>• 2009-10 School Year, expansion to 7<sup>th</sup>-8<sup>th</sup> grades</li> <li>• 2010-11 School year, expansion to 9<sup>th</sup>- 12<sup>th</sup> grades</li> <li>• 2011-15, continued refinement of program and services as identified for each year through yearly analysis of student data (i.e. Reading Assessments, Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Core Teachers, 5-12 Humanities Teachers, 5-12 Crew Leaders</li> <li>• Reading Interventionists</li> <li>• Resource Specialists</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated, longitudinal data for all students reading below grade level</li> <li>• Current intervention research</li> <li>• Allocated reflection time, via weekly Director check-ins with Reading Interventionists, monthly Leadership Team meetings, and quarterly PDI</li> <li>• Academic achievement data</li> <li>• Allocated observation, planning, and professional development time</li> <li>• Additional FTE for Resource Specialists (Aide or RSP)</li> <li>• Resource and Intervention Rooms</li> <li>• Intervention Resources (i.e. curriculum, texts, software)</li> <li>• Revised MOU for SPED with district</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Intervention wall</li> <li>• Leadership Team meeting minutes</li> <li>• Professional Development Institutes and Whole Staff Meetings</li> <li>• State of the School Presentations</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> <li>• Staffing and Facility Plans</li> </ul>

## ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates

### Strategy/Task 3: Continue to develop and implement targeted instructional support in literacy

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Refine, implement and extend instructional support and coaching in K-12 literacy that effectively accelerates academic achievement for students</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress with K-6 coaching)</li> <li>• 2009-10 School Year, expansion to 7<sup>th</sup>-8<sup>th</sup> grades</li> <li>• 2010-11 School year, expansion to 9<sup>th</sup>- 12<sup>th</sup> grades</li> <li>• 2011-15, continued refinement of support and coaching as identified for each year through yearly analysis of student and staff data (i.e. achievement data, surveys, observations)</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Teachers, 5-12 Humanities Teachers</li> <li>• Literacy Coaches &amp; Interventionists</li> <li>• Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Current research on literacy coaching</li> <li>• Comprehensive Literacy Model (CLM) Framework &amp; Implementation Survey</li> <li>• Strategic Literacy Initiative (SLI) Framework</li> <li>• Internal and external academic achievement data</li> <li>• Allocated observation time</li> <li>• Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>• Staff interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Staff survey data</li> <li>• Leadership Team meeting minutes</li> <li>• Professional Development Institutes and Whole Staff Meetings</li> <li>• State of the School Presentations</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 4:** Implement shared instructional strategies that accelerate Literacy achievement gains for older students

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Identify, socialize and implement a common set of research-based literacy strategies that accelerate student achievement across K-12, as well as specific age-appropriate strategies within program bands (K-4, 5-8, 9-12)</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress with K-6 and 7-12)</li> <li>• 2009-10 School Year, identify common strategies and framework to bridge 5<sup>th</sup>- 8<sup>th</sup></li> <li>• 2009-10 School Year, identify common strategies and framework at 9<sup>th</sup> – 12<sup>th</sup></li> <li>• 2010-11 School year, identify common through lines across K-12<sup>th</sup></li> <li>• 2011-15, continued analysis and refinement of shared literacy strategies based on efficacy as determine each year through analysis of student data</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Teachers, 5-12 Humanities Teachers</li> <li>• Literacy Coaches &amp; Interventionists</li> <li>• Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Current research on literacy coaching</li> <li>• Comprehensive Literacy Model (CLM) Framework &amp; Implementation Survey</li> <li>• Strategic Literacy Initiative (SLI) Framework</li> <li>• Internal and external academic achievement data</li> <li>• Allocated observation time</li> <li>• Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>• Staff interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Staff survey data</li> <li>• Leadership Team meeting minutes</li> <li>• Professional Development Institutes and Whole Staff Meetings</li> <li>• State of the School Presentations</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 5: Continue to develop and implement math intervention**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Refine, implement and extend research-based math intervention across K-12 program, rolling out offerings each year as need demands and funding permits</p> <p>Integrate math intervention and resource support under RTI model</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (complete work in progress with K-12 intervention)</li> <li>• 2009-10 School Year, develop comprehensive K-12 math intervention plan</li> <li>• 2010-15, roll out and continue to refine program and services as needed each year based on analysis of student data (i.e. Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Core Teachers, 5-12 Math Teachers</li> <li>• Math Coach</li> <li>• Resource Specialists</li> <li>• Summer School Coordinator</li> <li>• After School Program Coordinators</li> <li>• Leadership Team</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated, longitudinal data for all students performing below grade level in math</li> <li>• Current math intervention research</li> <li>• Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>• Academic achievement data</li> <li>• Allocated observation, planning, and professional development time</li> <li>• Additional FTE for Resource Specialists (Aide or RSP)</li> <li>• Resource and Intervention Rooms</li> <li>• Intervention Resources (i.e. curriculum, texts, software)</li> <li>• Revised MOU for SPED with district</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Leadership Team meeting minutes</li> <li>• Professional Development Institutes and Whole Staff Meetings</li> <li>• State of the School Presentations</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> <li>• Staffing and Calendar Plans (including intersession and summer school)</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 6:** Incorporate mathematical fluency and discrete skills development into our current problem-solving based mathematics curriculum

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Identify, socialize, and implement instructional strategies and supplemental curriculum that support the critical discrete mathematics skills with which students need more practice</p>	<ul style="list-style-type: none"> <li>• 2009-10 School Year, identification of discrete skills needing support based on data analysis; identification and development of instructional strategies and supplementary curriculum to support development of these skills</li> <li>• 2010-15, roll out and continued refinement of instructional strategies and supplemental curriculum based on analysis of student data (i.e. Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Core Teachers, 5-12 Math Teachers</li> <li>• Math Coach</li> <li>• Mathematics Inquiry Group Members</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement data</li> <li>• Allocated inquiry group time</li> <li>• Allocated observation and feedback time</li> <li>• Allocated Leadership Team time</li> <li>• Stipends for developmental of supplemental materials as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes and debriefs</li> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Interim Assessment Data Meetings</li> <li>• State of the School Presentation</li> <li>• Leadership Team Meeting Minutes</li> <li>• Board of Directors Academic Accountability Committee meeting</li> </ul>

## ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates

**Strategy/Task 7:** Implement shared instructional strategies that accelerate Mathematics achievement gains for 8<sup>th</sup> – 12<sup>th</sup> grade students

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Identify, socialize and implement common research-based instructional strategies across the 6-12 program that effectively increase achievement results for students on 8<sup>th</sup> -12<sup>th</sup> grade end of course tests (note: work in 6<sup>th</sup> &amp; 7<sup>th</sup> pre-Algebra will set foundational work, though focus will be on 8<sup>th</sup> – 12<sup>th</sup> grades)</p>	<ul style="list-style-type: none"> <li>• 2009-10 School Year, during PDI, 7-12 Leadership Team Meetings and 7-12 Director Check-ins</li> <li>• 2011-15, continue to refine program and services as needed each year based on analysis of student data (i.e. Interim Assessments, CST &amp; CAHSEE, Report Cards, Portfolios, Passage Rates, Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Inquiry Group Members</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement data</li> <li>• Allocated inquiry group time</li> <li>• Allocated observation and feedback time</li> <li>• Allocated Leadership Team time</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes and debriefs</li> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Interim Assessment Data Meetings</li> <li>• State of the School Presentation</li> <li>• Leadership Team Meeting Minutes</li> <li>• Board of Directors Academic Accountability Committee meeting</li> </ul>
<p>Revise 8<sup>th</sup> – 12<sup>th</sup> grade Math Interim Assessment tests to reflect state standards and improve correlation between internal and state scores</p>	<ul style="list-style-type: none"> <li>• 2009-10 School Year, primarily through summer work</li> <li>• 2010 to 2015, with necessary revisions identified for each year through yearly analysis of Interim Assessment and CST correlation</li> </ul>	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> – 12<sup>th</sup> Grade Math Teachers</li> <li>• Math Inquiry Group Leaders</li> <li>• Leadership Team</li> <li>• 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessments</li> <li>• CST &amp; CAHSEE Scores</li> <li>• Test Item Database</li> <li>• Stipends for teacher work on revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Fall PDI Interim Assessment Workshop (yearly)</li> <li>• Interim Assessment Data Meetings (4/year each year)</li> <li>• Board of Directors, Academic Accountability Committee meetings (6/year each year)</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 8:** Develop and pilot Family Literacy and Family Math Programs aligned with Lighthouse teaching methodologies aimed at assisting parents help develop their children's literacy and math skill development at home

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Research successful, family math and family literacy program, survey families to identify specific needs, develop and implement program to support families in being more engaged in their child's literacy and math development</p>	<ul style="list-style-type: none"> <li>• 2011-12 School Year, development</li> <li>• 2012-15 School Years, implementation and revision</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liaison</li> <li>• Lighthouse Parent Advisory Committee</li> <li>• Director of Strategic Development</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time Family Liaison</li> <li>• Translation services</li> <li>• Community partnerships (to be explored)</li> <li>• Scheduled meeting times (i.e. Orientation, Café Tuesdays, Family Learning Nights)</li> <li>• Access to meeting spaces, class spaces, and computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Family Orientation Nights</li> <li>• Tuesday Envelope</li> <li>• LPAC Meeting Notes</li> <li>• PDI State of the School Presentations</li> </ul>



**Goal B: Increasing Achievement Rates Within Specific Sub-Groups** - Lighthouse must accelerate the academic achievement of all student populations, looking specifically at the differentiation that must occur for each. We know that specific work must be undertaken to address the particular needs of our English language learners, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have previously been retained.

**Rationale:** The self-study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of our English Language Learners is of paramount importance, as they represent 76% of our student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse's mission applies to all students and therefore we must continue to improve the academic outcomes for these specific student populations.

**Expected Schoolwide Learning Results Addressed:** Self-motivated, Academically Equipped, Lifelong Learners

**Sub-Group Growth Targets** - Based upon California AMO rates in either CST or CAHSEE results

Subject Area	08-09	09-10	10-11	11-12	12-13	13-14	14-cont.
Literacy	45%	56%	67%	78%	89%	100%	100%
Mathematics	45.5%	56.4%	67.3%	78.2%	89.1%	100%	100%

**Ways of Assessing Progress:**

- Fountas and Pinnell Guided Reading Assessments
- Quarterly Standards-Based Interim Assessments
- Quarterly Report Cards
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- Retention Rates

**Proposed Strategies/Tasks:**

1. Determine and implement the best comprehensive structure for serving English Language Learners in a K-12 setting.
2. Develop the capacity of staff to understand the backgrounds of all students as they relate to gender, race, ethnicity, culture and language, to increase engagement and decrease discipline.

3. Develop curriculum that reflects the cultural experience of all students and draws them into the learning process, in particular African-American students.
4. Develop and implement specific structures that address known intervention needs of specific subgroups.
5. Develop and further refine family learning practices that teach tolerance, cross-cultural understanding, and integrates cultures of students and families

## ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups

**Strategy/Task 1:** Determine and implement the best comprehensive structure for serving English Language Learners in a K-12 setting.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Research best practices in serving English Language Learners, identify ideal model for serving K-12 English Language Learners, develop roll-out schedule and ongoing workplan for implementation of model</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year, by ELD working group</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 English Language Development working group</li> <li>• K-6 Leadership Team</li> <li>• K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for One-Day EL Achieve Seminar, attended by K-6 Leadership team</li> <li>• Allocated work time for working group members</li> <li>• Allocated observation and site visit time for working group members</li> <li>• Funding for meals at bi-weekly meetings</li> <li>• Financial resources for research</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Staff and Building Meetings</li> <li>• Professional Development Institutes</li> <li>• Weekly Announcements</li> <li>• K-6 Leadership Team Meetings</li> <li>• Directors Meetings</li> <li>• Board of Directors Academic Accountability Committee meeting</li> </ul>
<p>Comprehensive English Language Development instructional structure implemented by classroom teachers on roll out schedule, analyzed and refined each year as needed based on analysis of data</p>	<ul style="list-style-type: none"> <li>• 2009-15, implementation on roll out schedule as determined by ELD working group</li> <li>• 2009-15, reflection and revision each year based on assessment of efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Reading Interventionists &amp; Resource Specialists</li> <li>• Home Language Program Coordinator</li> <li>• K-12 English Language Development working group</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement and English language proficiency data for ELL students</li> <li>• Allocated observation and feedback time</li> <li>• Staff surveys</li> <li>• Allocated Leadership Team time</li> <li>• Allocated professional development time during PDI and throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement and English language proficiency data for ELL students</li> <li>• Whole Staff and Building Meetings</li> <li>• Professional Development Institutes (led by ELD group)</li> <li>• Ongoing PD sessions led by working group and lead teachers</li> <li>• Observation notes and debriefs</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 2:** Develop the capacity of staff to understand the backgrounds of all students as they relate to gender, race, ethnicity, culture and language, to increase engagement and decrease discipline.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Design and implement K-12 professional development plan for equity that reflects identified best practices</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year (completion of work in progress at K-6)</li> <li>• 2009-11 School Year, focused professional development across K-12</li> <li>• 2011-15 School Year, ongoing work as needed based on data (i.e. academic achievement data, student and staff surveys, observations)</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 and 7-12 Lead Teachers in Equity</li> <li>• Outside expertise, through BayCES or SF-CESS</li> <li>• K-12 Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated observation time of current successful classrooms and staff to analyze strategies, practices, and mindsets</li> <li>• Additional Lead Teacher in Equity</li> <li>• Stipend and consulting payments</li> <li>• Observational data</li> <li>• Discipline data</li> <li>• Academic achievement data</li> <li>• Monthly whole staff professional development</li> <li>• Allocated reflection time, via monthly Director check-ins with Lead Teacher in Equity and Resident Director, monthly K-6 Leadership Team meetings, and quarterly Professional Development Institutes (PDI)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic sub group achievement data</li> <li>• Report card data</li> <li>• Student referral and suspension data</li> <li>• Student survey data</li> <li>• Teacher survey data</li> <li>• Leadership team meeting minutes</li> <li>• Directors Meetings</li> <li>• Fall, Winter, Spring and Summer PDI State of the School Presentations</li> <li>• Board of Directors Academic Accountability Committee meetings</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 3:** Develop curriculum that reflects the cultural experience of all students and draws them into the learning process, in particular African-American boys.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Analyze current curriculum through a lens of how students connect to the content, develop and socialize curricular adjustments, implement revised curriculum map that leverages cultural relevancy to draw students into the learning process</p>	<ul style="list-style-type: none"> <li>• 2010 – 2011, analysis of current curriculum map and revisions for increased cultural relevancy</li> <li>• 2011-15, ongoing analysis and refinement</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Classroom Teachers</li> <li>• K-12 Leadership Team</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated work time</li> <li>• Protocol and rubric for guiding curriculum evaluation</li> <li>• Allocated observation time</li> <li>• Student surveys on how students connect to the current content and what motivates them to engage in learning</li> <li>• Survey of classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic achievement data</li> <li>• Report card data</li> <li>• Student referral and suspension data</li> <li>• Student survey data</li> <li>• Teacher survey data</li> <li>• Walk-through observation notes</li> <li>• Whole staff meetings</li> <li>• K-12 Leadership Team meeting minutes</li> <li>• Professional Development Institutes</li> <li>• State of the School Presentations</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 4:** Develop specific structures that address the intervention needs of specific subgroups.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify and analyze current intervention structures. Deliberately correlate programs to each sub group of concern (e.g. retained students).	<ul style="list-style-type: none"> <li>2009-2010 School Year, design stage</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coaches &amp; Interventionists</li> <li>Resource Specialists</li> <li>After School Program Coordinator</li> <li>Summer School Coordinator</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Data for each subgroup correlated to the intervention services they currently receive</li> <li>Allocated reflection time, via weekly check-ins and Directors meetings</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff Meetings &amp; PDI State of the School Presentations</li> <li>Master Schedule &amp; Calendar, including ASP, Intersession, and Summer School</li> </ul>
Design, implement and refine targeted intervention master plan and roll out schedule that prioritizes personnel and resources to known struggling sub groups.	<ul style="list-style-type: none"> <li>2009-2010 School Year, design stage</li> <li>2010 – 2011 School Year, roll out at targeted grade levels as identified in plan</li> <li>2011 - 2015 School years, continued roll out and revision (analysis at each quarterly assessment period, to allow for mid-course corrections)</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> <li>Literacy Coaches &amp; Interventionists</li> <li>Resource Specialists</li> <li>After School Program Coordinator</li> <li>Summer School Coordinator</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Rubric that articulates expected practices and outcomes for each intervention program</li> <li>Allocated observation and work time</li> <li>Financial resources</li> <li>Budget and staffing parameters</li> <li>Allocated observation time</li> <li>Allocated work time to make programmatic revisions</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes and debriefs</li> <li>Interim Assessment data by sub group and intervention service</li> <li>Report card data</li> <li>Intervention program evaluations</li> <li>Leadership Team Meetings</li> <li>Whole Staff Meetings &amp; PDI State of the School Presentations</li> <li>Board of Directors Academic Accountability Committee meetings</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 5:** Develop and further refine family learning practices that teach tolerance, cross-cultural understanding, and integrates cultures of students and families.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Develop and further refine family learning practices that teach tolerance, cross-cultural understanding, and integrates cultures of students and families</p>	<ul style="list-style-type: none"> <li>• 2011-12 School Year, development</li> <li>• 2012-15 School Years, implementation and revision</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liaison</li> <li>• K-6 &amp; 7-12 Lead Teachers in Equity</li> <li>• Lighthouse Parent Advisory Committee</li> <li>• Director of Strategic Development</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time Family Liaison</li> <li>• Translation services</li> <li>• Community partnerships (to be explored)</li> <li>• Scheduled meeting times (i.e. Orientation, Café Tuesdays, Family Learning Nights)</li> <li>• Access to meeting spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Family Orientation Nights</li> <li>• Café Tuesdays</li> <li>• Tuesday Envelope</li> <li>• LPAC Meeting Notes</li> <li>• State of the School Presentations</li> </ul>

**Goal C: Increasing Rigor and Alignment of Educational Program** - Lighthouse students will have an academically rigorous K-12 educational experience that is vertically aligned from grades K-12 to ensure every student graduates prepared for college, completing all of the required A-G coursework.

**Rationale:** Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. Deliberate work must be engaged to ensure that we leverage the true potential of being K-12 to achieve our mission by vertically aligning structures, programs, and practices.

**Expected Schoolwide Learning Results Addressed:**

- Self-motivated, Academically Equipped, Lifelong Learners
- All Guiding Principles

**Ways of Assessing Progress:**

- Guiding Principles Implementation Strategy
- Curriculum and Learning Targets Maps
- Instructional Practice Guides
- Assessment and Reporting Guides
- Codified Portfolio and Passage Process
- Shared Cultural Practices Handbook

Average SAT / PSAT Results

Test Section	08-09	09-10	10-11	11-12	12-13	13-14
Reading	400	430	460	490	520	550
Math	400	430	460	490	520	550

Graduation Rates

08-09	09-10	10-11	11-12	12-13	13-14
95%	95%	95%	95%	95%	95%

College Acceptance / Matriculation Rates

08-09	09-10	10-11	11-12	12-13	13-14
100% / 80%	100% / 85%	100% / 90%	100% / 95%	100% / 95%	100% / 95%

**Proposed Strategies/Tasks:**

1. Vertically align cultural practices that reinforce Lighthouse Guiding Principles
2. Vertically align content and instructional practices
3. Vertically align assessment and reporting practice
4. Develop student and family understanding of assessment and reporting practice



**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 1:** Vertically align school culture development practices and rituals that reinforce Lighthouse Guiding Principles

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Seat a School Culture Alignment working group to identify and analyze current school culture development practices and rituals by grade level.	<ul style="list-style-type: none"> <li>• 2009-10 School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse Staff</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> <li>• School Culture Alignment working group</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated professional development time</li> </ul>	<ul style="list-style-type: none"> <li>• PDI State of the School Presentation</li> </ul>
Develop, socialize, implement, monitor and refine a set of shared culture practices and rituals.	<ul style="list-style-type: none"> <li>• 2010 – 2015 School years,</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Whole Staff</li> <li>• School Culture Alignment working group</li> <li>• K-12 Leadership Team</li> <li>• Program Coordinators</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> <li>• Director of Development</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Cultural Practices Handbook (to be developed)</li> <li>• Clearly articulated expectations of staff for implementing culture development practices and rituals</li> <li>• Allocated time for complete observation cycle, including pre and post conferencing.</li> <li>• Allocated professional development time</li> </ul>	<ul style="list-style-type: none"> <li>• Published Shared Cultural Practices Handbook</li> <li>• One on one conference between Director and staff member</li> <li>• Formal observation reports</li> <li>• PDI State of the School Presentation</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 2: Vertically align content and instructional practices**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Select and seat a Content and Instructional Alignment working group to collect, organize, and catalog current curricula as well as delineate current instructional practices from grades K-12.</p>	<ul style="list-style-type: none"> <li>2010 – 2011 School Year</li> </ul>	<ul style="list-style-type: none"> <li>K-6 &amp; 7-12 Directors of Instruction</li> <li>Content and Instructional Alignment working groups</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff Meetings</li> <li>Director check-ins with working group</li> <li>Fall PDI State of the School Presentation</li> <li>Draft Curriculum Map</li> <li>Draft Learning Target Map</li> <li>Draft Instructional Guide</li> </ul>
<p>Develop draft Curriculum Maps, Learning Target Maps, and Instructional Guides K-12, socialize with K-12 staff, implement, and refine on ongoing basis</p>	<ul style="list-style-type: none"> <li>2011 - 2012 School Year, design stage</li> <li>2012 – 2015, implementation and ongoing revision based on data from observation and inquiry groups</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> <li>Inquiry Groups</li> <li>Content and Instructional Alignment working groups</li> <li>K-12 Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> <li>Allocated professional development time</li> <li>Allocated time for observation and feedback</li> <li>Allocated time for complete observation cycle, including pre and post conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Minutes &amp; Feedback</li> <li>One on one conference between Director and staff member</li> <li>Formal observation reports</li> <li>PDI sessions led by Content and Instructional Alignment working group</li> <li>PDI State of the School Presentations</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 3: Vertically align assessment and reporting practice**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Seat an Assessment and Reporting Alignment working group to identify and analyze current assessment and reporting practices.	<ul style="list-style-type: none"> <li>Spring 2010</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff Meetings</li> </ul>
Develop, socialize, implement and monitor Clearly Articulated Assessment and Reporting Calendar, Expectations, and Responsibilities	<ul style="list-style-type: none"> <li>2010 – 2011 School Year, development</li> <li>2011- 2015 School Years, implementation, monitoring, and continued refinement</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Reporting Alignment working group</li> <li>K-12 Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> <li>Allocated time for completion of observation cycle, including pre and pot conferencing.</li> <li>Allocated professional development time</li> </ul>	<ul style="list-style-type: none"> <li>Published shared assessment practices handbook</li> <li>PDI State of the School Presentation</li> <li>One on one conference between Director and staff member</li> <li>Formal observation reports</li> <li>Final staff evaluation report</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 4: Develop student and family understanding of assessment and reporting practice**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Develop and implement plan for exposing, training, and supporting families and students in using online grading system at secondary level to improve their academic standing	<ul style="list-style-type: none"> <li>• Summer 2009, planning stage</li> <li>• 2009-10 School Year, implementation (training targeted for October 2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liaison</li> <li>• Dean of Students</li> <li>• 7-12 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Paid summer work</li> <li>• Scheduled parent meetings throughout the fall and at different hours</li> <li>• Access to computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Usage rate of online grading system by students and families</li> <li>• Family Orientation Nights</li> <li>• Monthly mailer</li> <li>• Fall PDI State of the School Presentation</li> <li>• Published student and family training program</li> </ul>
Assess, refine and further develop plan for supporting families and students in understanding assessment system at elementary level to develop empowerment and improve academic standing	<ul style="list-style-type: none"> <li>• 2008-09 School Year, completing work in progress</li> <li>• 2009-15 School Years, continued implementation and revision</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Teachers</li> <li>• Family Liaison</li> <li>• K-6 Literacy Coach</li> <li>• Resident Director</li> <li>• K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled mailings of student assessment (i.e. report cards, triennial reading assessments, STAR reports, CELDT reports)</li> <li>• Scheduled parent meetings to explain each report and the assessment system used (through Orientation, Café Tuesdays, Family Learning Nights)</li> <li>• ILP Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Published student and family training program</li> <li>• Family Orientation Nights</li> <li>• Tuesday Envelope</li> <li>• PDI State of the School Presentation</li> </ul>





# LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

## CHAPTER 1 STUDENT AND COMMUNITY PROFILE

Lighthouse Community Charter Public Schools (LCCS), located in Oakland, California serves 615 students in grades K – 12. One of thirty-plus tuition, free public charter schools operating in Oakland, Lighthouse, was founded in 2002 in response to the achievement gap that exists for low-income students and children and youth of color in Oakland.

Oakland, the 7<sup>th</sup> largest city in California, is incredibly diverse. According to the University of Wisconsin census studies, Oakland is the *most* ethnically diverse city in the United States and has over 100 different languages and dialects spoken. A city ripe with cultural awareness and with deep roots in the social justice movements of the 1960's, one can see, smell, and touch the cultural and social wealth of the city's neighborhoods. However, alongside this abundance of cultural wealth, there exists great racial, economic, and educational disadvantage. In fact, recent census data estimates poverty rates for families with children at 22%, while the county and state's average poverty levels are 14%. In addition, Oakland ranks as the 5<sup>th</sup> most dangerous city in the United States and the 1<sup>st</sup> most dangerous in California. These facts alone do not fully define a city's character, but certainly provides the backdrop for the education of its children.

Oakland Unified School District, Lighthouse's charter-granting agency, serves about 38,600 students in 111 traditional or small schools and 34 charter schools. Lighthouse operates with two charters: a K – 8<sup>th</sup> grade charter and a 9 – 12<sup>th</sup> grade charter. For the purposes of WASC, the school is being treated as one entity as it applies for full accreditation, even though it manages two charters. Leadership, teaching and learning, resources, and infrastructure are managed as one at Lighthouse. Achievement data from the state separates the schools. The 2008-09 school year marks the 7<sup>th</sup> year of operation for the school and over the years, the school has grown from serving 92 students in 2002 to 615 in 2008.

The demographic breakdown of our community at Lighthouse Community Charter School is 71% Latino, 17% African-American, 7% Asian, 3% White, 1% Filipino, and we also have a handful of Pacific Islander and Multi-ethnic students. Our English Language Learner population is 68% of our students. Students with special needs receive resource specialist and speech services and comprise about 7% of our student population. Students come to Lighthouse from almost every corner of Oakland, but the majority of students hail from the "flatlands" of Oakland. The flatlands are characterized by lower educational attainment rates and higher rates of poverty than other parts of Oakland. At Lighthouse, 79% of students are low-income and qualify for free or reduced meals.

## **HISTORY**

Lighthouse is turning the corner on its seventh year in operation, but school design and development began two years prior to its opening in 2000. The original founding team, comprised of Jenna Stauffer, Steve Sexton, and Laura Kretschmar, still work full-time at the school. The idea for Lighthouse was borne from the experiences in tough urban settings during their experiences with Teach for America; was further developed through experiences in a rural private school; and was honed while Steve and Laura taught under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter Essential School outside of Boston and Jenna worked on her Master's in Education at the Harvard Graduate School of Education. Joined in Oakland by fellow founding teachers, Heather Thompson (currently Literacy Specialist at LCCS), Jeannie Bruland (currently Home Language

Coordinator at LCCS), Genevieve DeBose and Helen Spruill (both teachers now in NYC), the team spent two years in the charter development process.

With a \$100,000 grant from the Charter School Development Center, the first year of pre-opening development was spent on the technical aspects of charter writing, establishing a nonprofit, recruiting families, establishing community connections, and honing the mission and vision of the school. The school's original K – 12 charter was granted on June 5, 2001 by the Oakland Unified School District. After having the charter granted, the team set out to further develop the school's vision, pedagogy, and curriculum, hire staff, set up operations and systems, recruit students and families, form a board of directors, and secure a facility.

Lighthouse Community Charter School opened in September of 2002 to 92 students, 40 in Kindergarten and 52 in 6<sup>th</sup> Grade. In the second year of operation, Lighthouse established a relationship with New Leaders for New Schools which brought the addition of Melissa Barnes-Dholakia to the leadership team. Ms. Barnes-Dholakia has been with the school since 2003 and is currently the Director of Elementary Programs.

Each year since opening, the school has added two grade levels. In 2004, as Lighthouse prepared for its first 9<sup>th</sup> grade class, the school applied for a 9 – 12<sup>th</sup> grade charter from OUSD and a material revision of its original charter from a K – 12 charter to a K – 8 charter. In addition, in 2006, the K – 8 school's charter was successfully renewed. The high school's charter will go before OUSD for renewal in 2010 and the 2<sup>nd</sup> renewal of the K – 8 will occur in 2011.

In 2005-06, Lighthouse applied for WASC's interim accreditation status and was granted accreditation. In 2007, the school had a substantive change visit by Dr. David Brown to accredit grades 4 – 5 and 10 – 11 and accreditation was expanded to include those grade levels. Beginning in the summer of 2008, the entire cadre of 9 – 12<sup>th</sup> grade courses were submitted and approved by the University of California and meet a – g requirements. This year, in 2008, the school has reached the apex of enrollment as a K – 12 school. The first graduating class of seniors will walk across the stage in caps and gowns in the Spring of 2009.

## **SCHOOL PURPOSE**

Through our self-study process and in our Professional Learning Community, our staff has reviewed, renewed, and continued our commitment to Lighthouse's shared K – 12 vision, mission, and guiding principles.

### ***Vision Statement***

The vision of the Lighthouse Community Charter School is to close the achievement gap for low-income students and students of color who have not been served by the current educational system.

### ***Mission Statement***

The mission of the Lighthouse Community Charter School is to prepare a diverse K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to



achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- Holding all students to *High Expectations*
- Implementing a *Rigorous Curriculum*
- Serving the *Whole Child/Youth*
- Partnering and Involving *Families*
- Fostering a *Professional Learning Community*

### **Expected School Wide Results (ESLRs)**

Lighthouse's Expected Schoolwide Learning Results (ESLRs) are derived from our mission and vision. In order for students to be prepared for college they must be **Self-motivated, Academically Equipped, Lifelong Learners** who:

- Advocate for themselves by setting meaningful personal and academic goals based on individual strengths and interests
- Demonstrate core academic competencies on core subject matter
- Develop effective Habits of Work (HOW) that include maximizing learning time at school and striving for understanding when completing homework
- Reflect upon and incorporates feedback to grow as a learner and a person

In addition to being self-motivated, academically equipped, lifelong learners, Lighthouse students will aspire to the following Guiding Principles:

- |                         |                     |
|-------------------------|---------------------|
| • <i>Responsibility</i> | • <i>Curiosity</i>  |
| • <i>Persistence</i>    | • <i>Integrity</i>  |
| • <i>Communication</i>  | • <i>Courage</i>    |
| • <i>Collaboration</i>  | • <i>Respect</i>    |
| • <i>Reflection</i>     | • <i>Compassion</i> |

Students will **Be Responsible and Persistent** by...

- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

Students will **Communicate** by...

- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

Students will **Collaborate** by...

- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Exercising to make necessary compromises to accomplish a common goal
- Sharing the responsibility for collaborative work

Students will **Reflect and Be Curious** by...

- Developing and ask questions that lead to deeper understanding
- Monitoring their own understanding and learning needs

- Being open and responsive to feedback

Students will **Have Integrity & Be Courageous** by...

- Following through on commitments
- Advocating for themselves

Students will **Be Respectful and Compassionate** by...

- Acting with the interests of the larger community in mind
- Spontaneously helping other students

## EDUCATIONAL PROGRAM

The K – 12 educational program at Lighthouse Community Charter School is carefully structured and aligned to one goal: preparing students for college and a career of their choice. The school ascribes to five tenets in its design that drives the educational program and school offerings:

- Holding all students to *High Expectations*
- Implementing a *Rigorous Curriculum*
- Serving the *Whole Child/Youth*
- Partnering and Involving *Families*
- Fostering a *Professional Learning Community*

These tenets are further described below.

### **High Expectations for Students and the School, as a Whole**

To prepare students for the college and career of their choice, Lighthouse begins with a set of comprehensive set of standards and measurable pupil outcomes that every student will master. Grade-specific learning targets are derived from this list. These K- 12 expectations include:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection
- The conventions of language and computations of mathematics
- Critical reading, strategic writing, and effective communication
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability
- The skills of a scientist, including collecting data, designing a controlled experiment, analyzing data, and using formal scientific communication.
- The skills of a social scientist, including research and evidence, point of view, interpretation, connections and patterns, supposition, determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college
- The ability to express themselves through the arts
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.

- Technological fluency

In addition, school leadership has set the following goals for itself, to measure its progress toward achieving the mission:

- 80% of students will read, write, and compute at grade level by their fifth year at Lighthouse
- All students will graduate from Lighthouse having taken the A – G requirements, enabling them to apply to the UC/CSU system
- By 2011, 90% of students enrolled as 10<sup>th</sup> graders will graduate with UC/CSU eligibility
- By 2011, 100% of UC/CSU eligible students will be accepted to a four-year college
- By 2011, Lighthouse will reach the state target API of 800 for its K-8 program, indicating that our students have met state expectations of proficiency across the content areas. The 9-12 program will reach this goal in 2015.

### ***A Rigorous Curriculum and Pedagogy***

How we teach and learn is vital to our student's success. Core subjects in grades K – 4 are taught by a single classroom teacher in a self-contained classroom. In grades 5 – 12, core subjects are integrated in a block schedule and taught by two teachers: Math/Science and Language Arts/Social Studies. Art, physical education, and advisors bring their expertise to students daily in the non-core classes.

Our instructional program includes several methods of instruction, including differentiated instruction, which serves all students, including those with special needs, English language learners, and students who require remediation and extra support. Lighthouse's school wide pedagogy is based upon best practices in instructional methods that have been proven successful with our student population and is informed by research and several philosophies regarding teaching and learning. Lighthouse has established Core Practices in each of the following content areas to promote a Rigorous Curriculum:

#### *Learning Investigations and Expeditions*

- Students are engaged in long term Learning Investigations and/or Expeditions, focused by compelling topics.
- Investigations and/or Expeditions are designed to support students in mastering clearly identified learning targets, which are in alignment with the Lighthouse K-12 Curriculum Map.
- Linked projects and products within the Investigation or Expedition allow students multiple opportunities to demonstrate mastery of these learning targets.
- Fieldwork and experts are utilized to provide an authentic context for learning and promote students ability to think as experts within a discipline
- Investigations and/or Expeditions culminate with products that have a real purpose and an authentic audience (e.g. an art gallery presentation of student art).

#### *Literacy*

- Balanced literacy, including readers and writers workshops, is utilized as the core framework for literacy instruction.
  - The workshop model consists of a mini-lesson, modeling/thinking aloud, guided practice/shared experiences, independent practice, and sharing.

- In reading, strategy instruction develops students' phonemic awareness, phonics, fluency, vocabulary development, and comprehension. In reading comprehension specifically, strategy instruction develops the skills of making connections, questioning, visualizing, inferring, determining importance, and synthesizing.
- In writing, strategy instruction develops the following areas of student writing: ideas, organization, voice, sentence fluency, word choice, and conventions.
- Literacy instruction occurs in whole group, small group, and individual settings.
- Reading and writing should be integrated into the expedition and/or across content areas.

### Numeracy

In the K – 5<sup>th</sup> grade program,

- *Investigations* curriculum in K – 5<sup>th</sup> grade, is utilized in the core curriculum.
- The curriculum is implemented to develop students' knowledge and skills across each of the mathematical strands: number sense, algebra and equations, measurement and geometry, and data analysis, statistics and probability.
- Mini-lessons and math workshops are used as a way to introduce, develop, and refine understanding of key concepts and skills.

In the 6-12<sup>th</sup> grade program,

- College Preparatory Math is utilized as the core curriculum (NOTE: In the 6<sup>th</sup> grade academy, CPM is supplemented with material from Marilyn Burns and TERC to fill gaps in students incoming knowledge and skills).
- The curriculum is implemented to develop students' knowledge and skills across each of the mathematical strands: number sense, algebra and equations, measurement and geometry, and data analysis, statistics and probability. Student mastery in each of these strands is regularly assessed.
- The curriculum is implemented to develop students computational fluency, mathematical reasoning and problem-solving, ability to apply problems in context, and mathematical communication (including command of math vocabulary). Student mastery in each of these areas is regularly assessed.
- Mini-lessons and math workshops are used as a way to introduce, develop, and refine understanding of key concepts and skills. The workshop model consists of an introduction, modeling, guided practice, independent practice, and sharing.
- Classes begin with a warm-up and end with an exit ticket, allowing students to practice and then demonstrate mastery of key concepts and skills introduced
- Multiple structures are put in place to differentiate instruction, including mini-lessons for struggling students and "exceeds" options

### The Arts

- Mini-lessons and workshops are utilized to introduce and develop students understanding of the language, concepts, skills, and techniques of the art form.
- In depth learning experiences take place, allowing students the opportunity for critique

and revision of their work and developing their ability to reason and solve problems in artistic production.

- Art is used as vehicle to both deepen and demonstrate student understanding of content in a learning investigation and/or expedition.
- The arts are used to meet the multiple learning styles of students and allow children to discover and develop aptitudes and talents.

#### *Fitness*

- Fitness activities are designed to meet students' varied physical needs, with multiple points of access and scaffolding so that all students can be full participants.
- Students will be expected to compete against themselves to achieve growth in core strength, flexibility, agility, and technique.
- Students will be expected to support other students to achieve a collective success, engaging in a wide-range of team sports from field hockey to flag football.
- Students will have the opportunity to enjoy and develop an appreciation for the outdoors, through adventure-based outdoor excursions such as hiking, rock climbing, and boating.

#### *Home Language Program*

Students in grades K – 4 participate in the Lighthouse Home Language Program three days per week for 45 minutes per day. Currently, the home language program offers Spanish, Cantonese, and English. Focused on language and literacy development in the language of the child's home, home language classes are taught by trained home language tutors, most of whom are Lighthouse parents. The curriculum of the program is connected to the curriculum taught in the core classrooms and is thematic across languages. Every couple of months, students come together in home language conventions to celebrate and share their language diversity. To foster multi-lingualism in all students, Spanish as a Second Language classes are offered to English-only speaking students in their 2<sup>nd</sup> grade year.

#### *Flex Instructional Time*

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#### *College and Career Preparation*

With college and career preparation at the center of Lighthouse's mission, the school utilizes several strategies for high school students to explore college and career options. These include:

- Crew:
- Junior Internship Program All 11<sup>th</sup> grade students
- Senior Seminar
- College Visits
- Graduation Requirement

#### **Student Assessment**

In order to best serve students, learning is measured in a myriad of authentic ways over time. Lighthouse has adopted a multi-pronged approach to assessing what students

know and can do in order to give the student, parent, teacher, and school a real-time snapshot of what students have learned and what needs to be improved upon. Learning Targets, what students should know and be able to do, have been developed for each core subject area at each grade level. These learning targets define the type of LCCS student we expect to graduate and are delineated for each academic loop (e.g. K-1, or 2-3). To move to the next academic loop, students must demonstrate mastery of the standards through multiple assessments.

Lighthouse utilizes several forms of assessment:

- *Interim Assessments* – measure student mastery of the ELA and math standards four times per year. The results of these assessments drive large-group, small-group, and individual instruction.
- *Portfolios* – demonstrate learning in all subject areas over time. Showcase drafts, revisions, finished products including student and teacher reflections. The work of creating and maintaining the portfolio is ongoing.
- *Reading and Writing Assessments* – teachers measure a student's growth in reading and writing three times per year.
- *Expositions of Student Work* – a culminating display of all student work and expedition products that happens twice per year. All family members and students are required to attend the "expos."
- *Standardized Tests* – state and federally-mandated tests are also a measure of student achievement in grades 2 – 12.
- *Passage* – students in even-numbered grades (K, 2, 4, 6, 8, 10, 12) must defend a portfolio of work to their parents, teachers, and peers demonstrating they have mastered the loop-level learning targets. In the early years, passage is celebratory. As students get older, passage is a high stakes rite of passage at Lighthouse, determining going onto the next grade level.

### *School Culture*

Lighthouse is not only a place to learn the skills and knowledge to get into college. It is a place to learn the essential moral principles that our ever-changing and increasingly violent world demands – how to take care of one another and our community, how to listen to and understand other's perspectives, how to be socially, emotionally, and physically resilient. Our job at Lighthouse is not only to graduate students onto college, but to graduate caring and driven individuals who work for positive change in our society and the world. The Lighthouse ESLRs guide our work in this area.

At Lighthouse, we believe that learning is not just rote memorization of facts or simply what we read in a text or what we report in a paper. Learning is doing, problem-solving, working together. Truly preparing citizens for a democracy in the 21<sup>st</sup> Century requires a focus on teaching values and habits that enable students to work together to tackle community issues, reach out to those in need, communicate with a multi-age audience, and solve problems without violence. We have implemented several structures and rituals that set a foundation for a strong school culture, enabling students, teachers, and community members to achieve our mission.

### *Guiding Principles*

At Lighthouse, our Guiding Principles set the standard for our school culture. The principles are interwoven into the curriculum and are the standards by which we measure

our individual and communal culture. They are the principles that we feel contribute to a child's learning and growing in and out of school. These are detailed in the ESLR section of this document above.

### **Crew**

Advisory systems, called **Crew** at Lighthouse, have been proven successful in ensuring that students are known well by at least one caring adult in the school. Beginning in the 7<sup>th</sup> grade, students participate in family-like groups called crews with a small student: advisor ratio. Facilitated by adult crew leaders, crews meet daily and serve as an opportunity for students to build teamwork and leadership skills, discuss issues, resolve conflicts, and gain leadership skills. Crew Leaders facilitate the same group of students for at least two years. They serve as the main liaison to parents/family members, guide students in academic and non-academic situations, and maintain Individual Learning Plans.

Teachers have adequate time during Wednesday early-release professional development days to plan crew activities together, as well as do "Kid-Talk," a time to talk about individual student issues and solutions.

### *Conventions and Lightkeeper Meetings*

Conventions are a culture building ritual at Lighthouse and happen in several configurations: as a grade level, as a loop level (i.e. 7 –8<sup>th</sup> grade), or as a large portion of the school (i.e. K – 6). At least once per month, students meet as a whole group to discuss community concerns and guiding principles. Team building, oral communication in a large group setting, and critical thinking are skills that are emphasized in conventions or Lightkeeper Meetings. Conventions are also a place of celebration – students and teachers take the time to appreciate one another in this special setting.

### *College Ready Incentive Program*

Preparing for college is an incremental process and about every month in grades 7 – 12<sup>th</sup>, students can earn special privileges by being "college-ready," demonstrating 85% of homework and classwork completion. If students meet this goal, crews go on special trips (ice-skating, to UC Berkeley, pumpkin patch, etc) to celebrate their accomplishments. Those students who do not meet the "college-ready" goal stay at school in a focused study hall to complete missing work.

### ***Serving the Whole Child***

A child is not just a receptacle for academic learning, but a social, emotional, and physical being, or "whole child" that must be healthy in all aspects to reach his or her fullest potential. At Lighthouse, ensuring a whole child is prepared for college and a career of their choice is viewed as a community effort that school, family, and community must be engaged in together. The third tenet of Lighthouse Community Charter School is based upon the belief that the school, family, and community must collaborate to meet the needs of the whole child/student. We cannot expect a child to learn until his or her social, emotional, and physical needs are met. Therefore, we have created school structures and programs that encourage adults at the school to get to know each child well and that encourage and invite family involvement at the school.

### *Individualized Learning Plans*

At most public schools, only students who have the most severe learning needs have individual plans for the educational goals. At Lighthouse, we believe every child has unique needs and they deserve their own individual plan for growth and accomplishment. As a result, each child has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, teachers, and where appropriate, administrators. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.

### *Mixed-Ability, Looped Classrooms*

Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.

At Lighthouse, students are placed in "looped" classrooms, meaning that they will remain with the same teacher for at least two years. Looping is a proven strategy that increases student achievement. Schools that utilize the looping method have higher parent involvement (families have more time to establish trusting relationships with teachers), nurture and support the social and emotional development of children (stability of learning environment over time allows children to move at their own pace and strengthens friendships between students, encouraging thinking and intellectual risk-taking); demonstrate improved attendance; and yield higher levels of teacher satisfaction.

### *Counseling Program*

About 10% of Lighthouse students are seen formally or informally by Lighthouse social/emotional counselors. Students are counseled on anger management, self-esteem, conflict management as individuals, in dyads, or small groups.

### *Revolution Foods Meals Program*

Since 2005, Lighthouse Community Charter School has offered a wholesome meals program in partnership with Revolution Foods. Revolution Foods ensures about 85% of its food is organic, free of trans fats, is as locally grown as possible, and caters to the tastes of children and youth.

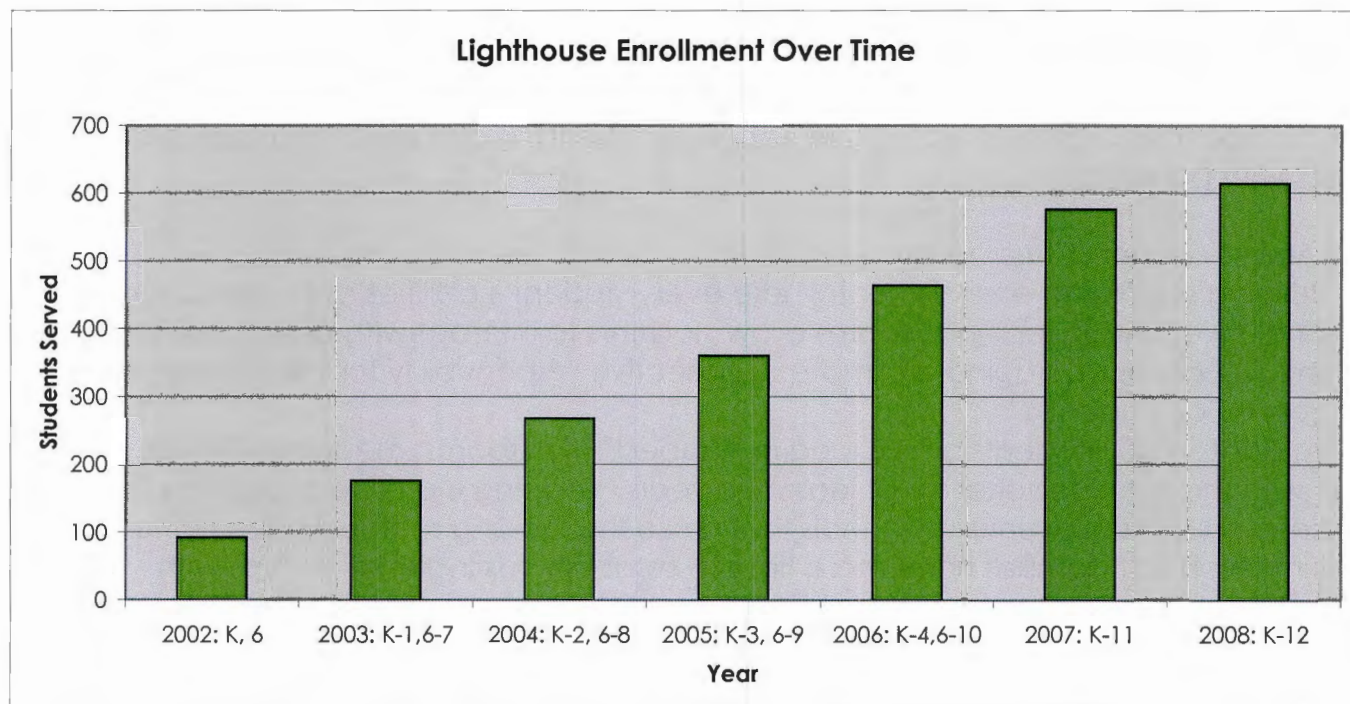
### *After School Program*

After school programs are the subject of a great deal of educational research that resoundingly states if a student participates in safe, enriching after school programs, student achievement rises. The Lighthouse after school program provides about 175 of its students with a free program offered 5 days per week. The after school program offers recreation time, focused homework and academic assistance, opportunities to develop mentoring relationships with tutors, and a wide variety of academic and enrichment activities that focus on physical, social, and emotional health.

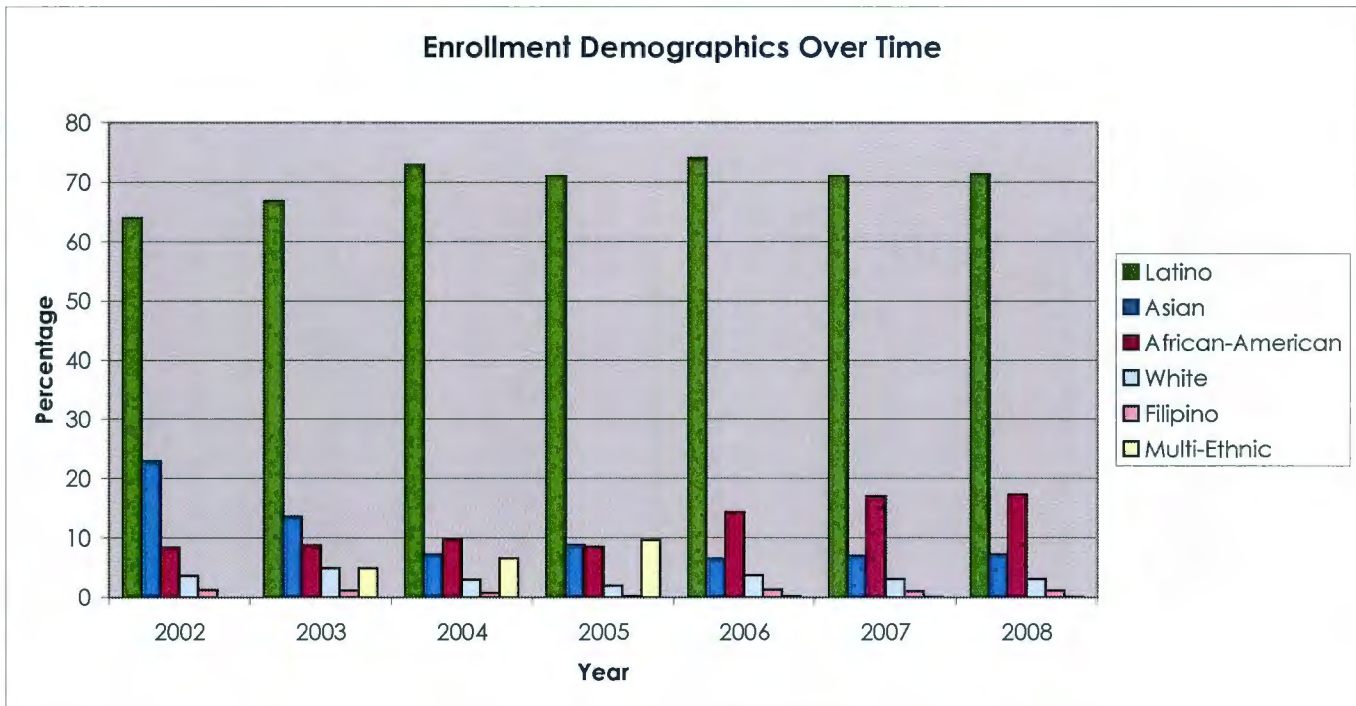


## STUDENT ENROLLMENT

Lighthouse Community Charter School opened in 2002 with 92 students in grades K and 6 and have added about that many students in two grade levels each year. In 2008-09, Lighthouse enrolls about 615 students in grades K – 12.



Lighthouse recruits its families from the San Antonio, Fruitvale, and East Oakland neighborhoods of Oakland. These neighborhoods are characterized by high immigrant populations. Over the years, we've seen a decline in our Asian populations and an increase in our African-American population.



### SPECIAL EDUCATION

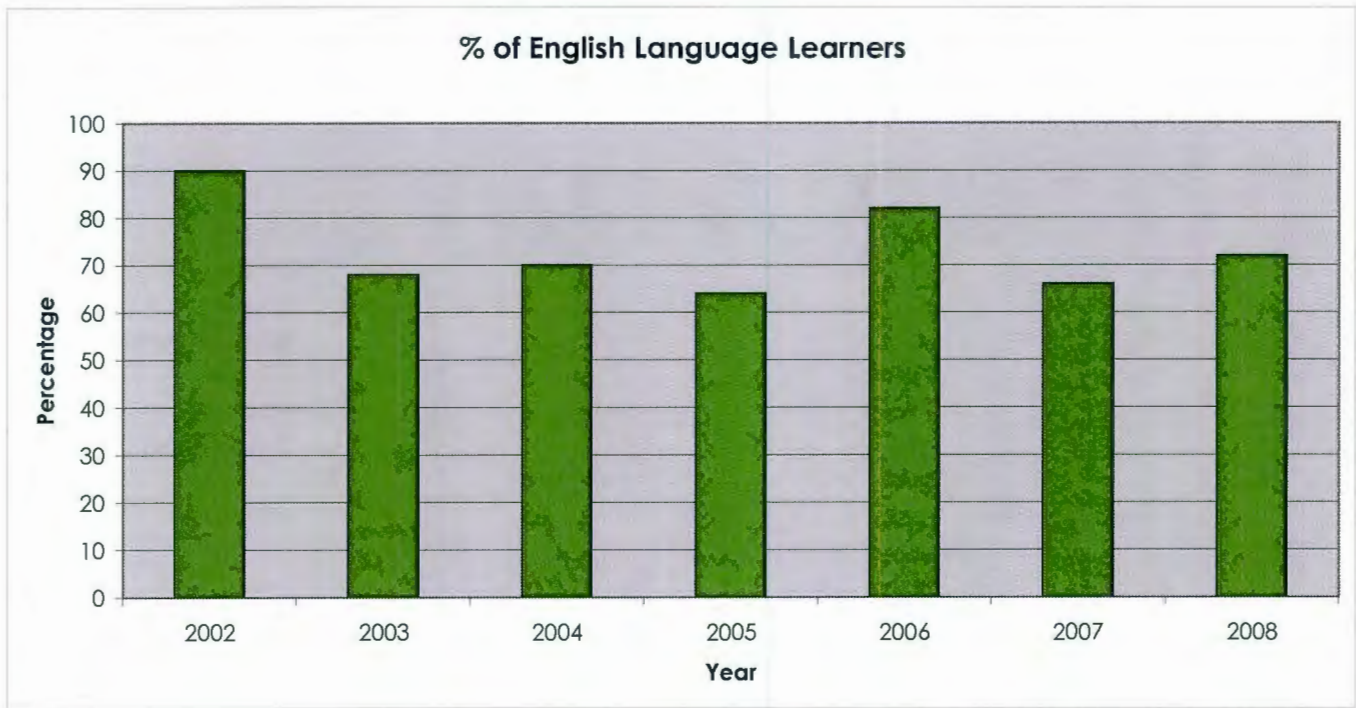
Over the past seven years, Lighthouse has improved the quality of special education services it provides. Oakland Unified School District has served as Lighthouse's SELPA each year and in our first three years of operation, provided all special education services. In our fourth year of operation, we negotiated a groundbreaking arrangement with the district to provide resource services (RSP) with our own part-time, appropriately-credentialed staff member. In 2006, the RS teacher became full-time and in 2008, Lighthouse added a 2<sup>nd</sup> RS teacher to accommodate the caseload. In 2008, 54 students qualify for RS. In addition to providing day-to-day RS services, Lighthouse resource teachers, evaluate and assess students, conduct annual and triennial IEPs, coordinate services through the district, and work with teachers on intervention and "push-in" instruction.

Speech therapy has been provided by the district throughout our tenure in OUSD's SELPA. Unfortunately, there have been months when our students have not received the speech services they deserve and Lighthouse leadership has had to strongly advocate on behalf of our students.

Since Lighthouse has retained control of its RS services, we continue to pay an encroachment fee of about \$450 per enrolled student to OUSD to total a cost of \$276,000. We are reimbursed for the cost of our RS staff.

### LANGUAGE PROFICIENCY

A total of 72% of our total student body comes from homes in which English is not the primary language. While the number of English Language Learners has fluctuated over the years, there is still a huge need at Lighthouse to support English Language Development in all of our students. The languages represented in the Lighthouse student body are Spanish, Cantonese, Vietnamese, Arabic, Tagalog, and Mien.



**ATTENDANCE**

Attendance at Lighthouse Community Charter School is excellent in our estimation. Our students come to school 96% of the time, compared to OUSD's 93%. In addition, Lighthouse offers thousands of hours of supplemental instruction each year, lengthening the school day for about 60% of our students by 2 – 3 hours on average.

AVERAGE MONTHLY ATTENDANCE			
School Year	2006-07	2007-08	2008-09 (to date)
Lighthouse Average	96.11	96.66	96.14
OUSD Average	93.91	93.01	NA

**EXPULSION AND SUSPENSION RATES**

Discussion on expulsion and suspension rates at Lighthouse must first start with an explanation of our K – 12 discipline system. At Lighthouse, our belief is that children and youth are natural learners, inherently good and decent individuals, and are shaped by their surroundings and experiences they have. We also understand that as children grow and develop, they are bound to make mistakes that hurt themselves or the community or prevent themselves or others from learning. With this philosophy in mind, the aim of student discipline at Lighthouse is to build and maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and culture setting at Lighthouse are the ESLRs and guiding principles detailed above: respect, responsibility, compassion, integrity, persistence, curiosity, integrity, collaboration, communication, and reflection. These are character traits that are required for achievement of our mission and success beyond our school walls, in college, and beyond.

At Lighthouse, teachers share common discipline practices and language to create a consistent learning environment and common expectations for our students across

subjects and grade levels. We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for “teachable moments” for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting. When appropriate, consequences are logical, predictable, consistent, and linked to the behavior that needs to be modified. When behavior needs to be modified consistently or when a student violates the learning environment consistently, the use of “refocus” forms and/or office referrals are used. Once a student receives an office referral, an administrator will determine consequences for the behavior.

Consistent with our mission to involve families, family members are an important aspect of behavior modification. Parents and caregivers are involved with discipline of their student as much as possible and appropriate. Examples of parent involvement in discipline have included conferences, student study team meetings, observations, and home-school behavior contracts.

Historically at Lighthouse, there are always a handful of students for whom discipline is a consistent issue. If a student receives 8 office referrals throughout the course of a school year, the student may become subject to conditional enrollment, meaning they can stay enrolled at Lighthouse if certain conditions are met. Each conditional enrollment case is student-specific and can look differently depending on the special situation a student has. Conditional enrollment criteria are developed and shared with families by the school directors with teacher and school counselor input. Examples of conditions of enrollment may include:

- A shortened or lengthened school day
- Counseling for student
- Counseling for families
- Removal from classroom setting to an independent study setting
- Removal from certain times of the school day

Rates of suspension and expulsion are best analyzed in age-bands. In 2007-08, suspensions were given for several reasons – the most common for accruing several office referrals for disrupting learning or class.

At Lighthouse, boys receive about twice as many office referrals than girls. In addition, at the K – 6 level, African-American boys receive more office referrals and suspensions. As a result of this trend, in 2008-09, the K- 6 Professional Learning Community has spent considerable time studying, discussing, and troubleshooting boys and boyish behavior and how to create more “boy-friendly” learning environments. At the 7 – 12<sup>th</sup> grade level, to prevent office referrals, grade levels have spent considerable time and resources building incentives for students, such as participation in college ready days, award ceremonies, and participation in league sports.

Over the past seven years, Lighthouse has held formal expulsion hearings for three students: one for an accrual of 16 office referrals that included violence toward a teacher, one for stealing school property, one for violating school norms of safety. Other students have left Lighthouse over the years for not meeting behavior expectations.

## **SAFETY AND SCHOOL FACILITIES**

Student safety is paramount at Lighthouse. Currently, Lighthouse leadership is in the midst of a comprehensive emergency plan analysis and revamping that will culminate in a comprehensive set of protocols for all types of emergencies. We practice fire and

earthquake drills regularly. Each classroom is equipped with survival kits. The school has begun to accumulate supplies, such as 3-day water supply, temporary toilets, etc. for a full-scale emergency. In addition, all of our staff is required to be CPR/First Aid certified. Finally, Lighthouse operates a phone system that can contact all of our parents simultaneously in the case of an emergency.

Our school facilities are operational, but not ideal. As a charter school, Lighthouse is obliged to find, renovate, and pay for our facilities. Every year since opening, Lighthouse has applied for facilities from the district under Proposition 39 regulations that states the district must provide adequate and equivalent facilities. Year after year, the district has not provided what we feel to be adequate facilities, so we have opted to lease our sites from private landlords.

From 2002 – 2004, Lighthouse was located in a renovated storefront in the uptown district of Oakland. In Fall of 2004, as our student population outgrew our facilities, we moved from the Newberry Building to a closed private school facility that operated out of a renovated car dealership. In 2005, as we added grade levels, opened our high school, and faced the realities of a budget that could not accommodate further renovations at our current site, the school began to operate two campuses. Since then, our K – 6 and 7 – 12<sup>th</sup> grade operations have been separate from each other. In spite of separation from each other, Lighthouse faculty and leadership have worked to maintain a K – 12 learning community with shared practices. Both sites are without play or outdoor areas and operations are squeezed into the facilities.

In February 2009, with a gift from the Rogers Family Foundation, Lighthouse has acquired a permanent facility at 444 Hegenberger Road in East Oakland which we plan to occupy in August 2009. With the potential of fulfilling the vision of a K – 12 school on one campus, this building is ideal in that it is situated in a neighborhood where one-third of our students commute from; it has ample square footage that will accommodate classrooms, administrative space, a library, art and music studios, media labs, a college and career center, and a family resource center; and it has adequate play space and parking. The school is securing financing for the remaining \$6 million project costs that have not been covered by the gift.

## **OUR STAFF**

Lighthouse Community Charter School students receive instruction from an extremely dedicated, well-prepared faculty and staff. 93% of our core faculty is fully credentialed and meet NCLB requirements, with the remaining individuals completing requirements through universities or the innovative REACH program. Over the years, our staff has grown in size and diversity. In 2008-09, our staff is comprised of:

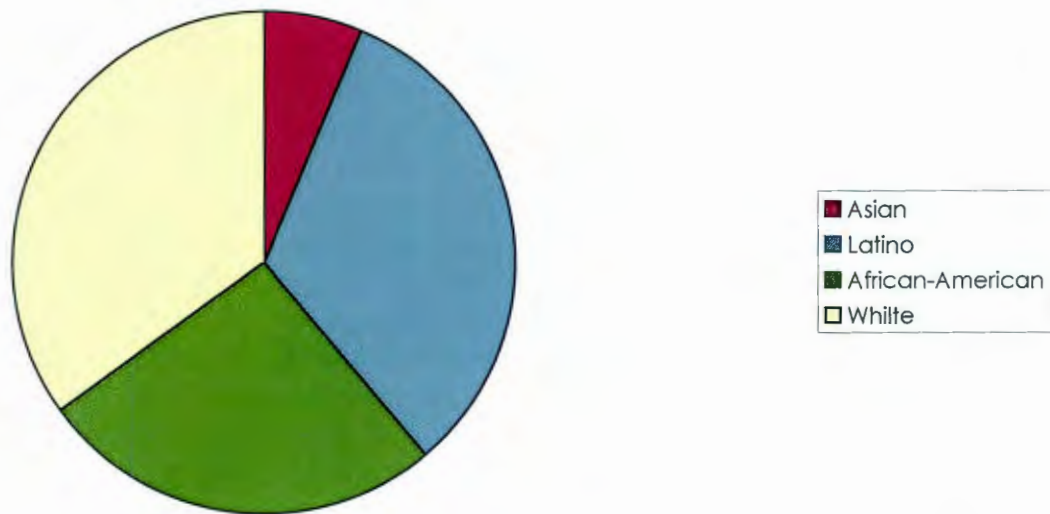
- 28 core classroom teachers
- 7 art, music, or fitness specialist teachers
- 2 paraprofessionals
- 5 administrators
- 1 Literacy Specialist/Interventionist
- 11 classified staff (clerical, family liaison, janitorial, meals)
- 1 College and Career Counselor
- 1 Social/Emotional Counselor
- 6 Home Language Program Instructors, including Home Language Coordinator
- 2 Resource Specialists

- 19 After School Staff, including 2 part-time coordinators

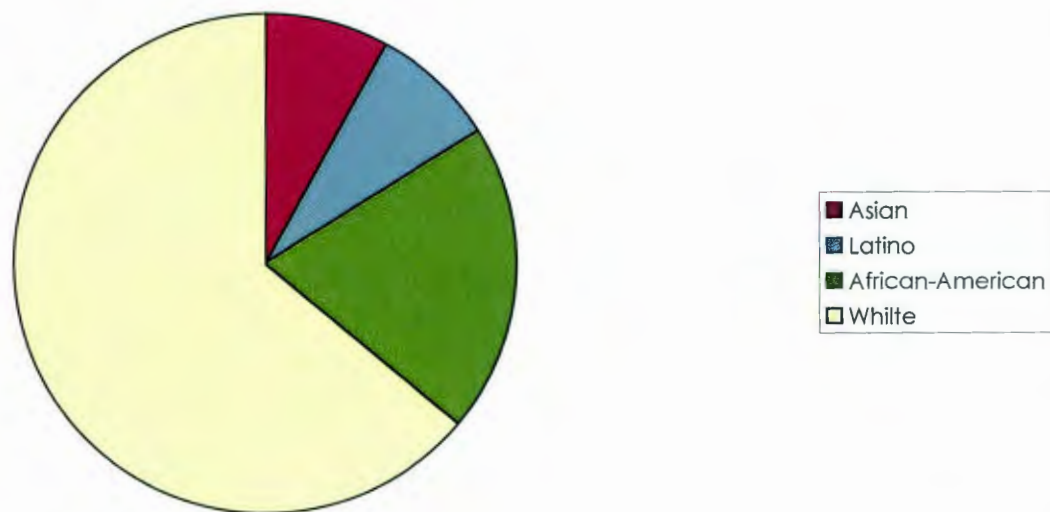
In addition, Lighthouse partners with the Ann Martin Center to provide one K – 6 school counselor and two intern counselors; OUSD to provide speech therapy services; and several nonprofits to provide extracurricular teachers in the after school program.

While our overall staff is diverse our core classroom teaching staff is predominantly White (see charts below). As vacancies occur, we aim to continue to recruit a highly competent pool of candidates who represent the diversity of our students and who are dedicated to our mission of preparing students for college and a career of their choice.

**2008-09 Staff by Ethnicity**



**Core Classroom Faculty by Ethnicity**



## **STAFF DEVELOPMENT**

Lighthouse Community Charter School believes it will achieve its mission of preparing students for college and a career of their choice by mastering five tenets: high expectations, rigorous curriculum, serving the whole child, involving families, and **fostering a professional learning community**. To that end, Lighthouse devotes considerable resources into developing the professional capabilities of its faculty and staff.

To begin, our teaching staff is contracted for 200 days a year, rather than the OUSD standard of 183 days. The "above and beyond" days are devoted to staff development, time for thoughtful assessment and reporting, and reflection. Three times per year, in summer, winter, and spring, our faculty participate in Professional Development Institutes that are developed and driven by fellow Lighthouse faculty. These weeks are also devoted to curriculum development, Individualized Learning Plan (ILP) meetings, and home visits. In addition, all faculty new to Lighthouse, participate in an extra five days of development to orient them to our mission and the research and methodologies behind our practices.

In addition to these institutes throughout the year, faculty and staff participate in up to 3 hours of professional development each week during early release days on Wednesdays. Wednesday professional development sessions are devoted to a variety of topics, but focus on the professional development themes of the year. In 2008-09, these themes include data study and analysis, student culture, including a focused look at serving boys, K – 12 literacy practices, and Guided Language Acquisition Design (GLAD). To ensure the needs of teachers and students are being met, the professional development themes, materials, and sessions are driven by the K – 12 Leadership Team that includes teaching representation from the K – 2 team, 3 – 5 team, secondary math and literacy teams, Home Language, and our Literacy specialist.

Annually, guided by the Directors of Elementary or Secondary Programs, each faculty member identifies specific SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals for the year that will move their practice and our school in our pursuit of the mission. These goals are then used to develop an individual Professional Development Plan (PDP). Informal walk-throughs, coaching from our literacy specialist, guided peer observation, and formal observations round out the feedback loop to teachers as they hone their practices at Lighthouse.

All first and second year core teachers are provided BTSA training and coaching through an innovative partnership with the Reach Teacher Induction Program.

All faculty members meet regularly in small, subject or grade-specific inquiry groups where they analyze data and student work, develop standards-based curriculum, discuss professional reading, conduct protocols for improving practice, and engage in observation and feedback sessions.

Collectively, the wide variety of professional development resources, configuration of inquiry groups, focus on shared literacy practices, and deep analysis of student achievement data, create a professional learning community that is aimed squarely at achieving our mission of preparing students for college and a career of their choice.

## **STUDENT PERFORMANCE DATA**

Lighthouse Community Charter School's mission to prepare students for college and a career of their choice is reflected in the state-standards aligned, rigorous curriculum and high expectations for every student. Beginning in Kindergarten, all students are engaged

in more time on task than required by state regulations, learning in depth through authentic projects, and being assessed using multiple measures.

In order to pass on from one looped level to another, students must meet or exceed 80% of all learning targets for their grade and must present an in-depth portfolio of student work to their family members, teachers, and peers in a process called *Passage*. In addition, once a student begins high school, they are automatically enrolled in and must pass a – g courses. In order to be promoted to the next grade level, students must maintain a minimum GPA of 2.0, as well as meet all passage requirements.

In addition to these internal methods of assessment for individual students, the state and federal government measure Lighthouse's achievement using several assessment tools. Lighthouse operates two charters: one K – 8 charter and one 9 – 12 charter. Results for each charter are summarized below.

### **AYP**

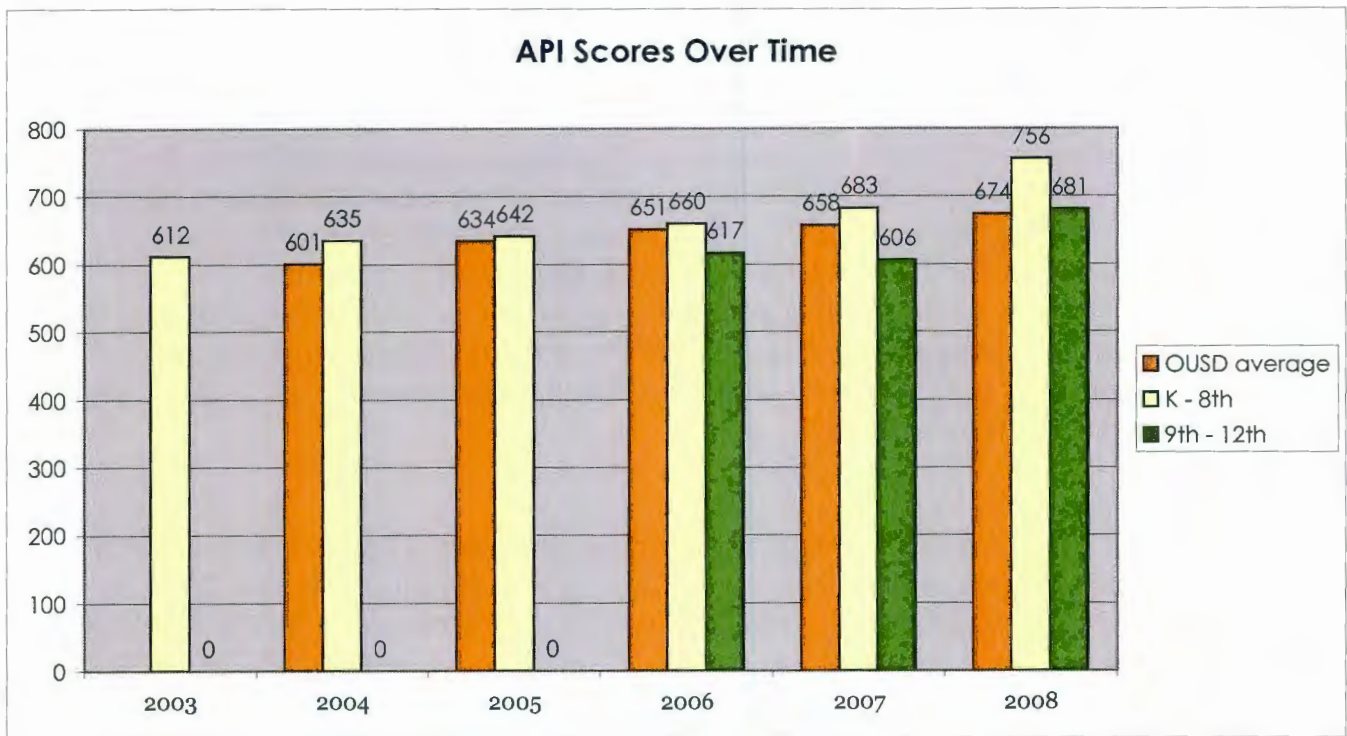
*Lighthouse K – 8* is currently in Program Improvement Year 2 for not meeting AYP criteria in 2005 – 2007. In 2006, the school met 11 out of 17 AYP criteria and in 2007, the school met 16 out of 17 AYP criteria. In 2008, the school met AYP goals. The school has to meet AYP one more year in order to exit PI status.

*Lighthouse 9 – 12* has met AYP goals every year except 2006 and is not in Program Improvement Status.

### **API**

Both Lighthouse charters have seen significant gains in its API scores over the years. They are documented below. K – 8 Lighthouse has exceeded OUSD district averages every year on record. In 2008, both schools saw dramatic 75-point gains in its API. In addition, our similar schools ranking for both schools is "5." These gains are attributed to several factors including refinement of standards and curriculum alignment; targeted and focused intervention; and continued focus on data study and inquiry of student achievement.

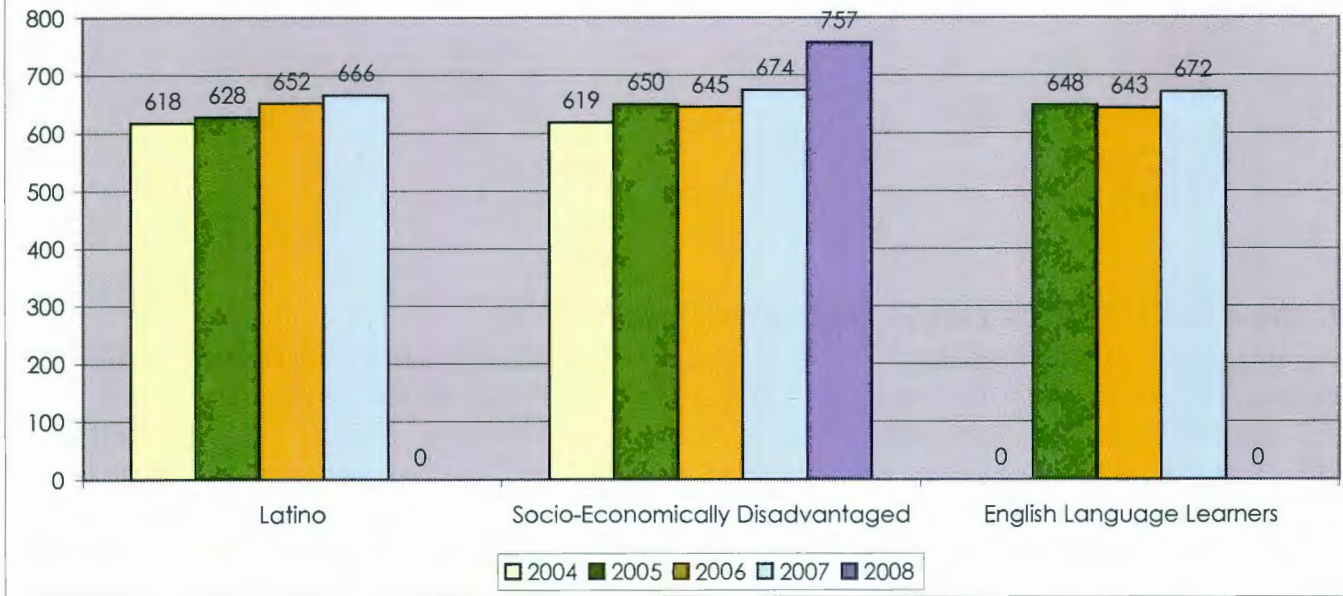




The gains in our API are attributed to several factors including refinement of standards and curriculum alignment; targeted and focused intervention; and continued focus on data study and inquiry of student achievement. A school-wide focus on literacy practices and strategies targeted toward English Language Learners will continue to be at the center of professional development for teachers to ensure continued growth.

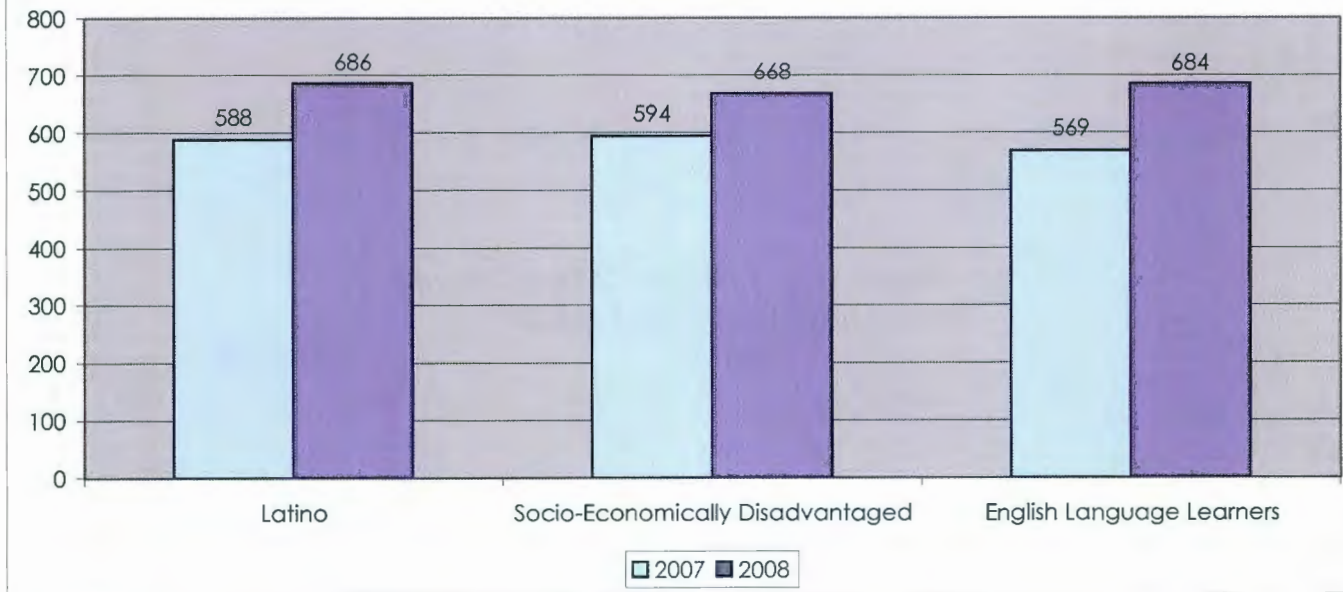
The K – 8 Lighthouse has three significant subgroups: Latino, English Language Learners, and socio-economically disadvantaged. Over the past several years, steady growth for each of these subgroups has been achieved.

**K - 8 API by Subgroup 2004-2008**



The 9 – 12<sup>th</sup> grade charter has only two years of significant populations to show growth, yet the trend of positive growth is moving in the right direction.

**9 - 12 API by Subgroup 2007-08**



The tables that follow shows California Standard Test (CST) proficiency data in English-Language Arts and Math in the K – 8 school and compares it to the Oakland Unified School District. Growth in number of students proficient or advanced on the CST is higher in every subject area except Science.

California Standards Test – All K – 8 students 2006-2008

% Proficient and Advanced				
Subject	K – 8 Lighthouse		OUSD	
	2007	2008	2007	2008
ELA	27.3	36.7	29.2	31.8
Math	32	44.7	29.8	33.1
History-Social Science	6.3	40.8	16.5	17.6
Science	10.6	18.4	24.3	31.9

### CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) RESULTS

Lighthouse has administered the CAHSEE for the past two years and each year, the school has outpaced district averages of first-attempt 10<sup>th</sup> grade students passing the CAHSEE. At the time this report was finalized, 100% of Lighthouse seniors had passed the CAHSEE. We attribute this to standards-aligned curriculum, “buy-in” into the test taking process, and focused test-taking skill-building. These scores demonstrate that females are outpacing males on the CAHSEE. More focused attention on our male student population, their motivations, and skill levels will be required to level the playing field between females and males. More importantly, subgroup populations at Lighthouse are outpacing district averages, proving that Lighthouse can close the achievement gap for its educationally disadvantaged populations.

CAHSEE English Language Arts Grade 10 First Attempt Percentage Pass Rate 2006-08				
	2006-07		2007-08	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	71	60	73	60
Female	83	67	84	65
Male	58	53	64	54
Latino	66	47	77	53

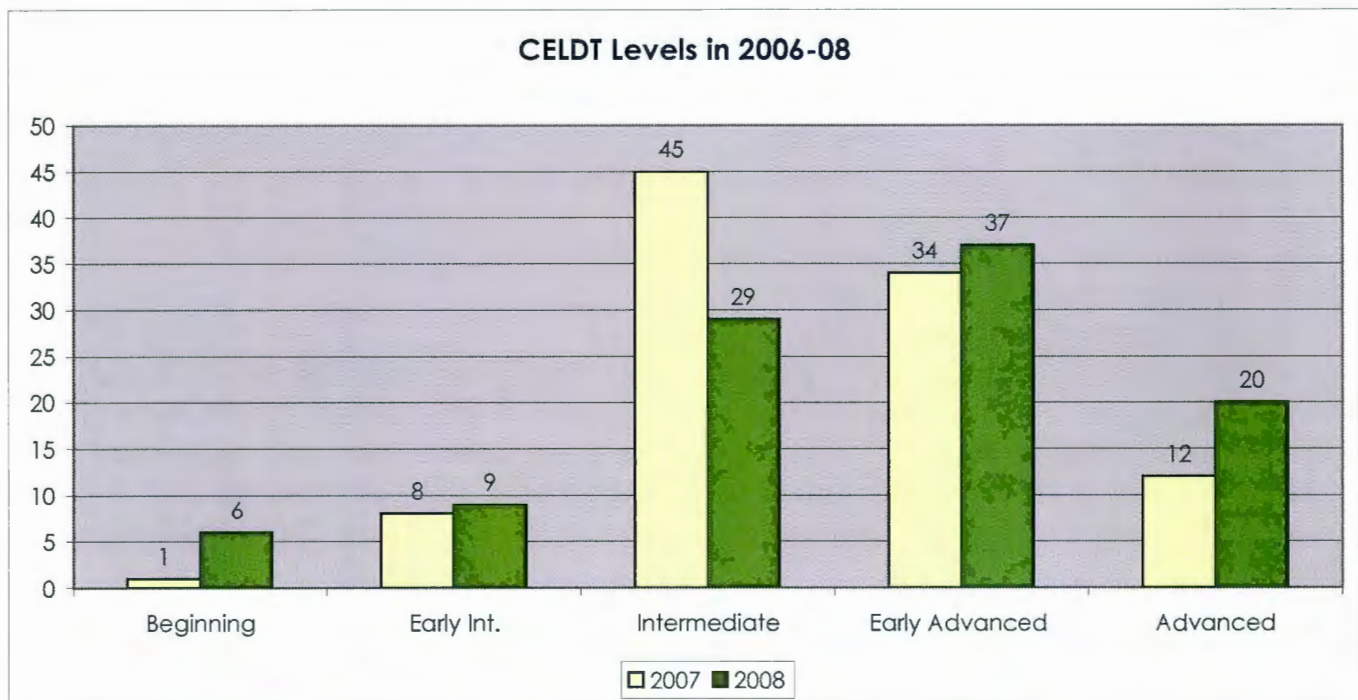
CAHSEE Mathematics Grade 10 First Attempt Percentage Pass Rate 2006-08				
	2006-07		2007-08	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	74	61	78	61
Female	78	61	79	62
Male	68	60	76	62
Latino	71	57	79	60

### CELDT

English Language Learners comprise 68% of Lighthouse Community Charter School's student population. In pursuit of mission to prepare all of our students for college and a career of their choice, our students must master the full range of English fluency – academic and social. As a result, Lighthouse focuses a great deal of instruction and professional development on English Language Development through the Guided

Language Acquisition and Design program (GLAD). All students, regardless of fluency level, are placed in a Sheltered English environment.

Lighthouse has only two years of consistent CELDT data and it demonstrates that the school is moving students along the continuum of English acquisition.



## **DROP-OUT RATES**

Lighthouse Community Charter School has a current dropout rate of 1.0%. As a comparison, OUSD has a dropout rate of 37%. At Lighthouse, we have several structures in place for dropout prevention including an advisory system, academic intervention and support, family involvement, and a school culture where it is acceptable to complete high school in 5 years, rather than the traditional 4.

## **EDUCATIONAL PLANS OF LIGHTHOUSE GRADUATES**

Lighthouse will graduate its first class of seniors in the spring of 2009. It is a requirement of all Lighthouse seniors to apply to a 4-year college and all 23 graduating seniors plan on continuing their education beyond Lighthouse. 87% of the Lighthouse seniors will be first in their family to attend college. At the time this chapter was finalized, 70% of our first class of graduating seniors had received college acceptance letters.

## **FAMILY INVOLVEMENT**

Authentically involving families is one of our deepest beliefs at Lighthouse. We believe that when families are involved at school, the strength of our community is deepened and student success rises. Since Lighthouse was only a mere idea, parents and family members have been involved in the design and development of the school.

Parents of all Lighthouse students have mandatory and optional ways they must and can get involved. Parents are required to be involved in the following ways. They must:

- Attend three Individualized Learning Plan (ILP) meetings each year to discuss their child's progress and goals
- Attend two EXPOs of Student Work, when the school is transformed into a living portfolio
- Attend one "State of the School" address when they learn about academic achievement of the school and what they can do to help increase it
- Attend a mandatory orientation meeting each year and "Back to School Night"

Parents can get even more involved at Lighthouse and are encouraged to:

- Volunteer in their child's classroom or at the school
- Attend fieldwork
- Attend Back to School picnics, International potlucks
- Attend Family Learning Nights
- Become a member of LPAC

The LPAC is composed of about 20 parents and family members representing all ethnicities, languages, and socio-economic backgrounds of our students. With the mission to support school activities, students and families, raise funds, and plan and carry out Family Learning Nights, LPAC is an essential and integral part of the leadership at Lighthouse. LPAC concerns and ideas are presented to the Lighthouse Directors at each meeting.

## **SCHOOL GOVERNANCE**

The Lighthouse Community Charter School was granted its charter unanimously by the Oakland Unified School District on June 27, 2001 and opened doors to students on September 2, 2002. The school operates as a California Nonprofit Corporation incorporated as of February 2001. As stated in the by-laws, the primary objectives and purposes of this corporation are to provide educational program and services to the students and families enrolled. The school is overseen by a multi-faceted board of directors and managed by three Directors. Teacher and parent input into school operations and direction are funneled through the K – 12 Leadership Team and the Lighthouse Parent Advisory Committee (LPAC).

The Leadership at Lighthouse can best be represented by a group of concentric circles. At the center is the LCCS Board of Directors. The board is in essence, "where the buck stops," and where accountability to the sponsoring agency lies. In the next concentric circle are found the three school directors where they oversee day-to-day operations and ensure teaching and learning are striving toward achievement of the mission. In the next concentric circle are the members of LCCS Leadership Team. In addition to the school directors, the Leadership Team is composed of several teacher-leaders with age-group or subject-specific focus. Finally, the leadership circle expands to parents and families with the Lighthouse Parent Advisory Committee.

### *The Board of Directors*

The Lighthouse Community Charter School is governed by a Board of Directors made up of seven to eleven members with expertise in the areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. The board works with all constituents to carry out the mission and program of the school, fundraise, strategically

plan, hire and evaluate the school director, and manage the school. The board meets every six times per year, conducts an annual retreat, and has several committees including: Finance and Facility, Fundraising, and Academic Accountability. Currently, the board is comprised of the following members:

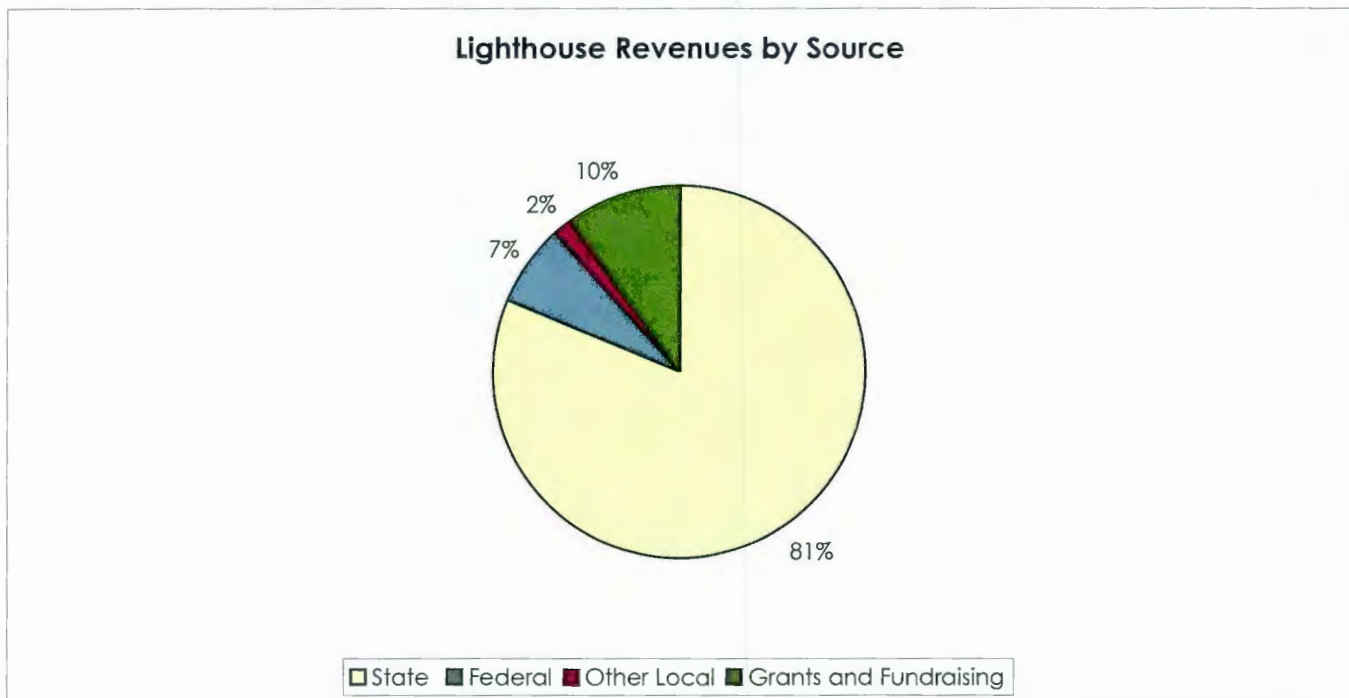
- **Brian Rogers, Executive Director, Rogers Family Foundation**  
brogers@rogersfoundation.org  
Board President, Serving on the board since 2003
- **Libby Schaaf, Community Member**  
libbyschaaf@earthlink.net  
Board Vice President, Serving on the board since 2002
- **Sanjay Dholakia, Chief Marketing Officer, Lithium Technologies**  
Board Secretary, Serving on the board since 2005
- **Susan Harper, Vice President, Merrill Lynch Community Development Co.**  
Susan\_Harper@ml.com  
Board Treasurer, Serving on the board since 2004
- **Sarah Chavez, Project Manager, Sun Cal Companies**  
schavez@suncal.com  
Serving on the board since 2008
- **Russell Crew, Business Associate, Scientific Learning**  
rcrew@scilearn.com  
Serving on the board since 2008
- **D'Lonra Ellis, Associate, Howard, Rice, Nemerovski, Canady, Falk, & Rabin**  
dellis@howardrice.com  
Serving on the board since 2007
- **John Hall, Project Manager, Multiyear Academic Acceleration Plan  
Oakland Unified School District**  
johnjhall@gmail.com  
Serving on the board since 2007
- **Monica Montenegro, Executive Director, East Bay Consortium**  
mmontenegro@eastbayconsortium.org  
Serving on the board since 2005
- **Mike "JB" Jean-Baptiste, Chief Executive Officer, Peer Set**  
thejb14@gmail.com  
Serving on the board since 2005
- **Soo-Zee Park, Facilities Manager, Leadership Public Schools**  
spark@leadps.org  
Serving on the board since 2004
- **Jonathan Velline, Senior Vice President, Wells Fargo**  
vellinej@wellsfargo.com  
Serving on the board since 2006

## SCHOOL FINANCES

The success of any organization depends on a sound financial plan that supports and upholds the mission. Therefore, the staff and board members have assembled a financial plan that prioritizes the programmatic goals that are aimed at preparing students for college or a career of their choice.

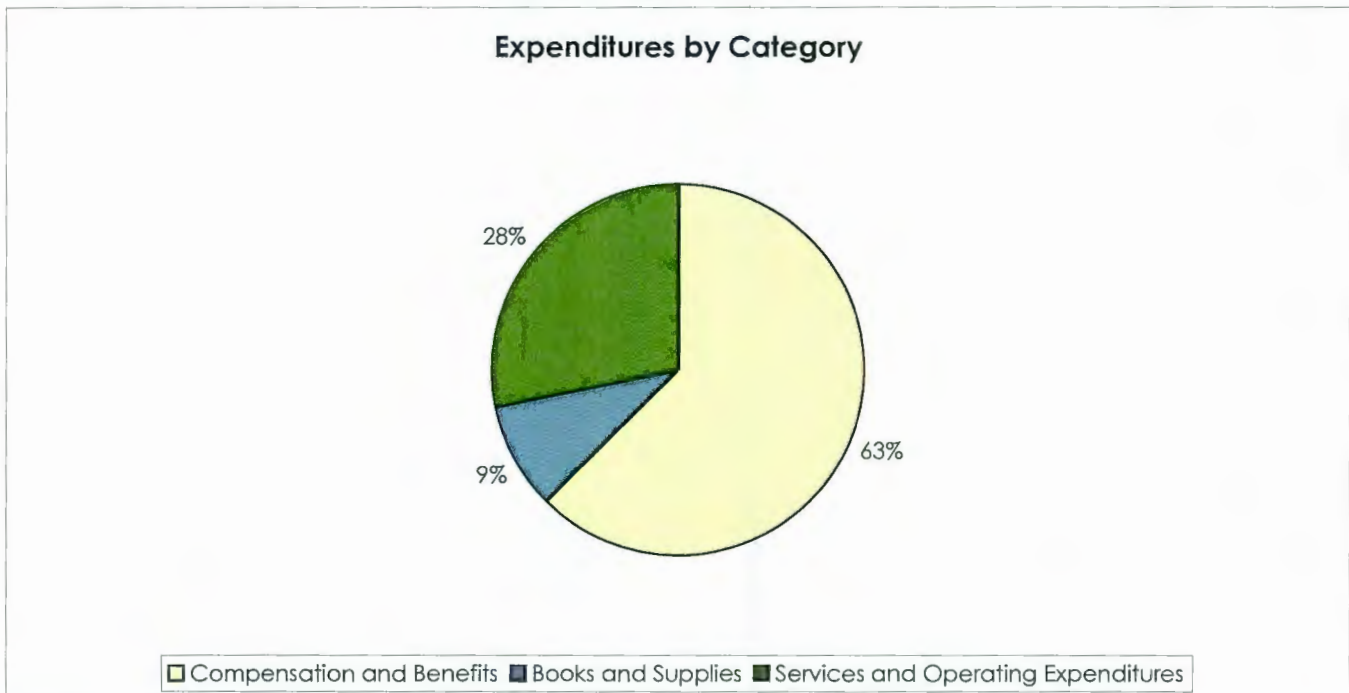
## Revenues

Lighthouse draws revenues from the state and federal government and through a myriad of fundraising strategies, including grants, individuals, and events.



## Expenditures

Compensation and Benefits are at the top of Lighthouse's expenditure list. Facility costs account for half of Services and Operating Expenditures.



## PROFILE CONCLUSION

Lighthouse is a mission-driven organization. We exist to close the achievement gap for poor students and students of color by preparing them for college and a career of

their choice. Every academic, organizational, personnel, and financial decision is made with that focus in mind. As a charter school, we have the flexibility and autonomy to carry out our complex vision and in our seven years of operation, we have honed our practices. We look forward to sharing more with the WASC team when they visit in March 2009.





# LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

## CHAPTER II ANALYSIS OF STUDENT PROFILE DATA

## **Overall Summary from Analysis of Profile Data**

In its seven years of operation, Lighthouse has grown from a school serving 92 students in just two grades to a comprehensive K-12 school serving 620 students that will graduate its first senior class this year. One of the five core tenets of Lighthouse's vision is "Teachers as Learners," and throughout these years the faculty has worked together to reflect on performance levels, analyze student data, and plan forward to increase our effectiveness and our students' levels of achievement. This work takes place three times each year, during Professional Development Institutes, and the findings from this work inform the School Improvement Plan and annual Professional Development goals. While simultaneously growing a school and program, Lighthouse has demonstrated consistent improvement in the quality of its program and academic achievement levels for its students.

## **Student Performance Data**

### *State Accountability*

Lighthouse is proud of its academic record since it opened in 2002, showing an average 20 point gain each year in its Academic Performance Index (API) scores. From 2002 to 2008, the K-8 API has grown from 612 to 756. Since the High School program began in 2005 that API has risen from 628 to 681. Within these overall numbers, the significant subgroups consistently outperform peers at the district and state level: the K-12 Low-income students' API is 749, compared to 648 and 679 respectively and the K-12 English Language Learners' API is 743, compared to 641 and 661 respectively. However, in 2007-08 Lighthouse gained a new subgroup of African-American students. These students, while outperforming their district peers did not achieve at the levels of peers at Lighthouse. This is an area for immediate improvement. At the High School level, students also take the CAHSEE exit exam. Of the 10<sup>th</sup> grade students in 2008, 73% passed the ELA portion and 78% passed the Math.

### *Federal Accountability*

The Lighthouse K-8 Annual Yearly Progress (AYP) proficiency rate increased slowly but steadily from 2003 to 2008, from 21.2% to 36.7% in English Language Arts and 10.6% to 44.7% in Mathematics. While the school entered Program Improvement (PI) status in 2005, the large jump in 2008 helped the school meet AYP and it will be eligible to exit PI status if AYP is met again in 2009. At the High School level, proficiency rates have risen slightly in English Language Arts from 24% to 27%, but fallen in Math from 22% to 3.5%. However, the school has achieved high passing rates on the CAHSEE exit exam. This has enabled the High School to meet AYP.

### *Implications*

1. **Literacy** - While Lighthouse has increased the percentage of students who are proficient readers, over half of students are still not proficient. The majority of these students are in the "Basic" level as measured by standardized tests (approximately 80% are Basic, Proficient, or Advanced). With targeted work, Lighthouse has a tremendous opportunity to move these students into proficiency.
2. **Math** - Lighthouse students' math proficiency has grown in the K-7 program where students take a general mathematics standardized test, but drops significantly when students begin to take course-specific standardized tests in 8<sup>th</sup> grade.

3. **New Students** – Lighthouse is able to achieve higher levels of proficiency with students it has had since Kindergarten, than those entering at 6<sup>th</sup> grade (the school's two entry points from 2002 – 2008). Beginning in Fall 2008, Lighthouse no longer had an influx of students at 6<sup>th</sup> grade, which should result in higher levels of proficiency schoolwide. However, the school must continue to evaluate new students upon entry at any grade level and provide intervention as rapidly as possible to close any gaps that may continue to exist.
4. **African-American Students** – Lighthouse African-American students have a similar API to their Latino counterparts (743 compared to 742), but have fewer students at the proficient and advanced levels (28.8% compared to 35.7% in literacy, 34.8% compared to 43.1% in math). In part, this appears to be due to the lesser tenure of the African-American students as a whole (who tend to come to Lighthouse in 4<sup>th</sup> or 6<sup>th</sup> grade, rather than Kindergarten as most of their Latino counterparts do). Targeted intervention for new students, mentioned above, can partially address this challenge. However, African-American students are also a cultural minority at the school and African-American boys have received a disproportionate amount of office referrals over the past years.
5. **English Language Learners (ELL)** – Lighthouse employs a Sheltered English Immersion approach, coupled with primary language support, to facilitate the learning of its ELL population. The lag in literacy achievement is believed to be directly related to overall literacy development. Given the majority of students at Lighthouse are ELL (76%), increasing language acquisition and literacy development needs to be a school-wide initiative.

### **Critical Academic Needs**

1. **Alignment** – Lighthouse has been in an ongoing process of aligning its curriculum, learning targets, assessment, and reporting practices to best maximize student learning. As the school continues to reflect on and improve on its practice, it is essential that alignment continue across these horizontal areas to support data-driven instruction in the classroom and transparency with students in terms of mastery levels.
2. **Data** – Lighthouse is in its third year of implementing quarterly, standards-based interim assessment to measure student achievement and inform instruction. The increased fluency in the use of these assessments promoted greater levels of achievement for students in the previous year. That said, with continued growth and some turnover in the past year, the school has brought on 12 new core teachers this year and will need to develop their data fluency while continuing to push the expertise of its veteran faculty.
3. **Intervention** - Increased intervention provided a critical bridge for struggling students in 2007-08, when the school served 185 of its 425 K-8 students with either literacy or math intervention. The continued monitoring and tracking of students, along with the provision of targeted intervention, must continue to be refined and expanded to ensure that all students reach proficiency. This is especially true with the schools incoming new students, African-American students, and English Language Learners.
4. **Literacy** – Lighthouse has struggled for several years in accelerating the literacy levels of its students. In 2007-08, however, the school saw relatively large gains for its

students. These gains reflect a shift in practices that must continue in the years to come. The school chose a concentration on literacy in its K-6 program, adopting the Comprehensive Literacy Model (University of Arkansas), which focuses on small-group instruction and the apprenticeship model. Teachers engaged in a week-long summer training and a year-and-a-half-long professional development focus on implementation of the model. In addition, a full-time literacy specialist was brought on board to coach teachers as they worked to develop their professional knowledge and practice in literacy development. This year, the 7-12 program has joined the Strategic Literacy Initiative (WestEd), also built upon the Apprenticeship Model. This included a summer intensive and is the basis of professional development for the 7-12 literacy team this year. Continued professional development, coupled with data analysis and coaching, will be essential in continuing the acceleration of our students' literacy levels.

5. **Math** – Two math programs have been adopted, TERC Investigations in K-5 and College Preparatory Math in 6-12, that promote students' conceptual understanding and mathematical fluency. Lighthouse has made rapid growth in its math achievement in K-7, in part due to the switch to TERC Investigations. However, the school needs to address the challenge of math in grades 8 – 12 posed by the 8<sup>th</sup> grade Algebra test requirement. While teachers have received some coaching in the implementation of these programs, additional coaching and professional development opportunities will be necessary to increase the effectiveness.
6. **English Language Development** – Currently, the school provides primary language support in Grades K-4 through its Home Language program and has trained all K-6 staff in Guided Language Acquisition Design (GLAD) over the past two years. However, further work should be done to determine the best comprehensive structure for serving English Language Learners. The leadership team and a special planning team are developing such plan in the 2008-09 school year.
7. **Cultural Awareness & Equity** – Explicit work must be done to ensure that the curriculum reflects the cultural experience of all students and draws them into the learning process, in particular African-American students. Staff must likewise work to understand the backgrounds of all students as they relate to gender, race, culture, and language, to increase engagement and decrease discipline. Both of these are a focus for 2008-09 K-6 staff development and should extend as a K-12 focus in the 2009-10 school year.

## Questions

1. How can we best provide a standardized curriculum to students, while retaining flexibility to leverage individual teacher expertise?
2. How do we ensure consistent exposure to best practice for students, regardless of teacher tenure at Lighthouse?
3. How can we accelerate students' literacy levels?
4. How can we increase the number of students scoring proficient in the subject-specific math CSTs (Algebra, Geometry, Algebra II)?
5. What are the best approaches for ELL support, given our population and program?

6. What strategies and activities can we implement with our students' cultural backgrounds and goals to motivate them to learn more?
7. What can we do to decrease the number of office referrals, especially among our African American boys?
8. What strategies and activities can we implement to increase parental involvement and buy-in to a college-preparatory experience?



# LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

## CHAPTER III PROGRESS REPORT SINCE LAST WASC VISIT

Lighthouse has grown and developed significantly since its initial visit three years ago. There were seven key findings from the initial visit:

#### Findings

1. The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program.
2. The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet all federal and state credentialing requirements.
3. Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility.
4. The school will need to complete the development of the high school program.
5. The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted.
6. The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program.
7. The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137.

#### **Major Developments Since Initial Visit**

Significant work has been invested in addressing the content of each finding. Before that specific work is detailed, the progress of the entire school since the initial visit must be articulated and addressed. Listed below are areas of growth that will not appear in the evidence addressing each of the seven findings.

Progress Since Initial Visit

- I. School Growth – Lighthouse has added five grade levels since the initial visit and the school is fully enrolled K through 12 for the first time.

At the time of the Initial Visit, Lighthouse was enrolling 8 grades in 2005-06.

K	1	2	3	4	5	6	7	8	9	10	11	12
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2006-07

K	1	2	3	4	5	6	7	8	9	10	11	12
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2007-08 Substantive Change Visit

K	1	2	3	4	5	6	7	8	9	10	11	12
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2008-09 Self-Study

K	1	2	3	4	5	6	7	8	9	10	11	12
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- II. Since the Initial Visit Lighthouse has had leadership continuity by returning it's Director of Elementary Programs, Director of Secondary Programs, and Director of Development
- III. In 2007 Lighthouse decided to not renew its Expeditionary Learning Outward Bound (ELOB) contract. This decision was driven by both finances and the recognition that Lighthouse needed to put more focus upon how to best serve its student population as opposed to implementing the details of the developing ELOB model.
- IV. Significant time and resources have been invested in articulating and implementing a cohesive K-12 instructional program. Initially, the majority of time and resources have focused upon literacy pedagogy and reading intervention; including professional development and a Literacy Specialist.
- V. Grades 7-12 added a Dean of Students to both develop an achievement oriented student culture and support student behavior modification.
- VI. Competitive high school sports teams have been organized to compete in the Bay Area Charter School Athletic Conference (BACSAC) league.
- VII. Deliberate student culture work focused upon the Guiding Principles has continued within community meetings (assemblies of grade levels), crew (advisory), and class.
- VIII. Deliberate work has been invested in reinforcing a College Ready Culture that includes activities and events that recognize students who are on course to achieve the mission (College Ready Fridays, certificates and recognition at community meetings (assemblies of grade levels), and other forms of public recognition).
- IX. Students have successfully used the Lighthouse proposal process to modify school structures like lunch.
- X. Two social-emotional counselors have been added to:
  - a. support students through stress,
  - b. target groups who share common challenges, and
  - c. connect the school community to additional community resources.
- XI. Lighthouse is developing a custom reporting database for grades 7-12 aligned to the learning targets (i.e. standards). The database is designed to provide real-time feedback to students that they can subsequently use to generate their own action plans to improve their grades.



- XII. The development of a CAHSEE preparation program for 10<sup>th</sup> grade students taking the CAHSEE for the first time has resulted in comparatively strong initial results and growth.
- XIII. The Lighthouse Parent Advisory Committee (i.e. PTA) has developed the autonomy to self govern, set internal goals, and implement strategies to achieve developed goals.
- XIV. Lighthouse has added a Family Liaison who serves as facilitator of Lighthouse Parent Advisory Committee (LPAC), coordinates monthly on-site family meetings, facilitates family education nights, and communicates parent concerns as part of the Leadership Team.
- XV. Annual "State of the School Meetings" targeted at the entire Lighthouse parent community have occurred over the past two years. The meetings focus upon academic growth, fiscal health, and major school developments (e.g. permanent facility).
- XVI. A parent phone system has been in use over the past two years as an augmentation to existing print communication (Tuesday Letters and Monthly Mailers) and as an emergency communication system - if ever needed.

***Critical Areas for Follow Up from 2005-06 Initial Visit Report***

- 1. *The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program.*

*Historical Background*

Charter schools are responsible for securing their own facilities. The burden of facility costs exclusively fall upon the charter school and are drawn from the general budget. In California, charter schools spend between 10-15% of their annual budget upon facility costs.

In 2002 Lighthouse Community Charter School located in a downtown Oakland storefront, occupying four classrooms, a multipurpose space, and administrative offices. The two classrooms housed Lighthouse's Kindergarten and 6<sup>th</sup> grade students. The following year Lighthouse doubled its enrollment to include K, 1 and 6, 7. To accommodate this growth Lighthouse acquired and developed additional contiguous facility space and remained downtown.

Because of planned growth, Lighthouse moved for the 2004-05 school year from downtown to Chinatown. The Chinatown facility initially accommodated grades K, 1, 2 and 6, 7, 8. The following year, the school was divided into two separate facilities to accommodate grades K, 1, 2, 3, and 6, 7, 8, 9. Grades K, 1, 2, 3, and 6 remained at the Chinatown facility; while grades 7, 8, and 9 moved to another downtown office building.

Lighthouse has remained in these two facilities over the past three years. The Chinatown facility located at 345 12<sup>th</sup> Street currently houses grades K-6. The downtown facility located at 1600 Broadway currently houses grades 7-12. The long-term facility vision is to house the entire K-12 student population on one campus.

*Actions Taken Since Initial Visit*

Lighthouse has aggressively pursued a permanent facility that would be able to accommodate grades K-12. The challenge to date has been the availability of affordable and appropriate space. Lighthouse's choice to start with only two grades (K

and 6) and to grow by two grades each subsequent year has created additional challenges because revenue is associated with enrollment. Therefore, Lighthouse did not have the revenue associated with a K-12 campus until this year when it finally enrolled students from grades K to 12. As a result, Lighthouse was often looking for a campus that would house the entire K-12 population while only generating half of the necessary revenue because of enrollment.

Even with these challenges Lighthouse has entered into earnest negotiations over identified properties each year since the initial visit. Each time there was a factor that kept Lighthouse from achieving the goal of securing each facility. This current year has provided another possible facility and Lighthouse has advanced farther in the acquisition process than ever before.

At this point, Lighthouse has identified a facility suitable for the entire K-12 population. Lighthouse has entered into escrow and is completing all of the requisite actions to secure, develop, and occupy this facility for the 2009-10 school year. Staff, parents, and students have been notified of the potential move. Strategic plans are being developed to ensure that the vast majority of the school community moves to the new building and a recruitment strategy is being crafted that targets the new location.

#### Summary of Actions Taken Since Initial Visit

- Lighthouse has expanded into a second downtown office building
- K-6 are housed at 345 12<sup>th</sup> street and 7-12 are housed at 1600 Broadway – six blocks away
- A potential permanent facility has been identified
- Negotiation for purchase of building is underway
- All associated project management is underway

2. *The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet all federal and state credentialing requirements.*

#### Historical Background

A team of six core staff initially started lighthouse:

- Laura Kretschmar – middle school math and science teacher
- Genevieve DeBose – middle school humanities teacher
- Heather Thompson – Kindergarten teacher
- Helen Spruill – Kindergarten teacher
- Jenna Stauffer – Director of Development
- Stephen Sexton – Director of Instruction

The founding team worked together for an entire planning year prior to opening and remained intact at the time of the initial visit providing five years of institutional continuity. Four of the six original team members are still at Lighthouse, marking eight years of continuous commitment from start up. The two team members who have left (Genevieve DeBose and Helen Spruill) are still teaching, both in New York City.

The overall demand on teachers has diminished as Lighthouse has grown and had the opportunity to refine practices and solidify structures. Lighthouse continues to provide

support to the core teaching staff through 20 days of professional development each year and creating a mission driven learning organization.

### Actions Taken Since Initial Visit

Since the initial visit Lighthouse has added five new grade levels (4, 5, 10, 11, and 12) and has subsequently added 14 new positions. Lighthouse has expanded its recruitment strategy to ensure access to the largest pool of possible candidates. Lighthouse expanded its recruitment coverage by utilizing two strategies:

- Advertising with educational networks that share Lighthouse's mission and philosophy. These networks include:
  - Teach for America Alumni
  - Expeditionary Learning Outward Bound
  - The Coalition of Essential Schools
  - The Bay Area Coalition of Equitable Schools
- Expanding the use of teacher recruitment vendors. These vendors include:
  - EdJoin
  - RISE Network

To retain teachers Lighthouse has continued to operate with the philosophical belief that teachers are professionals who need a similar minded, mission driven community, the appropriate resources to meet the needs of their students, and the time and resources grow professionally. Lighthouse has modified the Professional Development experience from a whole school experience to a more targeted grade level / content area focus.

During the initial years of Lighthouse it was imperative to ensure that everyone was converging upon the same institutional expectations for culture and pedagogy and a whole school professional development experience reflected this need. This was appropriate for several years until there existed a large cadre of experienced Lighthouse teachers and an ever-growing breadth between the youngest and oldest grade levels.

Since the initial visit Lighthouse has reorganized professional development to be focused upon grade levels and/or content area teams. These teams spend the vast majority of their time focused upon student outcomes and growth using internal assessment data, analysis of student work, debriefing of peer observations, and sharing of student anecdotes. There is additional professional development focused upon student culture and norming institutional practices, but the vast majority of effort is dedicated to grade level / content area teams.

Finally, Lighthouse has worked diligently to meet the Highly Qualified requirements of No Child Left Behind and hiring teachers who are committed to achieving the mission by developing relationships with organizations that support teachers in achieving highly qualified status. One collaborative example is the REACH Intern Teacher Program. REACH is a teacher developed intern program that targets those who are not yet highly qualified and are looking for a professional learning community. Lighthouse's partnership with REACH has been very successful in providing staff with high quality professional development experiences that simultaneously meet state and federal credentialing needs.

Summary of Actions Taken Since Initial Visit
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Recruiting New Staff
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- Lighthouse has expanded it's recruitment capacity by:
  - Recruiting from networks of similar minded teachers
    - The Coalition of Essential Schools
    - Expeditionary Learning Outward Bound
    - Teach for America
  - Using robust recruitment tools, like
    - EdJoin
    - RISE Network

#### Retaining Staff

- Lighthouse works hard to develop a professional development program that both develops key competencies amongst staff as well as a professional learning community.
- The vast majority of teachers who have left Lighthouse, have left because of life changes (e.g. moving out of state, starting a family) rather than professional dissatisfaction.

3. *Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility.*

#### Historical Background

Lighthouse has a large degree of financial autonomy as a direct funded charter school. This flexibility allows for a budgeting process that can be mission driven and is also attractive to funders who are looking to see the direct impact of their gifts. Lighthouse has relied upon fundraising as an important component of annual revenue; with fundraising accounting for 5-10% of annual revenue since opening. Fundraising directly feeds programs and positions that are crucial to maximizing the number of students who achieve the mission (e.g. Home Language program, social / emotional counselors).

#### Actions Taken Since Initial Visit

The Lighthouse Board of Directors has annually pushed the Director team to consider new forms of fundraising and relationship building that will enable larger targeted gifts. Since the initial visit, Lighthouse has researched the capital campaign process and hosted several different annual fundraising events. Initial events (Bowling Night, Salsa Concert) met with minimal financial success.

Two years ago Lighthouse hosted a more ambitious event that leveraged new donors and set higher overall fundraising goals. The Gala event was a great success both years raising over \$100,000 each year and simultaneously developing new giving relationships that can be leveraged for the future capital campaign.

#### Summary of Actions Taken Since Initial Visit

- The Director of Development has added an administrative assistant to support program outreach and reporting.
- The Development team has successfully secured significant contributions specifically targeted at procuring and developing a permanent facility.
- The Development team has established an annual Gala event that has raised over

\$100,000 each year.

4. The school will need to complete the development of the high school program.

Historical Background

At the time of the initial visit Lighthouse enrolled only 50 ninth grade students. The ninth grade team consisted of an art/fitness teacher, a Humanities teacher, a mathematics teacher, and a High School Developer. The plan was to enroll grades 9-12 over time with a total enrollment approaching 200.

Actions Taken Since Initial Visit

Lighthouse has grown to include grades 9-12. The current high school enrollment is 175 as opposed to 200. This discrepancy is the mainly the result of attrition due to students who transferred schools when informed that they would be retained. Retention was recommended for these students because they were not making progress to achieve the mission of college or a career of choice. These students were either not making sufficient progress toward completing their A-G coursework or their skill levels were such that they needed more academic time to be ready for college.

Retention has developed into an important tool in achieving mission fidelity by allowing Lighthouse to ask the question, "is this student making progress to become college bound and career ready?" There was significant initial resistance from families and students when Lighthouse retained high school students. Families and students had a mental model of a four-year high school experience and were more focused upon quick fixes (e.g. summer school) as opposed to developing successful habits of work (e.g. homework completion and class participation). Since Lighthouse has continued to use retention consistently, students and families now understand that retention reflects the fact that a student needs more time to develop the skills and habits to achieve the Lighthouse mission. The table below illustrates the decisions that retained Lighthouse students have made over time, with the majority of retained students returning to Lighthouse last year.

Year	Retained	Stayed at LCCHS	Transferred
2004-05	5 (5% of total enroll)	0 (0%)	5 (100%)
2005-06	16 (16% of total enroll)	8 (50%)	8 (50%)
2006-07	29 (19% of total enroll)	18 (62%)	11 (38%)
		26 (52% stayed)	<b>24 (48% left)</b>

Lighthouse has completed all of the requisite work for submitting UC A-G coursework. All courses submitted to date have been approved. The current coursework is being augmented to include Honors and AP coursework that future graduating classes will be able to access.

The second half of the Lighthouse mission is helping students identify the career of their choice. Lighthouse has implemented the junior internship program to enable students

to build background knowledge in the career world. Juniors spend their second semester off site one day per week in an internship of their choice. The internship experience is both experiential and academic.

The high school program is very focused upon the mantra of not just getting students to college – but **through** college. Most Lighthouse students will be the first in their family to attend college. Because of this demographic, Lighthouse has developed strategies to prepare and support students for the transition. These strategies include, but are not limited to:

- Hiring a dedicated full time college counselor who meets regularly with every junior and senior and maintains consistent communication with families to build college background knowledge and answer college related questions
- Enrolling students in community college coursework for both college exposure and accrual of college credit
- Providing SAT test preparation classes on campus during school hours to maximize access for all high school students
- Developing College Week for seniors that simulates a college pace for short periods of time and builds in reflection time for students to reflect upon their strengths and areas for growth within a college paced environment
- Every junior and senior visits at least two colleges each school year engaging in tours and meeting admissions officers
- Every junior and senior accesses and uses Naviance to thoughtfully research their college interests and to expand their options
- Collaboration with similar minded expert organizations like College Works to expand access to more admissions officers

Lighthouse has also engaged in developing additional supports for accessing college which include The Alex Graf Memorial Scholarship exists to support graduating seniors with college costs not covered by grants or scholarships as well as a support group (LASSO) for undocumented students preparing for college application and matriculation.

#### Summary of Actions Taken Since Initial Visit

- The high school is now complete with students enrolled in grades 9-12.
- The high school has had all initial A-G coursework approved.
- The high school employs a full time college counselor who both manages the entire admissions process as well as an internship program for upperclassmen.
- The high school is developing additional coursework for A-G approval that will augment G elective opportunities and honors credit.

5. *The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted.*

#### Historical Background

At the time of the initial visit Lighthouse used Individualized Learning Plans (ILPs) to set student academic and social goals. The ILPs were created at the beginning of the school year in October and were subsequently reviewed and updated in January and June. Student, family members, and teachers created the ILPs collaboratively. At the

time of the initial visit local data from classroom performance was the data primary source for developing academic goals. State test scores were used as an additional data source. The strength of the practice at that time was focusing upon the strengths and areas of necessary growth of each individual student.

### Actions Taken Since Initial Visit

Since the initial visit Lighthouse has committed to norming high expectations across all classrooms and grade levels. This has been achieved by looking at student work (writing samples) and using normed Internal Assessments. Lighthouse has developed its own Internal Assessments in collaboration with New Leaders for New Schools. The Interim Assessments are aligned with California State Content Standards. Lighthouse uses the Interim Assessments to provide immediate instructional feedback to teachers by assessing students four times per school year and analyzing the results one week after test administration. As opposed to state testing, Lighthouse's Interim Assessments enable real time data analysis that can be easily disaggregated and more importantly allows staff to see growth on a student by student level. This abundance of real time data has allowed Lighthouse to become more data driven while still maintaining the strengths of the Individualized Learning Plan process.

Professional Development time is dedicated to becoming data driven. The results of Interim Assessments are used by grade level / content area teams when analyzing pedagogical practices. This data driven practice, in addition to looking at student work, has enabled Lighthouse to norm academic rigor for all students. Additionally, Lighthouse has a set of learning targets (i.e. standards) for each grade level and content area that delineate the expected academic outcomes for each student. Student progress and evaluation are directly linked to learning targets (i.e. standards). There is no overall grade, but a series of individual mastery assessments for each Learning Target. This provides concrete feedback to families, students, and teachers that can be used when creating ILPs.

#### Summary of Actions Taken Since Initial Visit

- Lighthouse continues to carefully analyze student achievement data using both statewide and local instruments' including but not limited to:
  - All California STAR tests
    - STAR test results are used to develop school-wide goals and action plans.
  - Local Interim Assessments of both Language Arts and Mathematics administered four times per year.
    - Interim Assessment data is used to adjust instructional practices, pacing, and academic intervention.
    - Teachers individually confer with Directors of Instruction to analyze Interim Assessment results and to create action plans.
    - Inquiry Groups of teachers are organized around particular content areas / grade levels to develop instructional practices that address academic needs identified from interim assessment results.

6. *The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program.*

### Historical Background

Lighthouse had occupied several storefronts and office buildings that provided distinct challenges for providing effective nutritional and fitness options. Lighthouse asked all parents to provide nutritional lunches and snacks to their students and included these expectations in the parent handbook. Lighthouse provided limited fitness opportunities and utilized a well-trained fitness teacher through a partnership with Sports For Kids.

### Actions Taken Since Initial Visit

Since the Initial Visit Lighthouse has worked diligently to identify a quality nutrition program for all students. Lighthouse now partners with Revolution Foods to provide students a tasty, healthy, and nutritional food program. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay. Revolution foods prepare all of their food fresh each day and deliver the food to both Lighthouse campuses. The food is distributed to students throughout the day from breakfast to after school snack ensuring that Lighthouse students have access to healthy foods throughout the school day. Lighthouse still maintains the same healthy food expectations for families that choose to provide their own nutrition and these policies remain in the parent handbook.

Lighthouse's current facility locations enable access to healthy physical activity. The 345 12<sup>th</sup> street campus is located next to two different playgrounds. The youngest Lighthouse students utilize one small private playground, one block away from the school. A public city recreation center, two blocks from the school, provides older students with access to play equipment, creative play space, and sport courts. The older students have facilitated fitness time designed to meet the state outcomes.

The 1600 Broadway campus is located six blocks from a grass covered city park. Students access this park for fitness training, collaborative games, and organized sports. All fitness students receive instruction designed to meet the state outcomes. Additionally, Lighthouse has developed a relationship with Sharks Ice that exposes fitness students to professional ice skating instruction and significant weekly ice time. At this time students are developing their core skating competencies with the intention of starting a hockey team in the near future.

The fitness program at Lighthouse focuses upon four key components:

- **Developing a growth mindset.** All Lighthouse students arrive at different fitness and confidence levels. Our goal is for them to compete against themselves to improve their fitness and confidence each year. Fitness is important because it provides students another opportunity to learn that consistent effort will yield results. This reinforces our focus upon a growth mindset. To do this students are assessed against a consistent set of learning targets (i.e. standards) throughout the year. This enables them to compare their current performance against data collected at the start of the school year and to continue to set goals for future growth.
- **Increasing fitness within the criteria set by state and national fitness standards.** This is achieved by consistently dedicating time to activities that increase student's core strength, flexibility, and aerobic capacity. Students engage in daily strength building activities (like crunches, pushups, and lunges) and they are running the mile multiple times per month to build endurance.



- **Becoming effective team members.** Lighthouse students in engage in games that are designed to build camaraderie and emphasize the importance of every team member. For example, *capture the flag* is a team game utilized to build team strategy and roles.
- **Developing discrete skills.** Lighthouse's fitness learning targets (i.e. standards) also focus upon developing discrete skills. Students will cycle through traditional sports experiences (e.g. football, baseball, soccer, volleyball) and will be expected to develop specific skills. For example, during football, students are expected to learn how to throw a spiral, to catch with their hands, and to run specific routes.

Finally, high school students now have access to competitive team sports through Lighthouse's creation of and association with the Bay Area Charter School Athletic Conference (BACSAC). The league currently organizes both girls and boys soccer, cross country, basketball, and track.

#### Summary of Actions Taken Since Initial Visit

- All students have access to tasty, healthy, and nutritional food from a partnership with Revolution Foods. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay.
- Students at the 345 12<sup>th</sup> Street campus access two different playgrounds
  - The youngest Lighthouse students access a play area that is one block from the school and that provides a secure yard.
  - The older Lighthouse students access a play yard two blocks from the school and have access to indoor and outdoor court space.
  - Older students have access to deliberate fitness instruction designed to achieve statewide fitness goals.
- Students at the 1600 Broadway campus have access to fitness opportunities, including:
  - Students access a large grass covered city park six blocks from campus for general fitness activities.
  - Students receive deliberate fitness instruction designed to achieve statewide fitness goals.
  - Students have access to competitive league sports that include soccer, track, cross country, and basketball.
  - Students participate in professionally trained ice skating activities provided by Sharks Ice

7. *The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137.*

#### Historical Background

Lighthouse had made incremental API growth each year of existence. As a charter school Lighthouse must meet the standards set in California Assembly Bill 1137 submitted to Assembly Member Sarah Reyes in 2003. AB 1137 increased the accountability of charter schools, created performance requirements, and added four programs to the charter school categorical block grant. Most significant of the four programs are the

performance requirements. In order to qualify for renewal, charter schools that have been in operation for four years must:

1. Meet their API growth target in the prior year or two of the three previous years or the aggregate for the prior three years.
2. Receive an API state of comparison rank of 4 or higher in the previous year or two of the three previous three years.
3. The school's granting agency determines that academic performance of the school's students at least equals that of the public schools the students would have attended and of the other district schools where the charter school is located.
4. The school has qualified for the Alternative Schools Accountability Model.

#### Actions Taken Since Initial Visit

Lighthouse has worked tirelessly to improve the academic achievement by making data driven instructional decisions and providing support and intervention to struggling students. Data driven instructional decisions are the product of the following strategies and programs:

- Quarterly assessment of student performance using standards aligned interim assessments
- Professional development dedicated to modifying instruction to match needs identified in data
- Master calendars and schedules that enable more instructional support and intervention time for struggling students

Support and intervention provided to struggling students consist of the following strategies and programs:

- Reading specialists have been used to both improve classroom instruction and provide direct intervention
- A negotiated agreement with Lighthouse's SELPA (Oakland Unified School District) has allowed Lighthouse to hire it's own Resource Specialist who provide direct service to identified students
- Technology tools like FastForward are being used during and afterschool as a reading intervention tool
- Middle school class sizes have been reduces and study hall / intervention time has been inserted into the daily schedule
- Intersession and Summer Session intervention programs have been put in place to support targeted students
- High school elective time includes separate mandatory intervention classes targeted at struggling readers, writers, mathematicians, and students who have poor Habits of Work (aka study skills).

As a result of these actions, and numerous others, Lighthouse's API scores have continued to grow since the initial visit (see Figure 1). Both the K-8 and the 9-12 campuses meet the criteria set in AB 1137.

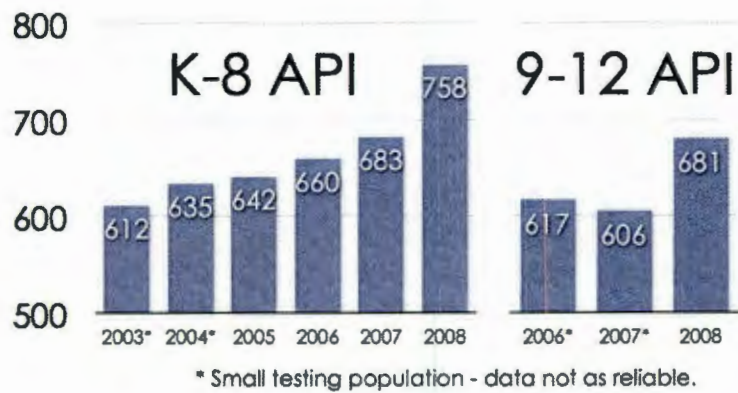


Figure 1

Summary of Actions Taken Since Initial Visit

- K-8 Charter has met AB 1137 criteria since last visit
  - 2007 School Rank - 2
  - 2007 Similar Schools Rank – 5
  - 2008 API Growth – 75 points
- 9-12 Charter has met AB 1137 criteria since last visit
  - 2007 School Rank – 2 (sample size too small for reliability)
  - 2007 Similar Schools Rank – None (sample size too small)
  - 2008 API Growth – 73 points



## LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

# CHAPTER IV SELF STUDY FINDINGS

## A. Organization

### Vision and Purpose, Governance, Leadership and Staff, and Resources

#### CHAIRS

Dawn Fregosa – Biology  
CLARK JANKLOW – HUMANITIES

Jeannie Bruland – Home Language  
Courtney Cerefice – Counselor  
Tony Cuevas – After School Coordinator  
Adriana Diaz - Fitness  
Jennifer Garcia – New Leaders Fellow  
Clara Illick - Art  
Jay Lino – After School Staff  
Elizabeth Green – 1<sup>st</sup> Grade

Gilberta Maldonado – Home Language  
Maritza Ortiz – Executive Assistant  
Ben Seay – 4<sup>th</sup> Grade  
Jessica Siebert – Kindergarten  
Janet Tillman – Dean of Students  
Josh Weintraub – College Counselor  
Deana Wojcik - Humanities  
Hamu Yaropa - Music

A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

**A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels?**

**To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?**

Activity/ Finding	Evidence
<p>LCCS has a clearly articulated vision and mission for the school that is supported by our board, staff and community. The mission of Lighthouse is to prepare students for college and a career of their choice. This is achieved by high expectations, rigorous curriculum developing students academically, physically, and socially. Teachers are supported to develop themselves professionally so that they are equipped to better serve the students.</p> <p>The school's purpose is clear and necessary in Oakland – to prepare all students for college and a career of their choice. Lighthouse's mission is to prepare 100% of students for college (including completion of A-G coursework). Currently, Oakland public high schools prepare less than 25% of graduates for UC / CSU matriculation. The vision is regularly communicated to all staff, students and families.</p>	<ul style="list-style-type: none"> <li>• Mission is posted in most 6<sup>th</sup> – 12<sup>th</sup> grade classrooms and hallways</li> <li>• Teacher Professional Development Plans that focus upon building capacity to achieve mission and vision.</li> <li>• Consistent and significant time set aside for teacher professional development and data driven inquiry groups.</li> <li>• Student handbook, school website, prospective parent packet, mission and guiding principles posted in classrooms</li> <li>• Crew curriculum focused on developing student capacity to achieve mission (7-12)</li> <li>• High school student internship program that exposes students to prospective careers.</li> <li>• Structured college visits that include meeting admissions officers to increase student exposure to college.</li> <li>• Lightkeeper's Meetings (K-6) and Community Meetings (7-12) that reinforce school mission and vision.</li> <li>• Integration of Crew Guiding Principles into curriculum and awards</li> <li>• Mandatory enrollment meetings at which the mission is discussed and emphasized with potential parents</li> <li>• School charter(s)</li> <li>• Staff handbook</li> <li>• Student planners</li> <li>• Family handbook</li> <li>• School website and other promotional materials</li> <li>• Professional development agendas and Director notes</li> <li>• Mandatory family meetings (State of the School)</li> <li>• Leadership Team meeting notes</li> <li>• Coffee Tuesday flyers and agendas</li> <li>• College Ready days for students in grades 5 and up</li> <li>• Tuesday Envelopes and Monthly Mailers sent home to families</li> <li>• High school program designed to meet UC/CSU A-G requirements</li> <li>• Board Retreat agendas and minutes</li> <li>• Board meeting agendas and minutes</li> </ul>

<p>LCCS has a focus on Data Driven Instruction and the belief that all students can achieve at high levels. LCCS has implemented a mandatory quarterly assessment process in which data is collected, reported, analyzed, and reflected upon to inform instructional practices.</p> <p>Through the Individualized Learning Plan, process student progress is monitored and individual learning goals are developed.</p>	<ul style="list-style-type: none"> <li>• Interim Assessments</li> <li>• Use of state testing data</li> <li>• Inquiry Group meeting minutes</li> <li>• Grade level meeting minutes</li> <li>• Professional development agendas</li> <li>• Annual professional development calendar</li> <li>• Individualized Learning Plan scripts</li> <li>• Individualized Learning Plan goals</li> <li>• CAHSEE Prep (CAHSEE tutorial schedule)</li> <li>• Standards based reporting system</li> </ul>
<p>The school-wide academic standards are clearly articulated to staff, students and parents across subject areas and grade levels</p>	<ul style="list-style-type: none"> <li>• Learning Targets based upon state standards</li> <li>• Standards based report cards using Learning Targets (some with narrative assessments as well)</li> <li>• Curriculum maps</li> <li>• Passage requirements</li> </ul>
<p>The school's vision is supported by a set of Guiding Principles that are communicated to staff, students and families. These include:</p> <ul style="list-style-type: none"> <li>○ Responsibility</li> <li>○ Respect</li> <li>○ Compassion</li> <li>○ Integrity</li> <li>○ Persistence</li> <li>○ Curiosity</li> <li>○ Collaboration</li> <li>○ Courage</li> <li>○ Communication</li> <li>○ Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Lightkeeper Meetings featuring a Guiding Principle of the Month (K – 6)</li> <li>• Community Meetings that include Guiding Principle awards (7 – 12)</li> <li>• Curriculum around Guiding Principles during community building time, such as morning meetings, Lightkeeper Meetings, and Crew (7-12<sup>th</sup> Grade)</li> <li>• Guiding Principle posters in the hallways made by students and teachers</li> <li>• Learning targets connected to Guiding Principles (particularly with regard to responsibility, respect and compassion)</li> <li>• Student progress on guiding principles communicated via report card and progress reports</li> <li>• Tuesday envelopes feature information about how parents can promote Guiding Principles at home</li> </ul>

### Summary

Lighthouse Community Charter School has a mission, vision, and Guiding Principles that is clearly articulated and that is clearly supported by the Board of Directors, administration, faculty, staff, parents, and students. Lighthouse's mission is to prepare students for college and a career of their choice. The school is committed to achieving this mission by holding all students to high expectations, implementing a rigorous K – 12 curriculum, serving the whole child, involving families, and developing its teachers. The entire LCCS academic program is designed to help students achieve the mission. Our curriculum map and standards build from kindergarten through twelfth grade. Standards are focused and applied to student learning through Learning Targets that are communicated to students and families. The program builds in such a way that any student who completes it will be eligible for admission to a UC/CSU campus.

Examples of how college is built into the everyday academic experience of students include: career exploration in crew and through high school internships, connections between mastery of academic skills and future careers in all grades, as well as college visits, use of visiting experts, hands-on expeditions, and fieldwork. Some examples in our

school community include student driven Individualized Learning Plan meetings with family, students and teachers, student reflections ongoing with their learning. Evidence that our rigorous, standards-based, K – 12 is working can be found in API gains over the past seven years, Interim assessment scores, exposition of learning events (EXPO), CAHSEE passing results, and college senior early acceptances.

Serving the whole child, academically, physically and socially as well as involving and working closely with families, is creating Lighthouse students who are successful life long learners. From organic food service to the creation of the Bay Area Charter Sports Athletic Conference; from home language bilingual support, to counseling services, as well as in-school health screenings and Safe Harbor after school programs, our school community sees children as more than a test score. In addition, teachers are supported through professional development and collaboration within the learning community. Weekly PD, peer instructional observations, ELL scaffolding, “Kid Talk”, New teacher mentoring, curriculum coaches and constant teacher best practice reflection all support our instructional staff in succeeding in the mission and vision.

At Lighthouse, there is a belief that every student can achieve at high levels. To put that belief into practice, LCCS has a focus on Data Driven Instruction. Across all grade levels and extracurricular programs there are clearly stated benchmarks and yearlong curriculum plans that are aligned with California standards. We have implemented a mandatory quarterly assessment process through which data is collected, reported analyzed, and reflected upon to inform growth and progress. This data, coupled with student-created goals (on the Individualized Learning Plan) and a detailed standards-based reporting system, high academic standards driven are in place throughout the school.

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?**

**To what extent does the governing board delegate implementation of these policies to the professional staff?**

**To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?**

Activity/ Finding	Evidence
<p>LCCS has a series of school-wide policies and bylaws that dictate the governance of the organization and school. Family-student policies define discipline and code of conduct; personnel policies define qualifications and roles of faculty and staff. Financial policies define how resources are used and monitored at the school. In sum, these policies were created with the school mission/vision at the center and are geared directly toward achievement of the ESLRs and academic standards.</p>	<ul style="list-style-type: none"> <li>• By-Laws</li> <li>• Charter Documents approved by OUSD</li> <li>• Articles of Incorporation</li> <li>• Student-Family Policies, last updated August 2008</li> <li>• Personnel Policies, last updated July 2008</li> <li>• Financial Policies, last updated October 2008</li> </ul>

<p>LCCS reports to the Board of Directors by monitoring progress and adherence to the school's two charters, submitting annual Local Education Agency plan, annual mandatory financial audits, and academic achievement data. The board ensures that LCCS continues to meet school goals stated in the annual action plan developed at an annual board retreat.</p>	<ul style="list-style-type: none"> <li>• LEA Plan</li> <li>• Board bylaws written in 2002 and augmented in 2006</li> <li>• Annual Financial Audit</li> <li>• Academic Dashboard</li> <li>• Academic Achievement Powerpoint</li> <li>• Board Meeting Minutes</li> <li>• Annual action plan</li> <li>• Director evaluations</li> <li>• SMART goals</li> </ul>
<p>At LCCS, the governing board and staff delegate an implement school wide policies that support achievement of Learning Targets derived from California State standards.</p>	<ul style="list-style-type: none"> <li>• OUSD approved charters: <b>K – 8 charter and 9 – 12<sup>th</sup></b></li> <li>• Learning Targets by grade level Weekly Learning Targets are communicated to K-6 Director of Instruction and 7 – 12 Director of Instruction???</li> <li>• Learning Targets are posted in classrooms/portfolio</li> <li>• Board approves charters that state K – 12 state standards and measurable pupil outcomes.</li> <li>• Interim assessment dashboard</li> <li>• Annual goals set by the Board of Directors (i.e. SMART goals)</li> <li>•</li> </ul>
<p>The LCCS Board of Directors approves funding for additional support and resources to achieve school wide outcomes directly and through community partnerships. Examples include:</p> <ul style="list-style-type: none"> <li>• After School Program</li> <li>• Home language Program</li> <li>• Social/Emotional and College Counselors</li> <li>• Math and Literacy Coaches</li> <li>• Fieldwork</li> <li>• New Leaders for New Schools</li> <li>• Competitive sports program for high school</li> </ul>	<ul style="list-style-type: none"> <li>• Annual budget</li> <li>• Staff roster</li> <li>• Board Meeting Minutes</li> <li>• Memorandums of Understanding (MOU) with staff-related partners, such as the Ann Martin Center, Oakland Youth Chorus, Museum of Children's Art, and Bay Area Charter School Athletic League</li> <li>•</li> </ul>

## Summary

Lighthouse Community Charter School has a clearly defined organizational structure. At the top is the Lighthouse Community Charter School Board of Directors who are responsible for monitoring the academic achievement of the school, setting policy, approving and monitoring the budget and fiscal health of the organization, evaluating the Directors of the school. Each year, the board sets SMART goals for the school. (SMART= Specific, Measurable, Attainable, Realistic, Timely) These goals are derived from the school's charters and measurable pupil outcomes. The School Directors are charged with creating educational, programmatic, and financial strategy to attain these goals and are evaluated on their ability to do so. The LEA Plan, and in Lighthouse's case, also the single schoolwide plan, helps to define these goals and strategies. Collectively, the LEA plan, charters, and SMART goals, guide LCCS purpose and support of the expected



schoolwide outcomes and standards. Further definition of goals is done via learning targets, scope and sequence, and instructional pacing schedules. Evidence of mastery along the way are found within interim assessment data, attendance data, Benchmarks for success are tracked via “dashboards” and are reported to the board quarterly.

**A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

**To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

Activity/ Finding	Evidence
<p>The school's leadership team uses student data and feedback from staff to determine annual goals and create/refine a school wide action plan to achieve these goals. As a result of this annual monitoring, school leadership and staff have adopted some recent changes (last 2 – 3 years) based on data and feedback. These changes include:</p> <ul style="list-style-type: none"> <li>• Adoption of two-year looping model</li> <li>• Adoption and use of assessment wall (K-6)</li> <li>• Adoption and use of Fountas and Pinnell leveled reading groups (K-6)</li> <li>• Use of home language instruction (K-4)</li> <li>• Addition of special education/intervention specialist</li> <li>• Addition of literacy coach/ reading specialist position (K-6)</li> <li>• Required GLAD certification for all elementary classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Annual action plan (powerpoint presentation)</li> <li>• Leadership Team agendas and notes</li> <li>• Staff Professional Development agendas and notes</li> <li>• Year-end staff reflection and/or surveys</li> <li>• Annual student and parent surveys</li> </ul>
<p>The school staff gathers and monitors student achievement using multiple instruments and adjusts instruction to help all students meet the designated learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Collection and analysis of CELDT testing for ELL students</li> <li>• Collection and analysis of Interim Assessment results</li> <li>• Collection and analysis of CAHSEE results</li> <li>• Collection and analysis of student progress towards Individualized Learning Plan goals</li> <li>• Analysis of STAR, SAT and PSAT results</li> <li>• “Kid talk” at grade level meetings or loop level meetings (meeting notes)</li> <li>• Master schedule is set-up to provide collaborative work time between teachers at the same grade level/content area</li> </ul>
<p>Using the various forms of data collected at the school, the staff identifies students who are struggling to meet learning outcomes and provides extra support for these students. There are multiple forms of support and intervention the school provides to students, including:</p> <ul style="list-style-type: none"> <li>• Summer school for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• Summer school roster</li> <li>• Student schedule</li> <li>• Professional Development agenda and readings</li> <li>• Intervention rosters for math and literacy programs.</li> <li>• Reading clinic roster</li> <li>• Fast Forward Roster</li> </ul>

<ul style="list-style-type: none"> <li>• Study hall and homework help for targeted students during After School Program and FLEX time</li> <li>• Professional development content focused on reaching "hard to reach" students</li> <li>• One-to-one and small group literacy instruction from specialists</li> <li>• Math intervention in the after school program</li> <li>• Partnership with the OUSD Reading clinic</li> <li>• Use of Fast Forward to target struggling readers</li> </ul>	<ul style="list-style-type: none"> <li>• "Kid talk" agendas at grade level meetings or loop level meetings (meeting notes)</li> <li>• Academic and behavior contracts for targeted students provide daily feedback to students and families struggling to meet school expectations</li> </ul>
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## Summary

In its drive to help all of its students achieve academic success, the school utilizes data from multiple sources to create a school-wide action plan, set goals, and determine instructional priorities and methods. Lighthouse's development of an Interim Assessment system demonstrates its commitment to data-driven achievement for all students. Based on educational research and the results from schools with similar student body populations, Lighthouse decided to implement a system of quarterly Interim Assessments three years ago. In preparation for that schoolwide move, two of its lead teachers visited and received training from a school in Boston, Roxbury Prep, which has a longstanding practice of using Interim Assessments along with high levels of student achievement on state tests. Teachers then worked to develop and refine Interim Assessments in math and English for students K-12. These Interim Assessments allow teachers to measure student progress towards state standards at regular intervals and adjust instruction accordingly. At a school where much of the curriculum is created by teachers and grounded in project-based learning, Interim Assessments allow the staff to ensure that our students are on track to meet state standards. As further evidence of its efficacy, the Interim Assessment system piloted at Lighthouse has now been adopted by nine other schools in OUSD.

### **A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

Activity/ Finding	Evidence
98% of Lighthouse teaching staff are NCLB compliant. One staff member is Nationally Board Certified.	<ul style="list-style-type: none"> <li>• Personnel data</li> </ul>
Lighthouse hiring process attracts highly qualified staff who share the school vision and are motivated to teach at our school.	<ul style="list-style-type: none"> <li>• Hiring protocol, job posting, and interview questions</li> <li>• At-will contracts ensure all teachers want to be at the school.</li> </ul>
New school staff are provided with a week-long New Teacher Institute to orient them to Lighthouse, and receive ongoing support through the Beginning Teacher Support and Assessment (BTSA) Program.	<ul style="list-style-type: none"> <li>• New Teacher Institute Agenda</li> <li>• Teacher Mentor Program</li> <li>• BTSA coaching on-site</li> </ul>
All school staff participate in Professional Development Institutes three times a year that focus on helping students achieve academic standards and expected schoolwide learning results.	<ul style="list-style-type: none"> <li>• PDI agendas</li> <li>• School calendar</li> </ul>

<p>School staff are provided with ongoing professional development specific to their role at the school. School staff are provided with time for collaboration and professional development through minimum days on Wednesday which are used for “kid talk” sessions, peer observation, coaching, protocols</p>	<ul style="list-style-type: none"> <li>• Wednesday PD agendas</li> <li>• K-6 teachers provided with literacy coaching</li> <li>• K-6 teachers provided with math coaching by external consultant once per month.</li> <li>• Outside coach works with After School staff who work with math intervention.</li> <li>• Strategic Literacy Initiative professional development for all 7-12 Humanities staff</li> <li>• Peer observations meeting notes</li> <li>• After School Program PD Agenda</li> <li>• Home Language PD Schedule</li> <li>• All K-6 staff will be fully GLAD trained by end of 2008-09 school year.</li> <li>• EASE (grading program) training for all 7-12 staff</li> <li>• CREW binders providing resources for crew leaders</li> <li>• Marilyn Burns agendas and notes</li> <li>• Child Abuse reporting workshop</li> <li>• CPR class</li> <li>• OASES ASP staff survey</li> </ul>
<p>School Professional Development models practices teachers are expected to use in classrooms.</p>	<ul style="list-style-type: none"> <li>• Staff appreciations or celebrations at every meeting</li> <li>• PDI started with morning meetings</li> <li>• Professional development conducted using multiple teaching strategies</li> </ul>
<p>School staff receive targeted support to their individual needs.</p>	<ul style="list-style-type: none"> <li>• Regular one-on-one check-ins between staff members and directors</li> <li>• Director observations and feedback core staff</li> <li>• Observations of After-School staff by ASP coordinator</li> <li>• Observations of Home Language staff by Home Language coordinator</li> <li>• Peer observation protocol, schedule and notes</li> <li>• Literacy coaching K-6</li> <li>• Math coaching K-6</li> <li>• Professional Development Plans</li> </ul>
<p>Struggling staff receive more frequent check-ins with the director and develop a targeted plan for improving performance, including supports needed and benchmarks for growth.</p>	<ul style="list-style-type: none"> <li>• Professional Development Plans</li> <li>• Notes from one-on-one check-ins with director</li> </ul>

## Summary

The idea of teachers as learners is one of the five design principles on which Lighthouse is based. The development of a high quality staff begins with the hiring process, and is supported by the school calendar. All new staff attend a New Teacher Institute for one week to orient them to instructional practices at Lighthouse. All staff attend three Professional Development Institutes during the year that focus on how to support students in achieving academic standards and meeting Learning Targets. Throughout the year, minimum days once a week allow for continued reflection on instructional practice. After school staff, teaching assistants, and home language tutors also receive targeted professional development. Teachers are supported in translating this professional development to classroom practice through peer observations, director

observations and check-ins, and individual coaching sessions. This support is increased for teachers who are struggling in the classroom. In total, these professional development strategies translate into teachers who are better equipped to reach and teach the diverse LCCS population. When teachers are supported, student success increases.

**A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

Activity/ Finding	Evidence
<p>Leadership and staff engage in data-based professional development both internally and externally to the school.</p>	<ul style="list-style-type: none"> <li>• Leadership Team agendas and notes</li> <li>• Professional development agendas and notes</li> <li>• Analysis of CAHSEE data</li> <li>• Analysis of STAR test data</li> <li>• Analysis of Interim assessment data and grade level data meetings</li> <li>• Analysis of STAR, CAHSEE, IM content by Learning Targets</li> <li>• Analysis of CELDT test data</li> <li>• Analysis of learning target, progress report and Individualized Learning Plan data</li> <li>• Analysis of longitudinal data of student outcomes based on number of years at LCCS</li> <li>• College application and acceptance data for Class of 2009</li> <li>• GLAD training agendas and notes</li> <li>• Strategic Literacy Institute agendas and notes</li> <li>• Marilyn Burns agendas and notes</li> <li>• Expeditionary Learning Outward Bound agendas and notes until 2007</li> <li>• CREW curriculum development and training</li> <li>• Investigations math coaching by external consultant in grades K-3 (Math coaches schedule and notes)</li> <li>• School-wide adoption of Comprehensive Literacy Model</li> </ul>

**Summary**

Lighthouse is focused on gathering student achievement data that steers the professional development plan and boots student performance. Interim assessments are administered to students three times a year, and the staff meet in grade level and loop level teams after each assessment to analyze the data and develop an instructional action plan. The grade level teams then meet with leadership team members to discuss the action plan and receive any needed support. Annual STAR test results are reviewed and analyzed by the leadership and teaching staff to help judge the effectiveness of our academic program. In 2007, K-6 moved from Teacher’s College Literacy Model to the Comprehensive Literacy Model (CLM). This decision was made because reading assessment data showed a lack of acceleration for underperforming students, and the CLM had produced favorable results at other schools with similar student populations. All K-6 literacy teachers were trained in the CLM, and the literacy specialist provides ongoing assistance and support. In addition, the literacy specialist leads twice-monthly professional development meetings that focus on targeted aspects of the CLM. Because

the majority of our student population is comprised of English Language Learners, all classroom teachers have also been, or are in the process of being certified in GLAD (Guided Language Acquisition Design) to provide better language access to ELL students in social studies and science. To provide students with a set of skills for reading challenging content-area academic texts, the humanities teachers in 7-12 are involved in year-long literacy training at Strategic Literacy Initiative through WestEd. The work we have done, thus far, has resulted in an increase in the number of students demonstrating proficiency in both math and literacy.

**A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

Activity/ Finding	Evidence
<p>Lighthouse budgets its resources strategically to support student achievement. The budget is revisited every year to allow for shifting needs and priorities in the school. State funds are supplemented with outside fundraising to develop programs.</p>	<ul style="list-style-type: none"> <li>• General school budget and individual staff budgets</li> <li>• Leadership Team meeting budget input</li> <li>• Architectural plans of current and future school sites</li> <li>• Staff roles and responsibilities</li> <li>• Fundraising by students, parents and staff (8% of annual budget)</li> <li>• Annual inventory of resources and equipment</li> <li>• Teacher use of grant-giving website "Donor's Choose"</li> <li>• Additional grants awarded (BP, Jordan)</li> <li>• Annual audit</li> <li>• Finance committee (which reports to the board)</li> </ul>
<p>All core teachers at Lighthouse are provided with a school laptop, email address, a classroom library, curriculum materials (including textbooks and manipulatives as needed), access to technology (TV/DVD, overhead projectors, computer projectors, computer lab time), basic supplies and a discretionary budget.</p>	<ul style="list-style-type: none"> <li>• General school budget and individual staff budgets</li> <li>• Annual inventory of resources and equipment</li> <li>• Technology sign-out schedules</li> <li>• Kerry's accounts allow teachers to order own supplies</li> <li>• Classroom library inventory</li> </ul>
<p>All teachers have individual budgets that are updated monthly to show what teachers have spent and still have available.</p>	<ul style="list-style-type: none"> <li>• Budgets</li> <li>• Kerry's accounts</li> </ul>
<p>Outside of the classroom, the school devotes resources to various enrichment activities and programs for students and families</p>	<ul style="list-style-type: none"> <li>• After school program enrichment classes and field trips</li> <li>• Art for all students grades K – 10 (see schedules)</li> <li>• Music for all students K – 4</li> <li>• Counseling program</li> <li>• School yearbook</li> <li>• School dances</li> <li>• Membership and participation in athletic league</li> <li>• Student awards</li> <li>• EXPO</li> <li>• Family Learning Night</li> <li>• Family Potluck</li> </ul>

**Summary**

At Lighthouse, many different stakeholders participate in the budget process, which focuses on allocating resources to best support student achievement. Throughout the year, input is gathered as to additional school needs requiring financial resources. In the winter, the Director team draws up a proposed budget which is presented to the Leadership Team for feedback. This input is incorporated into a new version that is presented to the whole staff for input. The revised budget is presented to the Board of Directors, who approve it. The budget includes teacher classroom budgets, which allow teachers to purchase classroom resources they need throughout the year.

In addition to state and federal educational funds, Lighthouse relies on substantial outside fundraising to provide additional resources to support student achievement. Approximately 8% of our budget comes from additional fundraising, including parent and school fundraisers, school grants, and teacher grants.

Throughout our first seven years, Lighthouse has struggled with our physical plant as the school has grown. Currently, we are housed in two separate sites which does not support our overall vision of a K-12 campus. In addition, some classrooms are small or awkwardly shaped, some teachers and programs share classrooms, and there is a constant need for additional space for After School, art, home language, music, and lunch. We do not have an outside play space that is on the school campus, and students must walk to a park for fitness and recess. We are optimistic that next year we will move into a permanent facility that is large enough to accommodate our entire program.

**A7. Has the charter school’s governing authority and the school leadership executed responsible resource planning for the future?**

**Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting?)**

Activity/ Finding	Evidence
<p>LCCS school board executes responsible resource planning and adheres to ethical accounting practices.</p> <p>LCCS has a detailed accounting system for accounts receivable and accounts payable, both with internal and independent outsourced control. The board-approved budget has an annual budget process, which is reviewed by the board finance committee.</p> <p>The board consistently encourages the financial solvency of LCCS with the historical evidence of a 3 - 5% operating income available.</p>	<ul style="list-style-type: none"> <li>• Annual Audit</li> <li>• Board meeting minutes</li> <li>• Board financial policies</li> <li>• Finance committee agenda and minutes</li> <li>• Individual teacher budget monitoring quarterly</li> <li>• Budget accountability system monitored by Executive Assistant for all staff budgets</li> <li>• Fundraising committee agenda committee</li> </ul>

**Summary**

The Lighthouse Community Charter School board has consistently implemented responsible and reliable financial practices to ensure effective resource management

and solvency. The efficacy of these practices is cataloged in each annual audit which has been shared with the Lighthouse board and our charter granting agency (Oakland Unified School District).

**A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards?**

Activity/ Finding	Evidence
LCCS is in compliance with and upholds all state and federal laws, accepted practices, and ethical financial standards; including biannual and ongoing audit of financial health and audit of internal controls.	<ul style="list-style-type: none"> <li>• Annual Audit</li> <li>• Board meeting minutes</li> <li>• Board financial policies</li> <li>• Finance committee agenda and minutes</li> </ul>

**Summary**

The Lighthouse Community Charter School board has developed widely accepted responsible financial policies. A highly-qualified finance committee ensures that the written policies are implemented consistently and appropriately. The efficacy of these practices are cataloged in each annual audit which has been shared with the Lighthouse board and our charter granting agency (Oakland Unified School District).

**Strengths**

1. Achievement data is used in many ways to monitor student progress and drive teaching practices
2. Guiding Principles are consistently taught across the K-12 program defining and developing a cohesive set of expectations
3. There is a curriculum map, including a well articulated set of Learning Targets for each grade level and content area ensuring student access to a rigorous academic experience
4. The school utilizes multiple forms of intervention for students who are not meeting the achievement benchmarks
5. The school calendar and master schedule prioritize a significant amount of staff professional development time.
6. The resources needed to achieve learning outcomes are made available to teachers and staff

**Growth Areas**

1. Improve facility to provide easy access to a playground, library, and dedicated art studio.
2. Augment support services to meet specific student needs.
3. Consolidate campuses to improve K-12 cohesion.
4. Improve the communication of school's focus upon college and career options in elementary grades.
5. Improve the communication of LCCS's governance structure, processes, and decisions to all constituents.



## LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

# CHAPTER IV SELF STUDY FINDINGS

## B. Curriculum

### CHAIRS

Kate Parman - Humanities  
Laura Kretschmar – 5-8 Math / Science

Michelle Kellman – 2<sup>nd</sup> Grade  
Stephanie Lee – Mathematics  
Emily Lee – 3<sup>rd</sup> Grade

Eesuu Orundide – Art  
Angela Tam – Instructional Aide  
Joyce Walton – Resource Specialist



B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?**

Activity/ Finding	Evidence
<p>At Lighthouse all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To graduate, all Lighthouse students must satisfy every single criteria of the UC / CSU A-G requirements. It is impossible for a student to graduate without being eligible for four-year college matriculation. There is very little variation in course offerings to ensure that every Lighthouse students participates in the same college preparatory coursework.</p> <p>The coursework that has been submitted and approved by the UC is based upon both the state standards and Lighthouse's expected school-wide learning results. In order to complete a course, students must collect evidence for each specific standard and demonstrate the expected school-wide learning results. This evidence can be seen in portfolios and is also showcased at passage presentations.</p> <p>The specific learning targets for each course and the expected school-wide learning results are embedded in all curriculum development and are reinforced throughout the school and classrooms.</p>	<ul style="list-style-type: none"> <li>• Graduation requirements</li> <li>• Course descriptions</li> <li>• Passage expectations</li> <li>• Passage portfolios</li> </ul>
<p><b>Mathematics</b>            Students participate in a rigorous, standards-based curriculum that thoughtfully develops skills over time as well as students ability to mathematically communicate and problem solve. Mathematics inquiry groups collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly language arts inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings.</p> <p>Every student is required to take math every year until they pass Algebra II, thus meeting the A-G requirements. Thus far, every Lighthouse student has graduated having completed and passed Algebra II.</p> <p>The math curriculum is designed as a balance</p>	<ul style="list-style-type: none"> <li>• Course syllabi / descriptions</li> <li>• Learning Targets</li> <li>• CAHSEE math results</li> <li>• Graduation requirements</li> <li>• Inquiry group agendas and minutes</li> <li>• Problems of the Week (POWs)</li> <li>• Intervention schedule and rosters</li> <li>• Subject specific mathematics CST results</li> <li>• Interim assessment results</li> </ul>

between learning discrete skills and developing complex problem solving. Lighthouse uses open-ended problems of the week to develop students ability to problem solve and to communicate their mathematical thinking. The revision process allows students to revise their work to continuously develop their mathematically communication and discrete skills.

Interim assessments are used quarterly to assess student progress and to make data driven curricular adjustments. Based upon collected data, remedial math intervention is offered during study hall, as a pull-out service, during intersessions and summer school for identified students in need. Enrichment math programs are offered after school for some students.

There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure that 10<sup>th</sup> grade students are abundantly prepared to be successful upon the initial testing attempt. During 10<sup>th</sup> grade Crew time – students rotate through different CAHSEE preparation stations facilitated by core content staff to prepare them for the mathematics portion of the exam. As a result, our 10<sup>th</sup> grade first attempt passing rates exceed those of our local district and most Oakland high schools.

Lighthouse students have struggled to demonstrate high levels of proficiency on annual subject specific mathematics CST exams. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments. Additionally, entering 9<sup>th</sup> grade students must be conservatively placed in their initial Lighthouse mathematics course to ensure that they have the foundational skills to be successful. This will be accomplished by implementing a placement exam for all 9<sup>th</sup> grade students new to Lighthouse.

#### **Language Arts**

Students participate in rigorous, standards-based curriculum. There is no form of tracking for students and all students are expected demonstrate their understanding of specific standards throughout grades K-12. Learning Targets (standards) from grades K-12 reveal thoughtful and rigorous reading and writing development over time. Grade level and content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs

- Course syllabi / descriptions
- Learning Targets
- Inquiry group agendas and minutes
- Language Arts CAHSEE results
- Intervention schedule and rosters
- Lesson plans / classroom observations
- Writing rubrics
- Interim assessment results
- Literacy growth rates for ELLs measured by interim assessments, CSTs, and CAHSEE

during weekly inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings.

Both internal and external data reveal that all student groups are growing as readers and writers. There is a heavy emphasis upon reading and exposure to a variety of texts as well as workshop time dedicated to the writing process. Older students are expected to independently read more than 10 grade level, college preparatory books per year. There is an institutional commitment to the writing process that is manifest in structures that support revision of work and longer instructional blocks for workshop time.

For students who struggle with the coursework, intervention support is offered to during the school day and at different periods after school and throughout the year. Lighthouse must specifically continue to develop the curriculum to support English Language Learners through sheltered instruction techniques and English language development. This is important because language learners both comprise a large portion of our student population and it is known that specific instructional strategies benefit their literacy development.

There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure that 10<sup>th</sup> grade students are abundantly prepared to be successful upon the initial testing attempt. During 10<sup>th</sup> grade Crew time – students rotate through different CAHSEE preparation stations facilitated by core content staff to develop their reading and writing capacities. As a result, our 10<sup>th</sup> grade first attempt passing rates exceed those of our local district and most Oakland high schools.

The **Home Language Program** offers ELL support and the opportunity to enhance literary skills in students' home language. Home Language is offered to students in grades K-4. It is a dual-language, small group native language maintenance program that helps students meet state standards in all disciplines because research reveals that native language maintenance programs accelerate new language acquisition. The program has it's own curriculum separate from core classroom instruction and it occurs each instructional day lasting just under an hour of instruction. As a part of Home Language, elementary native English speakers are offered the chance to participate in the Spanish as a second language program. This course is aligned with CA language standards.

- Home Language Curriculum guide
- Home Language Lesson plans
- Student exemplary work
- Schedules
- Rubrics

<p><b>Social Studies</b></p> <p>All high school courses offered meet the A-G requirements. Lighthouse has begun to offer honors social studies coursework for interested students. The course sequence for all high school students is set and therefore all students have access to the same content. Content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings.</p> <p>Most curriculum is designed and implemented by Lighthouse teachers who anchor instruction to articulated learning targets. Lighthouse uses TCI's History Alive program as text and research support. The social studies curriculum is tightly integrated with the language arts coursework during the Humanities instructional block.</p>	<ul style="list-style-type: none"> <li>• Course syllabi / descriptions</li> <li>• Learning Targets</li> <li>• Inquiry group agendas and minutes</li> </ul>
<p><b>Science</b></p> <p>All high school courses offered meet the A-G requirements. The course sequence for all high school students is set and therefore all students have access to the same content. Content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly science inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings.</p> <p>Most curriculum is designed and implemented by Lighthouse teachers who anchor instruction to articulated learning targets. The science courses also use textbooks for instructional support. A large component of the science curriculum includes fieldwork and experts that expose students to science as a real world experience.</p>	<ul style="list-style-type: none"> <li>• Course syllabi / descriptions</li> <li>• Learning Targets</li> <li>• Inquiry group agendas and minutes</li> </ul>
<p><b>Languages other than English (LOTE)</b></p> <p>Lighthouse offers A-G approved Spanish I and II courses via computer-based instruction, but primarily encourages students to complete their LOTE requirements through enrollment in coursework at local community colleges. To date, students have completed Spanish, French, and Cantonese coursework at community colleges. Our community college partnership has also allowed our native Spanish speaking students to enroll in advanced</p>	<ul style="list-style-type: none"> <li>• Course syllabi / descriptions</li> <li>• Learning Targets</li> <li>• Community college enrollment data</li> </ul>

<p>Spanish classes. As a result of our community college partnership, we both fulfill our A-G requirements while assessing student college readiness.</p>	
<p><b>Art and Music</b>  Students participate in rigorous, standards-based curriculum in visual and musical arts. The content of these courses meets requirements for the arts standards and supports instruction across academic disciplines. The high school visual arts program is A-G approved. Art work is consistently showcased in gallery style and once per year is exhibited in local Oakland galleries.</p>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Rubrics</li> <li>• Teacher created exemplars</li> <li>• Bulletin Boards</li> </ul>
<p><b>Fitness</b>  Students participate in rigorous, standards-based curriculum that promotes health, fitness and an understanding of a range of sports. Students participate in a balanced curriculum that divides time between structured fitness activities, new skill development within a team sport context, and deliberate team building.</p>	<ul style="list-style-type: none"> <li>• Presidential fitness test data</li> <li>• Teacher plans</li> <li>• Course syllabi / descriptions</li> <li>• Student performance/progress data</li> <li>• Rubrics</li> </ul>
<p><b>Career and College Preparation</b>  Since the mission of the school is to prepare 100% of students for college and the career of their choice, career and college awareness are a component of a student's experience from kindergarten through 12<sup>th</sup> grade.</p> <p>Starting in High school, students participate in a college and career preparation course as well as senior seminar. These courses deliberately prepare students to:</p> <ul style="list-style-type: none"> <li>• Secure an internship</li> <li>• Use the Naviance college research and application program</li> <li>• Apply to a variety of four year universities by visiting at least colleges per year and meeting directly with admissions officers</li> <li>• Complete their personal statements for college after a rigorous submission and revision process</li> <li>• Achieve at high levels on the SAT</li> <li>• Complete all financial applications</li> <li>• Educate their parents on effectively financing college</li> <li>• Be successful in a college paced environment</li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabi / descriptions</li> <li>• College admission rate</li> <li>• Internship descriptions</li> <li>• Classroom observations</li> </ul>

### Summary

*At Lighthouse all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To graduate, all Lighthouse students must satisfy every single criteria of the UC / CSU A-G requirements. It is impossible for a student to graduate without being eligible for four-year college matriculation. There is very little*

*variation in course offerings to ensure that every Lighthouse students participates in the same college preparatory coursework.*

The coursework that has been submitted and approved by the UC is based upon both the state standards and Lighthouse's expected school-wide learning results. In order to complete a course, students must collect evidence for each specific standard and demonstrate the expected school-wide learning results. This evidence can be seen in portfolios and is also showcased at passage presentations.

The specific learning targets for each course and the expected school-wide learning results are embedded in all curriculum development and are reinforced throughout the school and classrooms. Finally, Lighthouse offers career and college preparation courses to every student. These courses are critical to achieving the mission by preparing every student to:

- Secure an internship
- Use the Naviance college research and application program
- Apply to a variety of four year universities by visiting at least colleges per year and meeting directly with admissions officers
- Complete their personal statements for college after a rigorous submission and revision process
- Achieve at high levels on the SAT
- Complete all financial applications
- Educate their parents on effectively financing college
- Be successful in a college paced environment

Lighthouse students have struggled to demonstrate high levels of proficiency on annual subject specific mathematics CST exams. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments.

In addition to addressing mathematics for older students, Lighthouse must specifically continue to develop the curriculum to support English Language Learners through sheltered instruction techniques and English language development. This is important because language learners both comprise a large portion of our student population and it is known that specific instructional strategies benefit their literacy development.

**B2. Do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?**

Activity/ Finding	Evidence
<p>Every student has an <b>Individualized Learning Plan</b>, which is reviewed triennially by the student's core teacher or crew leader, the student, and a parent or guardian. At each meeting, the student reflects on past achievements and sets new goals. Goals may be academic, social, or emotional in focus. As students get older, they take more responsibility for the goal setting process and facilitation of the actual Individualized Learning Plan meeting. This process allows goal setting to be tailored to individual students' needs and strengths. For example, a second grader who learns well through social interaction and needs to memorize the addition combinations might set a goal of, "I will learn the addition combinations by playing math games with my big sister every day for a month." A high school student who is working on increasing class participation might set a goal of, "I will participate in a humanities discussion at least twice a week." Individualized Learning Plans focus both on long term goals but also develop the requisite strategies to achieve these goals.</p>	<ul style="list-style-type: none"> <li>• Individualized Learning Plan sign-up lists</li> <li>• Individualized Learning Plan scripts</li> <li>• Individualized Learning Plan goal and reflection forms</li> </ul>
<p>All students have <b>access to support and intervention</b> as needed:</p> <ul style="list-style-type: none"> <li>• <b>Reading intervention classes:</b> A K-6 interventionist provides daily small-group instruction to students reading below grade level and consults with those students' classroom teachers about how to support their literary instruction in the classroom. High school intervention provides small-group instruction to students with reading and grammar skills below grade level. The intervention classes are led by classroom teachers and administrators.</li> <li>• <b>After school tutoring:</b> After school K-12 staff provides homework assistance. Middle and high school teachers offer after school tutoring as needed.</li> <li>• <b>Computer-based literacy intervention:</b> Students in grade 1-12 have access to a computer-based program, Fast ForWord, which is designed to improve students' phonemic awareness, phonics, language usage, and fluency skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rosters</li> <li>• Counseling caseloads</li> <li>• Counseling partnerships with the Anne Martin Center</li> <li>• Intervention schedules</li> <li>• Description of Fast ForWord program</li> <li>• Data on progress of Fast ForWord students</li> <li>• Sample lessons/curricula for Crew</li> <li>• SST documents</li> <li>• Log of meetings held</li> <li>• Log of contacts</li> <li>• Log of home visits</li> <li>• Descriptions of programs offered</li> </ul>

- **Special education/resource:** Resource specialists at K-6 and 7-12 sites provide special education services to students and facilitate Individual Education Plan (IEP) process. Special education students receive pull-out, push-in, and small group and individualized intervention. Specialists coordinate with Oakland Unified School District and ensure that all legal responsibilities are met. Students also receive speech therapy and occupational therapy as needed, through OUSD.
- Middle school **study hall**/High school **Flex time:** 7<sup>th</sup> through 12<sup>th</sup> grade students have access to math and humanities intervention classes for homework and class work support.
- **Crew time:** 7<sup>th</sup> through 12<sup>th</sup> grade students receive academic and emotional support four times a week. CREW leaders focus specifically on study skills and habits and community building.
- **Summer/intersession tutoring:** Identified K-6 students were asked to attend in a six-week half-day summer program focused on literacy and math intervention. Middle and high school students have the opportunity to receive academic support for core classes during fall, winter, and spring vacations. Students who chose not to attend were recommended for retention.
- **Extend intervention services** (reading intervention; summer school; counseling; after school tutoring; intervention weeks) to all students who need it. While several intervention structures currently exist, staff are in agreement that the program needs to be augmented to include even more students who need specialized support.

There are concerns about the achievement of our African American boys in the younger grades. In addition to academic concerns, our younger African American boys are also accruing disciplinary referrals at a higher rate than any other cohort. Because of these concerns, we must develop strategies and support networks for our struggling African American boys.

- Achievement rates of younger African American boys
- Disciplinary data for our younger African American boys

All students have access to **opportunities to develop their personal interests and goals:**

- **Art, fitness, music, and drama** are provided each
- Attendance rosters



<p>year to all students as part of the regular school program. We have partnerships with the Berkeley Repertory Theater and Museum of Children's Art (MOCHA) to help staff these course offerings.</p> <ul style="list-style-type: none"> <li>• <b>Career planning and college counseling</b> are provided to all 11<sup>th</sup> and 12<sup>th</sup> graders by our college advisor. 9<sup>th</sup> and 10<sup>th</sup> graders have the option to participate in a course on <b>business entrepreneurship</b>, in which they create a small business.</li> <li>• All 11<sup>th</sup> graders participate in work <b>internships</b> in the community during their spring semester. The students put in several hours a week with local businesses and other organizations.</li> <li>• High school students have the option to enroll in <b>community college courses and online courses</b> for high school credit.</li> <li>• <b>After school enrichment classes</b> are offered in sports, art, music, dance, martial arts, drama, film-making, and other areas. We partner with local agencies such as Oakland Public Conservatory of Music and Oakland Youth Chorus. The school is represented in local leagues by several soccer and basketball teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules</li> <li>• Descriptions of partnership organizations</li> <li>• Descriptions of courses offered</li> <li>• List of internships</li> <li>• Program brochure</li> <li>• Photos</li> <li>• Calendars</li> <li>• Schedules</li> </ul>
<p>All K-4 students participate in a <b>Home Language (heritage language maintenance) or Spanish as a Second Language program</b> for two hours and fifteen minutes a week. Home Language allows students whose home language is Spanish or Cantonese, to continue to develop their primary language and enhances students' access to core content standards. Spanish as a Second Language allows students whose home language is something other than Spanish or Cantonese, to develop skills in an important world language. Both programs communicate to students that biculturalism and bilingualism are valued at the school and are important assets in life.</p>	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Sample curricula/lessons</li> <li>• Sample student work</li> <li>• Description/history of program</li> </ul>
<p>All core teachers K-12 administer <b>quarterly Interim Assessments</b> in addition to ongoing assessment that is integrated into the curriculum. <b>Careful, ongoing monitoring and analysis of the data</b> from these assessments ensures that no student "slips through the cracks." Professional development and joint planning time are dedicated to this important work.</p>	<ul style="list-style-type: none"> <li>• Sample Interim Assessments</li> <li>• Data spreadsheets with item analyses</li> <li>• Graphic organizer for analysis of and reflection on data</li> <li>• Professional development calendar and agendas</li> </ul>

## Summary

We ensure that all of our students have access to a rigorous, core curriculum through Individualized Learning Plans, assessment and reporting practices, intervention programs,

and enrichment classes. A diverse range of intervention programs allows students with a variety of learning styles and needs to succeed academically. Student access to intervention include reading classes, after school tutoring, computer-based literacy, special education / resource specialist, middle school study hall, high school Flex time, crew time, the Student Success Team process, summer school, and intersession tutoring. Lighthouse students also have the opportunity to develop their personal interests and goals. The courses available to students include, but are not limited to, visual art, fitness, music and drama, career planning and college counseling, internships, community college enrollment, online courses, and after school enrichment classes. Our college and career counseling, internship, and entrepreneurship programs help prepare students to pursue the careers of their choice.

There are concerns about the achievement of our African American boys in the younger grades. In addition to academic concerns, our younger African American boys are also accruing disciplinary referrals at a higher rate than any other cohort. Because of these concerns, we must develop strategies and support networks for our struggling African American boys. Finally, while several intervention structures currently exist, staff are in agreement that the program needs to be augmented to include even more students who need specialized support.

**B3. Will students be able to meet all the requirements of graduation upon completion of the high school program?**

Activity/ Finding	Evidence
All high school students participate in an academic program that meets the California A-G requirements for college entry and follows the California State Standards. Students are required to complete 4 years of Humanities; 3 years of math; and 2 years of lab science to graduate. 100% of high school seniors have passed the CAHSEE exam.	<ul style="list-style-type: none"> <li>• 9—12 course list</li> <li>• A—G requirements document</li> <li>• Attendance data</li> <li>• CAHSEE results</li> </ul>
Academic and cultural content is not completely aligned K-12 resulting in both unnecessary redundancies and potential knowledge gaps. To completely leverage our K-12 potential Lighthouse must continue vertical alignment of K—12 Learning Targets and Content Maps.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Content Maps</li> </ul>
All K—12 students participate in a performance-based promotion process called Passage. Every two years, starting in Kindergarten and grades 2, 4, 6, 8, 10, and 12, students are required to demonstrate proficiency in their respective grade level through a passage portfolio and presentation where they exhibit their work in front of their families and teachers. Students who do not demonstrate readiness through the requirements of the portfolio are retained.	<ul style="list-style-type: none"> <li>• Passage Portfolios from grades K, 2, 4, 6, 8, 10, and 12 in the process (first year of 12<sup>th</sup> graders)</li> <li>• Grade level passage checklists for 2; 4; 6; 8; 10; 12.</li> <li>• DVD of a 2005 8<sup>th</sup> grade passage presentation.</li> </ul>
Mid-year meetings for all parents of students who are in a passage year are offered to communicate passage expectations to parents.	<ul style="list-style-type: none"> <li>• Parent passage meeting agenda and flyer</li> </ul>

<p>All teachers and students grades K—12 use and practice college preparatory language and habits that include our expected school wide learning results. Students in grades K—12 are assessed on the expected school wide learning results at reporting periods.</p>	<ul style="list-style-type: none"> <li>• List of Guiding Principles (expected school wide learning results)</li> <li>• Report cards K—12</li> <li>• Classroom Anchor Charts</li> </ul>
<p>Parents and families of students who are in danger of passing are notified via phone calls; letters; and home visits. Parents and students may also participate in an Student Success Team meeting.</p>	<ul style="list-style-type: none"> <li>• SST document</li> <li>• Letter informing parents of student not passing</li> </ul>
<p>Summer school is available starting in 2<sup>nd</sup> grade for some students who are not meeting grade level standards.</p>	<ul style="list-style-type: none"> <li>• Summer school attendance roster</li> </ul>
<p>SAT prep classes are offered on campus to all 11<sup>th</sup> and 12<sup>th</sup> graders. Currently, about 50% of students take advantage of these classes.</p>	<ul style="list-style-type: none"> <li>• SAT class attendance roster</li> <li>• SAT practice book and tests</li> <li>• SAT test scores</li> </ul>
<p>9-12 grade students are offered expanded elective options including community college classes and online classes for AP credit, recovery credit for classes failed, or for classes Lighthouse does not offer such as world languages and advanced science classes.</p>	<ul style="list-style-type: none"> <li>• Community College transcripts</li> <li>• Master schedule of electives offered</li> </ul>
<p>All high school students have access to a college councilor who provides class presentations, individual meetings with students, and visits to colleges.</p>	<ul style="list-style-type: none"> <li>• College councilor weekly schedule</li> <li>• College trip itinerary</li> <li>• Students reflection sheets on college visits</li> <li>• College readiness lesson plans</li> </ul>
<p>All 11<sup>th</sup> grade students are required to participate in a semester-long internship at a community based organization for 4-6 hours per week.</p>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Internship projects</li> </ul>
<p>All K-12 students meet 3 times each year with teachers and families for Individualized Learning Plan meetings where they set and reflect on academic, social and emotional, and physical goals and strategies to keep them on track for college readiness.</p>	<ul style="list-style-type: none"> <li>• Individualized Learning Plan prep doc</li> <li>• Individualized Learning Plan scripts</li> <li>• Individualized Learning Plan DVD's</li> <li>• 8<sup>th</sup> grade video of smart goal setting and Individualized Learning Plan meeting</li> </ul>
<p>All 7—12 students participate in a small learning community made up of one adult in the school and 12-15 students that meet 2-4 days per week. This structure allows for all students to be known well, to have an advocate in the school, and to have a place that supports them with their academic, social and emotional Individualized Learning Plan goals and well-being.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Crew meeting agendas</li> <li>• Weekly goal setting agendas</li> <li>• Crew binders</li> <li>• Crew planning meeting notes</li> <li>• Crew anchor charts</li> </ul>

## Summary

Although this is our first year of having a graduating class, all of our seniors are on target to graduate. By November 2008, all 24 seniors had submitted applications to four-year colleges and universities and by January 2009, 17 of the 24 had been accepted to one of their schools. 100% of the Class of 2009 also passed the CAHSEE.

All 9—12 students participate in a rigorous California standards-based high school program that not only prepares them to pass the CAHSEE and graduation requirements, but also prepares them to be eligible for college acceptance. In addition, we also support students who are struggling to graduate by providing intervention during the school day, after school tutoring, online coursework for recovery credit, and community college courses to supplement what Lighthouse does not offer, such as world languages. Academic and cultural content is not completely aligned K-12 resulting in both unnecessary redundancies and potential knowledge gaps. To completely leverage our K-12 potential Lighthouse must continue vertical alignment of K—12 Learning Targets and Content Maps.

With a rigorous performance-based promotion process every two years, we retain students who are not ready for the next loop level, ensuring that they take the time they need to meet grade level standards. All of our 7—12 students participate in a small learning community called Crew where they are guaranteed the advocacy of an adult who supports them to monitor their Individualized Learning Plan goals and strategies as well as academic, social and emotional well-being. Crew meetings, triennial Individualized Learning Plan meetings, and report cards help teachers, families, and students stay on top of student progress toward meeting graduation requirements and being prepared for college.

## Strengths

1. 100% of Class of 2009 was eligible and applied to a four-year college or university. By January 2009, 70% were accepted to at least one of their schools.
2. Rigorous performance and standards-based promotion system K—12 grounded in specific Learning Target expectations.
3. Structured goal and strategy setting through triennial Individualized Learning Plans and Crew (7-12) to improve student academic achievement, social and emotional development.
4. Data-driven instructional goal-setting through quarterly Interim Assessments.
5. Small school environment meets individual student needs by offering supplemental coursework and targeted academic and social interventions.
6. The dedication and caliber of teaching and site staff.

## Growth Areas

1. Continue to develop a program to support English Language Learners through sheltered instruction techniques and English language development.
2. Develop strategies and support networks for our struggling African American boys.
3. Augment high school mathematics program to continue to build the specific skills that are assessed by the end of year state assessments.
4. Continue vertical alignment of K—12 Learning Targets and Content Maps.

5. Extend intervention services (reading intervention; summer school; counseling; after school tutoring; intervention weeks) to all students who need it.
6. Continue to expand and enhance physical and health instruction to all students grades K—12.



## LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

# CHAPTER IV SELF STUDY FINDINGS

## C. Instruction

### CHAIRS

Justin Green - Humanities  
Wanda Watson – Humanities

Jaya Duffin – Kindergarten  
Sara Ellberg – 1<sup>st</sup> Grade  
Paula Guzman – Home Language  
Christine Handte - Fitness

Angie Montez – Earth Science  
Lola Prieto – Instructional Aide  
Hilary Yamtich – Mathematics

C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

**C1. Are all students involved in challenging learning experiences to achieve academic standards and the expected school wide learning results?**

Activity/ Finding	Evidence
<p>At Lighthouse, instructional practices are developed to meet the Learning Targets that are drawn from the state standards. All students, K-12, are exposed to and taught the expected school wide learning results as a part of core instruction.</p> <p>The Learning Targets reflect state standards and are aligned to provide a K-12 continuum that builds on previous course work. The Learning Targets are made explicit in all curriculum materials, to the students and to the community as well as the expected school wide learning results.</p> <p>Instructional practices are normed across grade levels and content areas. Expectations are explicit and consistent across the school. This facilitates students' transitions from teacher to teacher and subject to subject, enabling students to focus on academic content. Examples include do nows, exit slips, Guiding Principles, college-ready language, student planners, posted Learning Targets, and anchor charts. Administrative and peer observations are used to ensure consistency of instructional practice. Content area teams are also trained together to develop a shared understanding of specific instructional practices (e.g. literacy development).</p> <p>Within the construct of shared instructional practices, each Lighthouse teacher differentiates their instruction to meet the specific needs of their particular class. This ensures that students are both exposed to similar instructional practices throughout their tenure at Lighthouse as well as a tailoring instruction to effectively meet student needs.</p>	<ul style="list-style-type: none"> <li>• Pacing guides</li> <li>• Curriculum maps</li> <li>• Professional development calendar</li> <li>• Inquiry group notes</li> <li>• Learning Targets</li> <li>• Observation schedules</li> </ul>
<p>All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system. Lighthouse's professional development calendar has a regularly established system for these purposes. Collaboration includes loop-level, grade level and inquiry groups. Loop-level consists of two consecutive grade level pairings and inquiry groups consist of content pairing of teachers.</p>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Inquiry groups minutes</li> <li>• Peer observation calendar</li> <li>• Teacher mentorship of new teachers</li> </ul>
<p>The proficiency rates of older Lighthouse students who are taking end of course mathematics tests are both lower than desired and are not growing,</p>	<ul style="list-style-type: none"> <li>• Subject specific mathematics (e.g. algebra, geometry, algebra II) CST test scores declining and not meeting expected proficiency levels</li> </ul>

<p>especially compared to growth in other academic areas. This belies the successes we are seeing within classrooms and points toward need to develop shared instructional practices that deliberately develop discrete math skills represented on the end of year state exams.</p>	
<p>Critical work must be directed toward norming what it means to "meet" academic Learning Targets and expected school wide learning results. Teachers currently look at student work to norm items like student writing and math problems of the week. The issue that needs to be addressed is how much and what type of evidence constitutes "meeting" a learning target. This is critical because "meeting" learning targets is the foundation of Lighthouse's assessment system.</p>	<ul style="list-style-type: none"> <li>• Standards based assessment system</li> <li>• Grading system correlation to GPA</li> <li>• Learning Targets</li> <li>• Guiding Principles</li> </ul>
<p>To support all students in meeting instructional goals over time, teachers at Lighthouse offer students multiple opportunities to master content and meet Learning Targets through revisions and alternative assessments in addition to the regular course-work. Students have the option to revise their work on quizzes, essays, and other assignments and assessments. This improves access to learning, by giving students multiple opportunities to master the content.</p>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Revision policy</li> <li>• Flex Time tutorials</li> </ul>
<p>Students are made aware of work standards and grading expectations in terms of both the final goal (Learning Targets) and individual assessments (rubrics.) Each course and grade level uses the same standards-based grading system so students will learn this and use it throughout their career at Lighthouse. Teachers, students and families work together to monitor student progress towards meeting Learning Targets and develop explicit Individualized Learning Plans for students to meet standards.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Learning Target trackers</li> <li>• Online access to grading program</li> <li>• Course syllabi</li> <li>• School-wide rubrics</li> <li>• Portfolios</li> </ul>
<p>There is a school-wide focus on all students building developmentally appropriate critical thinking and problem solving skills. Teachers seek out instructional strategies that help students develop these skills as well as nurture a love of learning. For example the high school humanities and science teachers focus on current events to help students connect new learning to existing knowledge. Many lessons, fieldwork, projects and activities include a reflection portion of a student's growth in the academic and life skills learned. All students maintain portfolios</p>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Student work</li> <li>• Rubrics</li> </ul>



<p>where they are regularly asked to reflect on and evaluate their own learning.</p>	
<p>Teachers differentiate instruction to target individual and group's specific needs. Teachers challenge advanced students by expanding on curriculum. Teachers scaffold curriculum to help struggling students to master the Learning Targets.</p>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Classroom observations</li> </ul>
<p>Lighthouse provides support to students with learning differences. They utilize counselors, pull-out and push-in interventions, student study teams, and specialists to meet a variety of student needs.</p>	<ul style="list-style-type: none"> <li>• Resource Specialist schedules</li> <li>• Speech Therapist schedules</li> <li>• Counselor case loads</li> </ul>
<p>Lighthouse must continue to vertically align instructional practices to meet the specific needs of English Language Learners. This is especially pronounced because ELLs are a majority of the Lighthouse student population and we know that deliberate and specific strategies must be applied to maximize academic language development.</p>	<ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Academic growth of English Language Learners</li> </ul>
<p>Lighthouse must to continue to augment the academic support for exceptional students by continuing to develop instructional strategies that address the specific needs of each student. This must be completed within the context of our current relationship with our Special Education Local Plan Area, the goal being to enhance mainstream instruction and increase resources for academic support outside of the instructional day.</p>	<ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Academic growth of identified exceptional students</li> </ul>
<p>Lighthouse provides a rigorous literacy program. Teachers research, evaluate and implement a literacy program founded upon best practices. This ensures all students develop the literacy skills needed to be successful in the college or career of their choice.</p> <p>Lighthouse's literacy program draws specifically from The Arkansas Model for younger students and for older students Lighthouse applies WestEd's Reading Apprenticeship strategies from their Strategic Literacy Initiative.</p>	<ul style="list-style-type: none"> <li>• Professional Development calendar</li> <li>• Course Syllabi</li> <li>• Writing portfolios and rubric</li> <li>• Reading logs</li> <li>• Weekly schedules revealing time for both writing and reading workshops</li> </ul>
<p>All K-6 core teachers are trained in Project GLAD (Guided Language Acquisition Design) strategies for sheltering instruction—making sure that English Language Learners (ELLs) have access to and can demonstrate their learning of the core curriculum. Teachers use cooperative learning, guided oral practice strategies, input charts, vocabulary development strategies, and other techniques to ensure that ELLs comprehend instruction and can communicate about the content. Through ongoing</p>	<ul style="list-style-type: none"> <li>• GLAD training dates and sign-in sheets</li> <li>• Description of Project GLAD</li> <li>• GLAD unit</li> </ul>

coaching and professional development, we are working toward full implementation of the GLAD model.	
There is a need to continue to improve vertical alignment of Learning Targets and instructional practices to ensure that students are exposed to consistently shared practices. An example can be found when comparing the Literacy strategies for grades 5-8. Not all literacy instructional strategies are shared through this grade span and as a result, student learning may not be accelerating as quickly as possible.	<ul style="list-style-type: none"> <li>• K-12 literacy instructional strategies</li> <li>• K-12 course and content Learning Targets</li> </ul>
Lighthouse must find creative ways to augment the access to more extracurricular activities for 9-12 students to ensure that they can accumulate the coursework that would both prepare them and make them attractive candidates to competitive colleges. This should include – but not be limited to – honors courses and increased access of community college coursework.	<ul style="list-style-type: none"> <li>• Current A-G coursework</li> <li>• Current high school course offerings</li> </ul>

### Summary

Lighthouse strives to involve all students in challenging learning experiences in order to consistently achieve high academic standards. At Lighthouse, instructional practices are developed to meet the Learning Targets that are drawn from state standards. All students, K-12, are exposed to and taught the expected school wide learning results as a part of core instruction.

The Learning Targets reflect state standards and are aligned to provide a K-12 continuum that builds on previous course work. The Learning Targets are made explicit in all curriculum materials, to the students and to the community as well as the expected school wide learning results.

Lighthouse uses a school-wide focus on consistent instructional strategies, Learning Targets, differentiation, and collaboration to make this happen. Vertically aligned instructional strategies expose students to a common experience and vernacular. Instructional practices are normed across grade levels and content areas. Administrative and peer observations are used to ensure consistency of instructional practice. Content area teams are also trained together to develop a shared understanding of specific instructional practices (e.g. literacy development).

Within the construct of shared instructional practices, each Lighthouse teacher differentiates their instruction to meet the specific needs of their particular class. This ensures that students are both exposed to similar instructional practices throughout their tenure at Lighthouse as well as a tailoring instruction to effectively meet student needs.

Lighthouse must address the *proficiency rates of older Lighthouse students who are taking end of course mathematics tests. This is necessary because the scores are both lower than desired and have decreased over time. Instructional actions must be taken to*

deliberately develop discrete math skills represented on the end of year state exams. Lighthouse must continue to vertically align instructional practices to meet the specific needs of largest student population, English Language Learners. Lighthouse must to continue to augment the academic support for exceptional students by both enhancing mainstream instruction and increasing resources for academic support outside of the instructional day. There is a need, in general, to continue to improve vertical alignment of Learning Targets and instructional practices to ensure that students are exposed to consistently shared practices. Finally, Lighthouse needs to find creative ways to augment the access to more extracurricular activities for 9-12 students to ensure that they can accumulate the coursework that would both prepare them and make them attractive candidates to competitive colleges.

**C2. Do all teachers use a variety of strategies and resources, including technology and experience beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them, succeed at high levels?**

Activity/ Finding	Evidence
<p>Teachers design lessons to incorporate structured group work in order to engage students in higher level thinking and authentic learning opportunities. Structured group work supports diverse learning styles and reinforces previously learned skills through collaboration and independent problem solving. Structured group work allows students to take on leadership roles by becoming experts and teach others.</p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Small group instruction</li> <li>• Guided level reading</li> <li>• Expert groups</li> <li>• After school program</li> <li>• Literature circles</li> <li>• Peer evaluation and group assessment</li> </ul>
<p>Students take advantage of the wealth of resources in the surrounding community by venturing out of the classroom and conducting regular fieldwork studies. Students make real world connections between what they have studied in the classroom and what they see and experience in the community. Examples include when Kindergarten students are studying dance they attend professional dance performances at UC Berkeley. When middle school students are studying ecology they travel to Lake Merritt to test the water quality. When high school students are studying the genre of theatric play writing they attend performances of specific plays that they have read. Teachers collaborate with experts and community leaders to expose students to career options and link academics with their lives.</p>	<ul style="list-style-type: none"> <li>• Field work packets</li> <li>• Lesson plans relating fieldwork to content and standards</li> <li>• Student thank you letters</li> <li>• Follow-up reflection</li> <li>• Field trips photos</li> <li>• Portfolios</li> </ul>
<p>Technological resources are incorporated throughout the K-12 curriculum to enrich student learning. Students have access to computers in a variety of academic contexts in order to develop computer literacy, compliment academics through math and language interventions and gain technological confidence. Computers are used to</p>	<ul style="list-style-type: none"> <li>• Lesson plan that incorporates technology</li> <li>• Computer lab and Fast ForWord workshop</li> <li>• Listening centers (k-6)</li> </ul>

<p>facilitate the writing process, including research, editing, and publishing polished final projects. PowerPoint is often used as a media tool to share research with their class. For example, Earth Science students assemble PowerPoint presentations for each research project and present to their class for their final assessment. Computer programs and listening centers are utilized to engage and support students in developing language and mathematic proficiency.</p>	
<p>The school's emphasis on collaboration across grade level and content area provides students with consistent instructional strategies and cross-curricular learning opportunities. Curriculum is based on an expeditionary learning model, which includes cross-disciplinary thematic units and GLAD strategies to support English language learners. Teachers use state-standards to develop inquiry-based units with specific guiding questions in order to foster enduring understandings and critical thinking.</p>	<ul style="list-style-type: none"> <li>• Word walls, pre-reading lessons, root word walls</li> <li>• Graphic organizers</li> <li>• Literacy as a component of ALL classes</li> <li>• GLAD training</li> <li>• Small group instruction</li> <li>• Guided level reading</li> <li>• Home Language curriculum binder</li> <li>• Expert groups</li> <li>• Intervention</li> <li>• After school program</li> </ul>
<p>Instruction at Lighthouse teaches higher level thinking skills at all grade levels. Teachers receive Professional Development to learn best practices, which teach students to become independent, critical thinkers. Specific Learning Targets at each grade level emphasize developmentally appropriate critical thinking skills.</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> </ul>

## Summary

Lighthouse students develop critical thinking skills in order to prepare them for the college or career of their choice and become lifelong learners. Teachers employ a variety of strategies to facilitate mastery of concepts. Students regularly practice analysis, synthesis, application, questioning, observation and evaluation in each content area via a standards-driven curriculum. Lighthouse teachers design course work around Learning Targets, which are tied into the state standards. Curriculum draws upon a variety of resources, such as community fieldwork and experts, internet and technological resources, primary documents, and diverse texts presenting multiple perspectives. Teachers provide hands on experience that involve student expert groups, and structured group work. Structured group work supports diverse learning styles and reinforces previously learned skills through collaboration and independent problem solving. Structured group work allows students to take on leadership roles by becoming experts and teaching others.

## **Strengths**

1. Instructional practices are normed across grade levels and content areas.
2. Teachers differentiate instruction to target individual and group's specific needs.
3. All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system.
4. Explicit communication of Learning Targets based on state standards.
5. Small group cooperative learning across student focused curriculum that provide intervention and enrichment.
6. Fieldwork that provides an authentic learning experience outside of the classroom.
7. Individualized student feedback/Individualized Learning Plans that guide student learning and growth.
8. Home language program that supports language development and core classroom content.

## **Growth Areas**

1. Develop instructional experiences high school students that deliberately develop discrete math skills represented on the end of year state exams.
2. Continue to improve vertical alignment of Learning Targets and instructional practices.
3. Develop a process for norming what it means to "Meet" a Learning Target.
4. Vertical alignment of instructional practices to meet the specific needs of all English Language Learners
5. Augment support and strategies for special needs students
6. Find creative ways to augment the access to more extracurricular activities for 9-12 students



## LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

# CHAPTER IV SELF STUDY FINDINGS

## D. Assessment and Accountability

### LEADERS

Drea Beale – Humanities  
Heather Thompson – Literacy Specialist

Oscar Bermeo – Administrative Assistant  
Gabriela Casal – Home Language  
Ramon Honea – Mathematics  
Izabela Kulesza - Art

Shuna Lewis – Resource Specialist  
Columba Lopez – Home Language  
Megan Stoehr – Humanities  
Lindsay Zeigfinger – 3<sup>rd</sup>

D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

Activity/ Finding	Evidence
<p><b>Passage (K,2,4,6,8,10,12)</b>                      Passage is a process that LCCS utilizes to demonstrate mastery to a collection of community members, teachers, staff, family members, and friends. Beginning in 2<sup>nd</sup> grade all students are required to complete the passage process every two years. Students individually or in pairs present an oral defense of how they have mastered the standards and Learning Targets for the previous 2 years. Students and family are required to participate in this process in order to be promoted. Presentations are made every two years.</p>	<ul style="list-style-type: none"> <li>• Passage portfolios</li> <li>• Passage checklists</li> <li>• Presentation scripts</li> <li>• Content questions &amp; student model responses</li> <li>• Oral presentation checklist</li> <li>• Senior expedition</li> <li>• Student speeches and presentations</li> </ul>
<p><b>EXPO</b>                      Students showcase their learning and academic progress at biannual <b>EXPO</b> where family participation is mandatory. It involves teachers and students preparing project based learning activities that demonstrate their mastery of Learning Targets. Students lead family and community members through individual, group, and classroom work presentations.</p>	<ul style="list-style-type: none"> <li>• Expo assignments</li> <li>• Expo sign-in sheet</li> <li>• Expo crew grades</li> <li>• Passport system used across all grades to track participation</li> <li>• Photos</li> </ul>
<p><b>Standards based grading</b>                      Each year, families receive 2 progress reports and 2 report cards that describe how their child is progressing towards reaching the standards.</p>	<ul style="list-style-type: none"> <li>• Learning target trackers</li> <li>• Progress reports</li> <li>• Report cards with translated narratives</li> <li>• Share with families at Individualized Learning Plan meetings</li> </ul>
<p>Develop an <b>on-line grading system</b> that will make grades and Learning Targets accessible to all parents and students in real time. Parents and students will be able to see how students are progressing towards meeting Learning Targets, leading to greater transparency in mastery of Learning Targets. Students will be able to access their assessment data and how it correlates to each learning target enabling them to independently revise the appropriate work to eventually meet additional learning targets.</p>	<ul style="list-style-type: none"> <li>• Logging on to online system</li> </ul>

<p><b>Individualized Learning Plans with translation</b> Individual learning plans (Individualized Learning Plan) are documents created throughout the year by a teacher, student, and family to set academic, physical, or social and emotional goals. Individualized Learning Plan goals and strategies are revised by students, teachers and family at least twice a year and adjusted to meet the student's needs. They are scripted and student led with oral translation (Spanish, Cantonese, Vietnamese, Tagalog...) available.</p>	<ul style="list-style-type: none"> <li>• Individualized Learning Plan scripts (agenda items about standardized testing)</li> </ul>
<p><b>State of the school meetings</b> Informational meetings held as needed to share important information for stakeholders and community members. These meetings include sharing of test scores, our OUSD and NCLB accountability, budget, and school award presentations.</p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Tuesday envelope letter</li> </ul>
<p><b>Parent led community meetings</b> which are open to the entire school community to address family concerns, plan events, and shape school policy.</p>	<ul style="list-style-type: none"> <li>• Coffee Tuesdays</li> <li>• Lighthouse Parent Advisory Committee (LPAC) Agendas</li> <li>• Tuesday envelope and Monthly mailer communication to families. Both of which are translated to ensure parent access to information.</li> </ul>
<p><b>Staff analysis of standardized tests</b> LCCS uses standardized assessments to ascertain student achievement levels. Results are collected, disaggregated and reported school wide. Teachers and staff analyze the data through various grouping (grade level, loop level, content area) at least four times a year. From this analysis target groups are formed focusing on, grade level, small group, and individual intervention steps and goals.</p>	<ul style="list-style-type: none"> <li>• Interim assessment analysis</li> <li>• SAT analysis by grade level</li> <li>• PDI analysis of multiple points of data</li> <li>• CST</li> </ul>
<p><b>Board Meetings</b> (quarterly IA updates) LCCS school board of directors meets on a regularly scheduled basis. The data committee shares our current school data around standardized assessments for feedback and policy changes. This system of accountability allows for program and policy changes as needed.</p>	<ul style="list-style-type: none"> <li>• Board minutes</li> <li>• Academic accountability committee</li> </ul>
<p><b>Public displays of test results</b> Bulletin boards have been set aside for the displaying of proficient and advanced scores at the middle and high school level. This allows students, staff and families to celebrate the achievements of the students as well as inspire students to set higher goals.</p>	<ul style="list-style-type: none"> <li>• Bulletin boards</li> <li>• Press</li> <li>• Newsletters</li> <li>• The Beacon (quarterly newsletter) – is sent to all stakeholders and funders to continuously update them on Lighthouse's progress</li> <li>• CAHSEE passage party</li> </ul>
<p><b>Parent communication</b> is a priority here at LCCS through the use of phone calls, newsletters, and Tuesday envelopes. All forms of parental communication is translated to ensure parental access.</p>	<ul style="list-style-type: none"> <li>• Phone calls</li> <li>• Newsletters</li> <li>• College Ready Friday lists</li> </ul>



## Summary

Lighthouse Community Charter School implements standards-based student learning through assessment and accountability. Our use of Individualized Learning Plans and the passage process allows parent and community access through student presentation of their mastery of standards based Learning Targets. This is achieved through our standards based grading process connected with the Individualized Learning Plan compilation and public displays of test results that allows for an environment where parent participation is a resource. Participation of the students and community at every step of the assessment process fosters an atmosphere where learning is a priority. LCCS holds itself accountable to parents and community by utilizing feedback to effect school change.

To maximize student achievement, Lighthouse is developing an on-line grading system that will make grades and Learning Targets accessible to all parents and students in real time. Parents and students will be able to see how students are progressing towards meeting Learning Targets, leading to greater transparency in mastery of Learning Targets. Students will be able to access their assessment data and how it correlates to each learning target enabling them to independently revise the appropriate work to eventually meet additional learning targets.

### **D2. Do teachers employ a variety of strategies to evaluate student learning? Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Activity/ Finding	Evidence
<p>Student performance is measured with <b>multiple means of assessment</b> in all subject areas. Lighthouse courses have common standards and measure achievement of these standards (Learning Targets) with a variety of measures. Teachers use a multi-modal approach to instruction, and assess student achievement with equally diverse assessment measures.</p> <p>Common practices for measuring student achievement include: student portfolios, group and individual projects and presentations, research papers and lab reports, learning logs, discussions and seminars, persuasive letters to the community, sketchbooks, museum expositions, and presentation and defense of achievement (Passage Portfolio).</p> <p>In addition, traditional methods such a standardized tests, triennial reading assessment, in-school Interim Assessments, and teacher-developed tests and quizzes are used to measure student achievement at Lighthouse.</p>	<ul style="list-style-type: none"> <li>• Portfolios in all classes (K-12)</li> <li>• Performance rubrics</li> <li>• Presentations</li> <li>• Science lab reports</li> <li>• Math Problems of the Week (POWs)</li> <li>• Quizzes and tests</li> <li>• Sketchbooks</li> <li>• Learning logs</li> <li>• Do now and exit ticket assessments</li> <li>• Projects</li> <li>• Research papers</li> <li>• Authentic presentations to community</li> <li>• EXPO</li> <li>• Fieldwork</li> <li>• Learning target trackers</li> <li>• Oral home language assessment</li> <li>• CELDT</li> <li>• CST</li> <li>• Interim assessments (literacy and math)</li> <li>• Reading assessments (English/Spanish)</li> <li>• Individualized Learning Plans</li> <li>• CAHSEE</li> <li>• SAT</li> <li>• Running records</li> <li>• Learning logs (GLAD)</li> </ul>

	<ul style="list-style-type: none"> <li>• Passage checklists</li> <li>• Passage</li> </ul>
Students at Lighthouse must demonstrate <b>mastery of Learning Targets</b> in each subject area in order to pass that course. Grades are determined using rubrics that measure specific skills and content (Learning Targets). Revision, re-teaching, tutoring, and reassessing are an integral part of the learning process.	<ul style="list-style-type: none"> <li>• Reteaching/revision/intervention</li> <li>• Flex time and lunch, after school tutoring groups</li> <li>• Retakes and alternate assessments for same learning target</li> <li>• Peer tutoring (HS/HS and MS/HS)</li> </ul>
<b>Passage</b> occurs with all students at Lighthouse beginning in Kindergarten. In Kindergarten, Second, Fourth, Sixth, Eighth, Tenth and Twelfth grades, students compile academic portfolios reflective of their achievement for the previous two years in all subject areas. Part of the overall passage process includes an oral presentation with teachers and members of the community who act as outside evaluators of student performance. Students must meet specific grade level requirements in order to continue to the next grade level or they will be retained.	<ul style="list-style-type: none"> <li>• Passage Portfolios</li> <li>• Passage Guidelines for each grade level</li> <li>• Student Evaluation Sheet</li> <li>• Passage Checklist</li> </ul>
Lighthouse must continue to <b>vertically align</b> assessment and reporting practices to leverage the K-12 experience effectively. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.	<ul style="list-style-type: none"> <li>• Passage Expectations</li> <li>• Writing Assessments</li> <li>• Reading Assessments</li> <li>• Problems of the Week (POWs)</li> </ul>
Lighthouse staff and faculty regularly <b>analyze student achievement</b> on standardized tests (CST, SAT, CAHSEE) and Interim Assessments. Teachers use protocols to disaggregate and analyze data. This information helps us to set target areas for improvement and adjust curriculum as needed. An example this year was our concern with student performance on advanced CST mathematics exams. Our adjustments for this year, driven by the data, include better discipline with content converge and deliberate development of discrete mathematical skills.	<ul style="list-style-type: none"> <li>• Grade level meeting minutes</li> <li>• Home language meetings</li> <li>• Literacy and math coaching based on assessment results</li> <li>• Learning area analysis of Interim Assessments</li> <li>• Learning area and schoolwide analysis of CAHSEE and CST results</li> </ul>
Lighthouse teachers <b>work with Special Education staff</b> to analyze several factors of student achievement such as test scores, grades, teacher observations, and progress on behavioral goals. IEP goals and behavioral plans are developed collaboratively with the IEP team to ensure students have access to standards-based curriculum.	<ul style="list-style-type: none"> <li>• IEP meetings</li> <li>• Quarterly progress reports</li> <li>• Achievement tests (WRAT, Woodcock-Johnson, Test of Written Language 3)</li> </ul>
Teachers at Lighthouse meet regularly in order to reflect on their teaching and share best practices. <b>Teachers work collaboratively</b> within and across grade levels and subject areas. Classroom teachers also work collaboratively with specialists such as the Literacy Coach, speech therapist, resource specialist, and occupational therapist.	<ul style="list-style-type: none"> <li>• GLAD trainings</li> <li>• Learning area meetings, using protocols</li> <li>• Common scoring (by grade level or content area teams) of work with universal rubrics</li> <li>• Grade level meeting minutes</li> <li>• Peer observations and debriefs</li> <li>• Literacy professional development</li> <li>• Inquiry group time</li> </ul>

<p>Lighthouse enrichment teachers/tutors use extension activities and assessments (written and oral) in the <b>Home Language program</b>. The Home Language program teaches k-4 students skills to maintain their home language (Chinese or Spanish) and non-Spanish or Chinese speakers learn Spanish as a second language.</p>	<ul style="list-style-type: none"> <li>• Home language curriculum</li> <li>• Spanish Oral Proficiency test</li> <li>• Spanish reading test</li> <li>• Home Language reading benchmarks</li> <li>• Chinese written assessments</li> </ul>
<p>Findings from our triennial literacy assessment are used to refer students for the <b>K-6 reading intervention program</b>. Students who receive reading intervention work with the literacy specialist in small groups, receiving daily modified instruction on a pull-out or push-in basis.</p>	<ul style="list-style-type: none"> <li>• FPRA sample assessments</li> <li>• FPRA schoolwide data</li> <li>• Intervention spreadsheet</li> <li>• Intervention group plans.</li> </ul>

### Summary

Lighthouse teachers use multiple means and measures of assessing student progress in each subject area. Lighthouse's assessment system is a standards-based system that measures student progress on articulated Learning Targets. In addition to measuring student achievement with a variety of methods, teachers consistently analyze the results. Teachers regularly meet in content areas, grade levels, and loop levels to adjust and improve lesson design and instruction. Although the standards remain constant for all students, methods of teaching, re-teaching, and assessing student achievement flex in order to meet individual student needs. Peer observations and continuing professional development contribute to sharing best practices, regular teacher self-reflection, and collaborative feedback.

Lighthouse must continue to vertically align assessment and reporting practices to leverage the K-12 experience effectively. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.

### D3. Does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

Activity/ Finding	Evidence
<p>Each grade level and subject area establishes a set of <b>standards-based Learning Targets</b>. Over the course of the school year students have several opportunities to demonstrate mastery of each learning target. Students receive progress reports quarterly which report student progress on each learning target to students and parents by awarding students one of the following grades:</p> <p>JB = Just Beginning; the student is just beginning to master this skill or content</p> <p>AP = Approaching; the student is approaching</p>	<ul style="list-style-type: none"> <li>• Learning target lists</li> <li>• Progress reports</li> <li>• Portfolios</li> <li>• Cumulative folders</li> </ul>

<p>mastery of this skill of content</p> <p>M = Meeting; the student is meeting the expectations of this learning target and has demonstrated mastery of the skill or content</p> <p>E = Exceeding; the student is exceeding the expectations of the learning target</p> <p>In the elementary school, the progress report is used to measure student progress and ensure mastery of skills and content. In the middle school and high school, students receive a grade based on the percentage of Learning Targets they are meeting or exceeding, and must meet or exceed 60% of all Learning Targets in each class to advance to the next grade.</p>	
<p>Starting in kindergarten, students go through a <b>passage process</b> that requires them to demonstrate competency in the expected school wide learning results and grade level standards every two years. Beginning in sixth grade, the passage process becomes high stakes, and students must meet expectations to advance to the next grade. Typical passage requirements include a formal presentation and a portfolio of work that demonstrates mastery of grade level Learning Targets.</p>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Passage assignments</li> <li>• Photos of passage presentations</li> </ul>
<p>All students take a teacher-developed <b>Interim Assessment</b> quarterly to measure student progress toward grade level expectations in English Language Arts and Mathematics. These assessments guide teacher practices and professional development, prompt student reflection, and report student growth to parents and the school's Board of Directors. Lighthouse Community Charter School has developed this practice in collaboration with New Leaders for New Schools, and teachers model their tests on state and national standardized tests, like the CST, CAHSEE, and SAT.</p>	<ul style="list-style-type: none"> <li>• Board of Directors agenda, minutes, "dashboard" presentation</li> <li>• Interim Assessments and data</li> </ul>
<p>Lighthouse Community Charter School collects and <b>analyzes longitudinal standardized test data</b> for grade level cohorts, and uses information about cohort progress and areas of strength and weakness to guide teaching practices, professional development, and curriculum decisions.</p>	<ul style="list-style-type: none"> <li>• Reading assessment scores and home language reading benchmarks from 2003 – now</li> <li>• Cohort data for CST</li> </ul>
<p>Annually, representatives from the OUSD <b>charter agency</b> observe Lighthouse Community Charter School practices, conduct interviews with school staff, and assess progress achieving expected school wide learning results. This review provides external feedback on school practices and ensures</p>	<ul style="list-style-type: none"> <li>• School Accountability Report Card</li> <li>• Annual charter agency interviews and notes</li> </ul>

accountability to the Lighthouse Community Charter School charter and to the OUSD.	
Lighthouse Community Charter School is required to maintain a <b>similar school score</b> of four or above. This score ranks our school in comparison to other schools with similar student populations. The school has consistently met this requirement, and has exceeded it in recent years.	<ul style="list-style-type: none"> <li>• API</li> <li>• CDE Web site</li> </ul>
Lighthouse Community Charter School is a member of <b>the Coalition of Essential Schools (CES)</b> , a group of charter schools that collaborates on developing best practices and student growth. This relationship allows LCCS students and staff to observe the practices of other charter schools and attend annual conventions. More importantly, CES representatives who represent administrators, faculty, and students from other member schools visit the school annually to review LCCS practices. This <b>external review</b> provides LCCS with an honest and insightful evaluation of school culture and instructional practices.	<ul style="list-style-type: none"> <li>• CES write up and notes</li> </ul>

### Summary

Lighthouse Community Charter School uses standards-based Learning Targets and over the course of the school year students have several opportunities to demonstrate mastery of each learning target. Students receive progress reports quarterly that report student progress on each learning target. In addition to Learning Targets and standards based reporting, Lighthouse employs authentic assessment tools. Starting in kindergarten, students go through a passage process that requires them to demonstrate competency in the expected school wide learning results and grade level standards every two years. Beginning in sixth grade, the passage process becomes high stakes, and students must meet expectations to advance to the next grade.

All students take teacher-developed Interim Assessment quarterly to measure student progress toward grade level expectations in English Language Arts and Mathematics. These assessments guide teacher practices and professional development, prompt student reflection, and report student growth to parents and the school's Board of Directors. Furthermore, the school uses longitudinal data about cohort growth to measure progress and guide instruction. Finally, LCCS uses and reflects upon the observations of external educators and administrators to measure its effectiveness and growth, consistently meeting OUSD and State requirements.

### D4. Does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Activity/ Finding	Evidence
We added a <b>literacy specialist</b> position in our K-6	<ul style="list-style-type: none"> <li>• Literacy specialist weekly schedule</li> </ul>

<p>program because CST and developmental reading data showed that many students were reading below grade level. The literacy specialist supports students directly through small group reading intervention classes; eligibility for this support is determined by reading assessment data. The literacy coach also supports teachers by providing coaching and professional development.</p>	<ul style="list-style-type: none"> <li>• Low test scores</li> <li>• Teacher referrals</li> <li>• API growth</li> <li>• Student achievement charts</li> <li>• Intervention reports</li> </ul>
<p>Interim assessment and state test data led to the addition of <b>math and reading intervention in our after school program</b> K-12 and in our 7-12 flex period. (Flex period is an elective period.) This intervention includes the Fast ForWord computer reading program for grades K-12 and the Do the Math curriculum in grades K-6, as well as tutoring and homework help in all grades.</p>	<ul style="list-style-type: none"> <li>• Fast ForWord reports</li> <li>• Master schedule</li> <li>• Step up to Writing</li> <li>• Flex class list</li> <li>• "Do the Math" program class lists</li> <li>• OCFY parent questionnaire about ASP intervention</li> <li>• Reading Partners documents</li> </ul>
<p>Anecdotal evidence from classroom observation and 2<sup>nd</sup> and 3<sup>rd</sup> grade state testing data led us to adopt a <b>new math curriculum, Investigations</b>, in grades K-5.</p>	<ul style="list-style-type: none"> <li>• Scores pre and post Bridges and Investigations math curriculum</li> <li>• API growth</li> <li>• Evaluation templates for the new K-5 math curriculum</li> </ul>
<p>CELDT data, state testing data, and internal assessments showed that many of our English Language Learners are still not achieving at high levels. This led us to establish a planning group to make a <b>long term K-12 ELD plan</b>, which will ensure quality instruction and achievement gains for all of our ELL students.</p>	<ul style="list-style-type: none"> <li>• Minutes from meetings</li> <li>• Planning timeline</li> </ul>
<p>Lighthouse must augment the continuous assessment of English Language Learners beyond the annual CELDT assessment to measure growth throughout a school year. Having a deliberate and continuous assessment system of English Language Learners will enable Lighthouse to provide the appropriate and targeted instructional services.</p>	<ul style="list-style-type: none"> <li>• ELL academic growth</li> </ul>
<p>Data showing that many of our high school students were not meeting the Learning Targets led to a system of <b>grade retention with extra support for high school students</b> who have not yet mastered the content.</p>	<ul style="list-style-type: none"> <li>• Retention plans</li> <li>• Percentage of students retained, and outcomes for those students</li> </ul>
<p>Learning target data and student grade reports led to the establishment of <b>peer tutoring and reading apprenticeship</b> programs during 7-12 flex time. High school students tutor other high school students as well as middle school students during this time.</p>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Pictures of peer tutors</li> <li>• FLEX student schedules</li> <li>• Student reflection</li> </ul>
<p>Report card data showed that the same students were struggling over time. This led to the establishment of <b>student check-ins and contracts with the director</b> or dean of students for specific 7<sup>th</sup> – 12<sup>th</sup> grade students.</p>	<ul style="list-style-type: none"> <li>• Copies of student contracts (varied grade levels)</li> </ul>
<p>Interim assessment, CST, reading assessment, and passage portfolio data led to the establishment of a <b>summer school</b> program to support 6<sup>th</sup> grade students in completing passage and 1st-5<sup>th</sup> grade students with reading and math skills.</p>	<ul style="list-style-type: none"> <li>• Summer school enrollment and attendance record</li> <li>• Description of program</li> <li>• Late passage presentations</li> </ul>

Transcript analysis led to the enrollment of high school students in an <b>online credit recovery</b> program.	<ul style="list-style-type: none"> <li>• Roster of students enrolled in program</li> <li>• Student reflection of on-line classes</li> </ul>
Data about the college success rate of students throughout Oakland led to the establishment of a <b>Career/College Prep class</b> and a Senior Seminar curriculum.	<ul style="list-style-type: none"> <li>• CCP curriculum</li> <li>• Internship photos and flyer</li> <li>• Student reflections</li> <li>• List of internships</li> </ul>
Internal assessment data and learning target checklists lead to <b>revision of the schedule and student class enrollment shifts</b> each quarter in grades 7-12.	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Grade level meeting notes</li> <li>• Class rosters over time</li> </ul>
City-wide CAHSEE and SAT data and internal SAT data led to the establishment of a 10 <sup>th</sup> grade <b>CAHSEE class</b> and an upper-class CAHSEE intervention class, as well as an <b>SAT prep class</b> .	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Local CAHSEE/SAT and similar school score data</li> <li>• Initial and retake SAT scores</li> </ul>
We decided to form professional <b>inquiry groups</b> to give teaching staff an opportunity to look more closely at data, talk about student achievement, and work together to improve teaching and learning. Inquiry groups include K-6 literacy, K-6 math, 7-12 Humanities, 7-12 Math, and Student Support Team.	<ul style="list-style-type: none"> <li>• Agenda/minutes</li> <li>• Board minutes</li> </ul>
CST literacy data led to adoption of several <b>professional development initiatives</b> , including implementation of the <b>Comprehensive Literacy Model (CLM)</b> in grades K-6, <b>Guided Language Acquisition by Design (GLAD)</b> training for K-6 core teachers and home language staff, and <b>Strategic Literacy Institute</b> training for 7-12 Language Arts/Humanities teachers.	<ul style="list-style-type: none"> <li>• Board minutes</li> <li>• Agendas, training schedules</li> <li>• Exit tickets</li> </ul>

### Summary

The LCCS instructional program is consistently driven by academic achievement data. CST, CAHSEE, Interim Assessment, Reading Assessment, and Learning Target data are used to examine current student achievement and make decisions about how to improve our program. Over time, this has included adding new student support staff positions, implementing new curricular models, providing professional development for teachers, and providing new classes for students. Through these initiatives, students have access to a strong core curriculum and many interventions, and teachers are able to continually develop as professionals and use data to inform instruction. We return to assessment data many times throughout the year to make both short- and long-term decisions about our instructional program.

Lighthouse must augment the continuous assessment of English Language Learners beyond the annual CELDT assessment to measure growth throughout a school year. Having a deliberate and continuous assessment system of English Language Learners will enable Lighthouse to provide the appropriate and targeted instructional services.

## **Strengths**

1. Lighthouse's Interim Assessment program provides student achievement data on a quarterly basis in literacy and mathematics. This allows us to track how students are progressing toward mastering grade level standards.
2. The Individual Learning Plan process involves and informs the entire community (parents, teachers, and students) in analyzing, reflecting on, and setting goals for student achievement. This builds accountability for all stakeholders.
3. The Lighthouse passage process ensures that students have achieved mastery of grade level standards, and have an authentic audience for sharing their growth.
4. The Lighthouse staff continually uses data to reflect on and improve our instructional program, including setting growth targets, sharing best practices, and adding new curriculum, interventions, and enrichment.
5. Lighthouse has a comprehensive, standards-based assessment system, including clear Learning Targets, common assessments, and built-in reflection time at grade-levels, loop-levels, and school-wide.
6. Lighthouse ensures that all stakeholders have multiple ways to get information about data and student achievement. This includes frequent parent communication and written and oral translation.

## **Growth Areas**

1. Develop an on-line grading system that will make grades and Learning Targets accessible to all parents and students in real time.
2. Continue to vertically align assessment and reporting practice.
3. Augment continuous assessment of English Language Learners and the instructional services that we provide to these students based on their identified needs.





## LIGHTHOUSE COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

# CHAPTER IV SELF STUDY FINDINGS

## E. CULTURE AND SUPPORT FOR STUDENT ACADEMIC AND PERSONAL GROWTH

### LEADERS

Dana Thiercof – 5-8 Math/Science  
Arlene Aldrette – Administrative Assistant

Sheila Castellanos – Lunch Staff  
Josefa Garcia - Lunch Staff / Maintenance  
Yael Irom – Humanities  
Megan Jensen – 5-8 Math/Science  
Carlos Maldonado – Maintenance

Tina Morris – 4<sup>th</sup> Grade  
Yvonne Moultrie – 2<sup>nd</sup> Grade  
Modupe Onowodufe – After School  
Ana Pedrosa – Maintenance  
Mona Lisa Treviño – Parent Liaison

E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

**E1. Does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

Activity/ Finding	Evidence
<p>Parents are encouraged to involve through <b>Individualized Learning Plans</b>: Lighthouse conducts 3 mandatory "Individualized Learning Plan" meetings with all parents and students per year. Parents, students, and teachers create and review academic and personal goals at these meetings to promote growth.</p>	<ul style="list-style-type: none"> <li>• Individualized Learning Plan Scripts</li> <li>• School Calendar</li> <li>• Goal sheets</li> <li>• Report Cards &amp; Progress Reports</li> </ul>
<p>Lighthouse students in even grades present a portfolio to their family's teachers, and other members of the school and outside community at a <b>Passage Presentation</b>. The portfolio includes evidence from each subject area and the expected schoolwide learning results. Specific passage requirements and a complete portfolio is mandatory in order to be promoted to the next two year loop.</p>	<ul style="list-style-type: none"> <li>• Passage Portfolio</li> <li>• School Calendar</li> </ul>
<p>A <b>Student Success Team (SST)</b> is organized when a student demonstrates a concern to an administrator, teacher, parent or other involved party. This group meets with the student to design a behavioral or academic plan to support the child.</p> <p>When a student has continues to be unsuccessful their SST, they are often referred for testing. Students who are deemed eligible receive an IEP (Individualized Education Plan). The Resource teacher and classroom teachers write specific goals for that student.</p>	<ul style="list-style-type: none"> <li>• SST Recording Sheet</li> <li>• Annual and Triennial IEP</li> </ul>
<p><b>EXPO</b> is a mandatory event that occurs twice a year. EXPO is a time where students can present and explain their school work to their families, school staff, and outside community members. EXPO is often very interactive with students being responsible for leading family and community members through their work.</p>	<ul style="list-style-type: none"> <li>• Parent sign in sheets</li> <li>• Photographs</li> <li>• Flyers</li> </ul>
<p>Lighthouse parents are involved and supported by <b>Family Learning Nights</b> that are held throughout the year to share ideas with families about specific subjects; literacy, math, health, homework help, etc.</p>	<ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Flyers</li> </ul>
<p>Lighthouse holds <b>College Preparation</b> meetings facilitated by our College Counselor. The events target families for resources and education and are often led by outside experts. These meetings help</p>	<ul style="list-style-type: none"> <li>• Sign in Sheets</li> </ul>

families learn about: fees, scholarships, loans, grade requirements and the general admission process.	
Every Tuesday Lighthouse offers <b>Coffee Tuesday</b> (only at K-6 site), a place for families to interact and know one another. School staff (directors, reading specialists, etc. ) make announcements and hold short workshops on school related topics (how to promote literacy at home, how to talk with your child's teacher about grades).	<ul style="list-style-type: none"> <li>• Coffee Tuesday calendar</li> <li>• Coffee Tuesday handouts</li> </ul>
Lighthouse sends home a weekly <b>Tuesday Envelope</b> (K-6) and a <b>monthly mailer</b> (7-12) to inform families of school and community news. Envelopes at K-6 are returned with a family signature.	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Tuesday envelope</li> </ul>
Families are often invited to assist in the classrooms and supervise fieldwork and field trips.	<ul style="list-style-type: none"> <li>• Chaperone requests</li> </ul>
Families of students who are new to Lighthouse and older do not participate at similar rates to families who have been in the community for multiple years or who have younger students. In order to achieve the mission, Lighthouse must continue to find ways to engage these specific families. Strategies used to date include one on one meetings with new families in the fall and direct calling for invitations to events.	<ul style="list-style-type: none"> <li>• Individualized Learning Plan attendance rates</li> <li>• EXPO attendance</li> <li>• Lighthouse Parent Advisory Committee membership</li> </ul>
<b>Home visits:</b> K-12 teachers are encouraged to visit families of students who are identified as needing extra support. Many teachers take advantage of this opportunity and are paid for such visits.	<ul style="list-style-type: none"> <li>• Home visit logs</li> </ul>

## Summary

At Lighthouse Community Charter School, parental involvement in student achievement is an important part of the school's mission. LCCS successfully employs many measures to bring parents into the learning process including (but not limited to): Individualized Learning Plan meetings, Passage Presentations, Student Study Teams (when appropriate), mandatory events such as student EXPO, weekly gatherings for parents at Coffee Tuesday, and parent development events like Family Learning Nights College Preparation.

Families of students who are new to Lighthouse and older do not participate at similar rates to families who have been in the community for multiple years or who have younger students. In order to achieve the mission, Lighthouse must continue to find ways to engage these specific families. Strategies used to date include one on one meetings with new families in the fall and direct calling for invitations to events.

**E2. Is the School Safe, clean, and orderly place that nurtures learning?**

**Is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?**

Activity/ Finding	Evidence
<p>Lighthouse uses ten Guiding Principles to implement and sustain the school's culture. Students (and adult community members) are expected to aspire to and be able to explain the Guiding Principles through their words and actions.</p>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Habits of Work</li> <li>• Community Meetings (7-12)</li> <li>• Lightkeeper's meetings (K-6)</li> <li>• Classroom activities and language</li> </ul>
<p>The two building experience has resulted in a need to vertically align the cultural expectations and consequences. Alignment will ensure that Lighthouse students will know what is expected of them throughout their K-12 experience. This consistency will result in less time spent on teaching expectations and more time spent on instruction, support, and intervention.</p>	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Conditional enrollment forms</li> <li>• Classroom observations</li> </ul>
<p>Lighthouse sets high expectations for all students in both academic and behavioral areas.</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Family Student Handbook</li> <li>• Lighthouse Mission</li> <li>• Habits of Work</li> <li>• Grade Level policies</li> <li>• Website</li> </ul>
<p>Building Security is essential to a safe and secure environment at Lighthouse. The staff employ multiple methods for safety and are prepared to respond to emergency events.</p>	<ul style="list-style-type: none"> <li>• Video Cameras at the entrance (at 7-12) and an elevator code to enter the building (7-12)</li> <li>• School adult always present at entrance of school</li> <li>• Constant communication via two way radios</li> <li>• One main entrance/ exit with second emergency exit available</li> <li>• Emergency evacuation plans in all rooms</li> </ul>
<p>Lighthouse is located in a bustling urban setting and therefore it is imperative to protect the physical security of students. Students are required to wear color specific uniforms for identification. Two adults accompany each class for recess (K-6) or lunch (7-12).</p>	<ul style="list-style-type: none"> <li>• Uniform Policy (policy book)</li> <li>• Recess Schedule</li> <li>• Lunch Supervision Schedule</li> </ul>
<p>Physical health is important for the development of all students. Healthy breakfast, snacks, and lunch are offered through Revolution Foods. Junk food is prohibited. All students in grades 5-9 participate in</p>	<ul style="list-style-type: none"> <li>• Revolution Foods menu</li> <li>• Nutrition policy</li> <li>• Fitness schedule</li> <li>• Competitive sports schedule</li> </ul>

<p>Fitness as part of their regular schedule and older high school students have access to competitive sports.</p>	
<p>Lighthouse creates a small school feel through smaller class sizes, looping, lunch and recess scheduling, family involvement opportunities and outreach. Staff members make attempts to know many students, even those outside of their specific classes.</p>	<ul style="list-style-type: none"> <li>• Staggered lunch schedule</li> <li>• Class roster</li> </ul>
<p>Lighthouse encourages cleanliness and building upkeep through custodial work. There are three full time custodians. When a problem arises with the facility or something breaks, it is resolved in a timely manner.</p>	<ul style="list-style-type: none"> <li>• The physical plant</li> </ul>
<p>Lighthouse conducts regular Professional Development for all staff to support the goals and mission of the school. This includes literacy and math development, using data to guide instructional decisions, how to support specific needs in students and families, and communication across all sectors of the community.</p>	<ul style="list-style-type: none"> <li>• Professional Development Calendar</li> <li>• Agendas/ Minutes</li> </ul>

### Summary

A safe, nurturing, and professional environment is paramount at Lighthouse in order to focus students on learning. Maintaining a strong school culture is driven by a single minded focus upon the guiding principles. The guiding principles are reinforced and developed through crew, classroom instruction, Lightkeeper and Community meetings, Tuesday envelopes and monthly mailers, and public award ceremonies. Physical health is important for the development of all students. Healthy breakfast, snacks, and lunch are offered through Revolution Foods. All students in grades 5-9 participate in Fitness as part of their regular schedule and older high school students have access to competitive sports. Physical safety is maintained by securing the physical plant, providing adequate supervision, and implementing consistent emergency procedures.

The two building experience has resulted in a need to vertically align the cultural expectations and consequences. Alignment will ensure that Lighthouse students will know what is expected of them throughout their K-12 experience. This consistency will result in less time spent on teaching expectations and more time spent on instruction, support, and intervention.

**E3. Do all students receive appropriate support to help ensure academic success?**

Activity/ Finding	Evidence
<p><b>Intervention</b> – Before, during and after school hours, Lighthouse provides mandatory and voluntary academic intervention. Mandatory forms of intervention take place during the elective class period at the high school level. Students are identified early in the school year and do not exit until they are clearly in a strong position to be promoted to the next grade level. Another form of mandatory intervention includes lunch work groups for students who have not demonstrated the Habits of Work.</p> <p>Small group intervention is provided in numerous forms. Class sizes are intentionally small to maximize core teacher contact time during instructional time. Several grade levels have a study hall period that core teachers utilize for targeted small group intervention. Voluntary intervention happens both during school and after school. Students complete advocacy forms that they use to gain access to core teacher support.</p>	<ul style="list-style-type: none"> <li>• Rosters of various intervention classes</li> <li>• Teacher schedules</li> <li>• Advocacy forms</li> </ul>
<p><b>Additional Work Time</b> – Students who need additional on site work time to meet their academic needs have access to a free Afterschool Program. The afterschool program includes daily academic work time.</p> <p>Students whose needs exceed afterschool have access to intervention week work time and summer school. Intervention weeks are equally spaced through the academic school year. They are pupil free professional development weeks for staff and students receive on-site small group support from supplemental staff while also having access to core academic teachers. The intervention weeks serve as an opportunity for both targeted academic development and a time to catch up on missing work.</p>	<ul style="list-style-type: none"> <li>• Afterschool schedule</li> <li>• School calendar</li> <li>• Intervention week rosters</li> <li>• Summer school schedule</li> <li>• Summer school rosters</li> </ul>
<p>Students who have <b>specialized needs</b> have access to well-trained professional support. That support includes, but is not limited to, a literacy interventionist, a speech therapist, a resource specialist, and social / emotional counselors.</p>	<ul style="list-style-type: none"> <li>• Student schedule</li> <li>• Literacy interventionist schedule</li> <li>• Speech therapist schedule</li> <li>• IEP reports</li> <li>• IEP specified accommodations</li> </ul>

<p><b>Homework Help-</b> Teachers and tutors are available for one-on-one assistance with students during lunch, elective period, study hall and after school.</p>	<ul style="list-style-type: none"> <li>• Appointment sign up sheets, advocacy forms</li> <li>• Designated schedule contract written with teacher, student, parent</li> <li>• Clear improvement in HOW (Habits of Work) grades on homework learning target</li> <li>• Individualized Learning Program written tutoring commitment</li> </ul>
<p>Students are motivated to maintain effective Habits of Work by being offered the opportunity to participate in extracurricular activities and College Ready Fridays. Students who do not qualify for College Ready Fridays participate in small group intervention support with their core content areas teachers to make up missing or incomplete work.</p>	<ul style="list-style-type: none"> <li>• Policy manual</li> <li>• Letters to Parents</li> <li>• Weekly updates and contracts</li> <li>• Progress Reports</li> <li>• Sports Rosters</li> <li>• Attendance at Fun Friday activities</li> </ul>
<p><b>Targeted test preparation programs</b> exist for all students to access. This is focused upon, but not limited to, California High School Exit Exam and the SAT.</p>	<ul style="list-style-type: none"> <li>• Sign Up Sheets</li> <li>• Practice test Scores</li> <li>• Master Schedule</li> <li>• Flyers</li> </ul>
<p><b>Family Communication-</b> All teachers and administration are in contact with students' families and are available to discuss students' progress.</p>	<ul style="list-style-type: none"> <li>• Parent Teacher Meeting records</li> <li>• Individualized Learning Plan Meeting notes in individual student's binders</li> <li>• Periodical notecard mailings</li> <li>• Class Newsletters</li> </ul>
<p>Lighthouse needs to continue to develop strategies for develop students' ability to advocate for themselves to achieve their goals. This is imperative because our mission is not simply to get students to college – but also through college. We believe that students must be able to advocate for themselves in order to be self-motivated, academically equipped, lifelong learners. We also believe that students who are internally motivated learn at advanced levels as opposed to students whom the school continues to work to motivate.</p>	<ul style="list-style-type: none"> <li>• Advocacy forms</li> <li>• Retention rates</li> </ul>

## Summary

Lighthouse students have access to a myriad of intervention activities that are both mandatory and voluntary. Intervention support is available in the before, during, and after school. Intervention is tiered to include general homework help, to targeted literacy development, to preparation for high stakes tests. All students receive appropriate support, along with an individualized learning plan, established and reviewed three times a year. Lighthouse staff implement a variety of strategies aimed at

the heterogeneous needs of our student body. Students with special needs receive IEPs combined with individual academic intervention. In addition to our academic programs such as Fast Forward, CAHSEE courses, SAT prep and interventions, Lighthouse offers enrichment opportunities based on student interest.

Lighthouse needs to continue to develop strategies for develop students' ability to advocate for themselves to achieve their goals. This is imperative because our mission is not simply to get students to college – but also through college. We believe that students must be able to advocate for themselves in order to be self-motivated, academically equipped, lifelong learners. We also believe that students who are internally motivated learn at advanced levels as opposed to students whom the school continues to work to motivate.

**E4. Do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Activity/ Finding	Evidence
Lighthouse is committed to serving the whole child by offering social and emotional counseling.	<ul style="list-style-type: none"> <li>• Referral forms</li> <li>• Pay stubs</li> <li>• Bulletin</li> <li>• Confidential Student Records</li> </ul>
The mission of Lighthouse is to prepare all students for college or the career of their choice; therefore, Lighthouse has two mandatory senior seminar courses focusing on the college application process. Additionally, Lighthouse has a full time college counselor and college center.	<ul style="list-style-type: none"> <li>• Full time college counselor</li> <li>• Career and College Center</li> <li>• College Visits</li> <li>• On site visiting college representatives</li> <li>• Two courses offered twice a week</li> <li>• Weekly college workshops</li> <li>• Student college files and folders</li> <li>• Student enrollment in Senior Seminar</li> <li>• College applications and fee waivers</li> <li>• Acceptance letters</li> <li>• Senior Seminar grade reports</li> </ul>
"Girls For Change" program aimed at pre-adolescent girls in order to discuss issues, promote healthy choices, increase awareness of body and selves	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Bulletin Board</li> <li>• Flyers</li> <li>• After School Program Schedule</li> <li>• Attendance Record</li> <li>• Leaders' Schedules</li> </ul>
After School Programs are offered to Lighthouse students every day to offer enrichments and whole child development.	<ul style="list-style-type: none"> <li>• Enrichment schedule</li> <li>• After School Program Contract</li> <li>• Oakland Youth Course</li> <li>• Theatre Enrichment</li> </ul>



	<ul style="list-style-type: none"> <li>• Capoeira Course</li> <li>• International music and dance course</li> <li>• Cooking Course</li> <li>• Tai Chi</li> <li>• Photography and Film</li> <li>• Clothing design Studio</li> <li>• Creative Writing</li> </ul>
Lighthouse Alliance Students Seeking Opportunities (LASSO) is a student-founded organization aimed at understanding issues surrounding undocumented college-bound students.	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Meeting minutes</li> <li>• Faculty advisor records</li> </ul>
Lighthouse needs to continue to develop additional forms of support for English Language Learners to ensure that they are prepared to achieve the mission. To provide more support, Lighthouse must develop a more thorough and far reaching English Language Learner support program that includes literacy testing (beyond CELDT and Interim Assessments) and evaluation, parent support and student investment.	<ul style="list-style-type: none"> <li>• ELL achievement levels</li> <li>• Retention rates and data</li> </ul>
Students are required to participate regularly in field work in order to meet graduation requirements. Fieldwork is designed to engage students in hands-on learning and experience in various fields of work.	<ul style="list-style-type: none"> <li>• Permission slips</li> <li>• Photographs</li> <li>• Parent chaperone lists</li> <li>• Site visit agenda</li> <li>• Internship projects</li> <li>• Internship progress reports</li> <li>• Email correspondence</li> </ul>
A home language program is offered K-4, with an additional translation service offered for all non-English speaking Lighthouse students and families.	<ul style="list-style-type: none"> <li>• English to Spanish translation of verbal and written materials to parents and students.</li> <li>• Bilingual newsletters</li> <li>• Bilingual flyers</li> <li>• Formal language request form</li> <li>• Individualized Learning Plan meeting paid translators</li> </ul>
Lighthouse regularly hosts expert visitors to enrich academic programs	<ul style="list-style-type: none"> <li>• Visitor log</li> <li>• Photographs</li> <li>• Student notes and reflections</li> <li>• Flyers</li> <li>• Email confirmations</li> </ul>
Lighthouse classes average 23 pupils per teacher,	<ul style="list-style-type: none"> <li>• Class rosters</li> </ul>

<p>promoting differentiation in the classroom and individual instruction.</p>	<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Teacher grade book</li> </ul>
<p>Lighthouse 7-12 offers CREW class designed to promote interpersonal relationships between students and to build bridges between parents and teachers. Crew ensures all students have an advocate.</p>	<ul style="list-style-type: none"> <li>• Crew binders</li> <li>• Parent letters</li> <li>• Student designed SMART goals</li> <li>• Team-building projects</li> <li>• Scheduled community meetings</li> <li>• Crew grade reports</li> <li>• Assigned crew leaders</li> <li>• Crew curriculum</li> <li>• Individualized Learning Plan meeting minutes</li> </ul>

### Summary

Lighthouse is committed to supporting each student and family by offering thoughtful, individualized programs aimed at developing well-rounded school and community members. From highly specialized teachers to qualified and passionate field experts, Lighthouse students are offered myriad opportunities to engage with the world surrounding them. Activities such as photography, dance, film, music, art, martial arts, writing, theatre and cooking ensure that students are exposed to extracurricular activities. In addition, students receive constant academic support through home language programs, small class sizes, after school help, and personal counseling and advocacy. Our mission is to prepare all students for college by equipping all students with the tools they need to be confident, successful adults. Our college center, after school programs and mandatory fieldwork are only a few of the opportunities available to the Lighthouse community.

Lighthouse needs to continue to develop additional forms of support for English Language Learners to ensure that they are prepared to achieve the mission. To provide more support, Lighthouse must develop a more thorough and far reaching English Language Learner support program that includes literacy testing (beyond CELDT and Interim Assessments) and evaluation, parent support and student investment.

### Strengths

1. Existing structures for encouraging parental and community involvement. These structures include, but are not limited to, Individualized Learning Plan meetings, Passage Presentations, Student Study Teams (when appropriate), mandatory events such as student EXPO, weekly gatherings for parents at Coffee Tuesday, and parent development events like Family Learning Nights College Preparation.
2. A strong school culture founded upon the guiding principles that are a subset of our expected schoolwide learning results. The guiding principles provide a K-12 common language and culture.
3. Lighthouse students have access to a myriad of intervention activities that are both mandatory and voluntary. Intervention support is available in the before, during,

and after school. Intervention is tiered to include general homework help, to targeted literacy development, to preparation for high stakes tests.

4. Lighthouse has developed specialized classes that are designed to meet individual student needs. These classes happen both during school, but most are part of our afterschool program. They vary from support groups to competitive athletic teams to rock band.

### **Growth Areas**

1. Improve participation of families of older students those who are new to Lighthouse.
2. Align the K-12 cultural expectations and consequences.
3. Increase motivation within student body to take advantage of support services with academic success as the reward.
4. Develop a more thorough and far reaching English Language Learner program that includes literacy testing (beyond CELDT and Interim Assessments) and evaluation, parent support and student buy-in.



# **LIGHTHOUSE COMMUNITY CHARTER SCHOOL**

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

## **CHAPTER V - SCHOOL WIDE ACTION PLAN**

Lighthouse has chosen to focus upon three broad goals that have emerged from our Leadership Team, Inquiry Groups, Focus Groups, Grade Level teams, and Director Team discussions. These goals address areas of growth that will maximize the potential of each Lighthouse student to achieve our mission of college and a career of their choice. These goals, while challenging, reflect the will of our school community. All Lighthouse community members are committed to achieving the following goals:

- A. **Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**  
- Lighthouse students will continue to accelerate achievement and proficiency rates in both Literacy and Mathematics.
  
- B. **Increasing Academic Achievement and Proficiency Rates Within Specific Student Sub-Groups** - Student sub groups known to struggle (language learners, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have previously been retained) will accelerate their academic growth through the deliberate development of intervention and support programs as well as equipping staff with specific skills and competencies.
  
- C. **Increasing Rigor and Alignment of Educational Program** - Lighthouse students will have an academically rigorous K-12 educational experience that is vertically aligned from grades K-12 to ensure every student graduates prepared for college, completing all of the required A-G coursework.

**Goal A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates** - Lighthouse students will continue to accelerate achievement and proficiency rates in both Literacy and Mathematics.

**Rationale:** Lighthouse’s mission is squarely focused upon college for all of our students. Academic readiness is a key indicator of future college success. The self study process revealed and reinforced the fact that to achieve our mission we must continue to increase the academic achievement of our students. Lighthouse has had incremental academic growth in both Literacy and Mathematics since our opening in 2002. Over the past two years, we have seen significant growth in our elementary math proficiency rates. We need to continue the growth achieved in math and extend it to the secondary students, in particular high school mathematics. In addition, this past year we realized significant growth in literacy proficiency rates across the K-12 program. We must sustain and accelerate our growth in literacy across the K-12 program, applying what we have learned during the past year.

**Expected Schoolwide Learning Results Addressed:** Self-motivated, Academically Equipped, Lifelong Learners

**Growth Targets** - Based upon California AMO rates in either CST or CAHSEE results

Subject Area	08-09	09-10	10-11	11-12	12-13	13-14	14-cont.
Literacy	45%	56%	67%	78%	89%	100%	100%
Mathematics	45.5%	56.4%	67.3%	78.2%	89.1%	100%	100%

**Ways of Assessing Progress:**

- Fountas and Pinnell Guided Reading Assessments
- Quarterly Standards-Based Interim Assessments
- Quarterly Report Cards
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- PSAT and SAT

**Proposed Strategies/Tasks:**

1. Continue to implement and improve data-driven, standards-based instruction
2. Further develop, implement and extend literacy intervention
3. Continue to develop and implement targeted instructional support in literacy
4. Implement shared instructional strategies that accelerate literacy achievement gains for older students
5. Continue to develop and implement math intervention

6. Implement shared instructional strategies that accelerate mathematics achievement gains for high school students
7. Incorporate mathematical fluency and discrete skills development into our current problem-solving based mathematics curriculum

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 1: Continue to implement and improve data driven instruction**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Revise Interim Assessment tests to continue to reflect state standards and improve correlation between internal and state scores	<ul style="list-style-type: none"> <li>• 2008-09 School Year</li> <li>• 6/09 to 10/09</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Teachers</li> <li>• K-3 Math Coach</li> <li>• K-6 Literacy Coach &amp; Interventionist</li> <li>• Math and Literacy Inquiry Group Leaders</li> <li>• Resident Director</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessments</li> <li>• CST Scores</li> <li>• Test Item Database</li> <li>• Stipended hours, if needed for final revisions during summer</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessment Data Meetings</li> <li>• Board of Directors, Academic Accountability Committee meetings</li> <li>• Fall PDI Interim Assessment Workshop</li> </ul>
Reflect upon Inquiry Group efficacy with leaders	<ul style="list-style-type: none"> <li>• 6/09 to 7/09 during end of year Professional Development Institute (PDI)</li> </ul>	<ul style="list-style-type: none"> <li>• Directors</li> <li>• Leadership Team</li> <li>• Inquiry Group Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Individual staff check-ins</li> <li>• Leadership Team meetings</li> <li>• Professional development surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Group Meeting Feedback Sheets</li> <li>• Leadership Team meeting minutes</li> <li>• Building Meetings</li> </ul>
Revise professional development calendar and inquiry group expectations to reflect identified improvements	<ul style="list-style-type: none"> <li>• 7/09 to 8/09</li> </ul>	<ul style="list-style-type: none"> <li>• Directors</li> <li>• Leadership Team</li> <li>• Inquiry Group Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Master Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar sharing with Leadership Team and whole staff</li> </ul>
Ensure Inquiry Group professional development time meets the agreed upon goals and outcomes	<ul style="list-style-type: none"> <li>• Entire 2009-2010 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Calendar</li> <li>• Inquiry Group Plans</li> <li>• Additional Resources as driven by Goals (i.e. texts, coverage for observations)</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Group minutes</li> <li>• Observations</li> </ul>



**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 2: Further develop, implement and extend literacy intervention**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Reflect upon structure and efficacy of current K-6 literacy intervention to identify best practices</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year</li> <li>• 6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Teachers, 5-6 Humanities Teachers</li> <li>• K-6 Literacy Coach &amp; Interventionist K-6 Leadership Team</li> <li>• K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated reflection time, via weekly Director check-ins with Literacy Coach, monthly K-6 Leadership Team meetings, and quarterly Professional Development Institutes (PDI)</li> <li>• Academic achievement data</li> <li>• Staff interviews</li> <li>• Current intervention research</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Leadership Team Minutes</li> <li>• Summer PDI State of the School Presentation</li> <li>• Summer Board of Directors Academic Accountability Committee meeting</li> </ul>
<p>Implement refined K-6 literacy intervention structures that reflect identified best practices</p>	<ul style="list-style-type: none"> <li>• 07/09 – 08/09 Summer Session</li> <li>• 2009-10 School Year</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Literacy Coach &amp; Interventionist</li> <li>• 5-8 Literacy Coach &amp; Interventionist</li> <li>• K-6 Resource Specialist</li> <li>• K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Literacy Interventionist (One at K-4, one at 5-6 that will also extend program to 7-8)</li> <li>• Additional Aide for Resource Specialist</li> <li>• Resource and Intervention Rooms</li> <li>• Intervention Resources (i.e. curriculum, texts, software)</li> <li>• Revised MOU for SPED with district</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team Meetings</li> <li>• Fall PDI State of the School Presentation</li> <li>• Fall Board of Directors Academic Accountability Committee meeting</li> <li>• Staffing and Facility Plans</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Reflect upon efficacy of current instructional support for K-6 literacy to identify best practices and to expand services to grades 7-8</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year</li> <li>• 6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 Teachers and 5-8 Humanities Teachers</li> <li>• K-6 Literacy Coach &amp; Interventionist</li> <li>• Resources Specialists</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated reflection time, via weekly Director check-ins with Literacy Coach, monthly K-6 Leadership Team meetings, and quarterly Professional Development Institutes (PDI)</li> <li>• Academic achievement data</li> <li>• Staff interviews</li> <li>• Current intervention research</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team meeting minutes</li> <li>• Summer PDI State of the School Presentation</li> <li>• Summer Board of Directors Academic Accountability Committee meeting</li> </ul>
<p>Design and implement instructional support plan for literacy that reflects identified best practices and includes a new focus on grades 7-8</p>	<ul style="list-style-type: none"> <li>• 2008-09 School Year</li> <li>• 6/09 to 7/09 during end of year PDI</li> <li>• 7/09 to 9/09 during fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8 Humanities Teachers</li> <li>• K-4 &amp; 5-8 Literacy Coaches &amp; Interventionists</li> <li>• Resource Specialists</li> <li>• K-12 Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated observation and work time</li> <li>• Additional Literacy Interventionist</li> <li>• Additional Resource Specialist Aide</li> <li>• Consistently allocated professional development time</li> <li>• Intervention rooms</li> <li>• Intervention Resources (i.e. curriculum, texts, software)</li> <li>• Revised MOU for SPED with district</li> </ul>	<ul style="list-style-type: none"> <li>• Summer PDI State of the School Presentation</li> <li>• Fall PDI State of the School Presentation</li> <li>• Leadership Team Meetings</li> <li>• Fall Academic Accountability Committee meeting</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Assess efficacy of expanded K-8 literacy intervention structures	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>K-4 Teachers, 5-12 Humanities Teachers</li> <li>K-4 &amp; 5-8 Literacy Coaches &amp; Interventionists</li> <li>Resource Specialists</li> <li>Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>Allocated observation time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 3:** Continue to develop and implement targeted instructional support in literacy

**Strategy/Task 4:** Implement shared instructional strategies that accelerate Literacy achievement gains for older students

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Reflect on and assess efficacy of current instructional support and coaching in K-8 literacy; Identify instructional supports and coaching that have effectively accelerated academic achievement</p>	<ul style="list-style-type: none"> <li>2008-09 School Year, during Leadership Team Meetings, Director Check-ins and Director Meetings</li> <li>6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-4 Teachers, 5-8 Humanities Teachers</li> <li>K-6 Literacy Coach &amp; Interventionist</li> <li>Leadership Team</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>Allocated observation time</li> <li>Staff interviews</li> <li>Academic achievement data</li> <li>Comprehensive Literacy Model (CLM) Framework &amp; Implementation Survey</li> <li>Strategic Literacy Initiative (SLI) Framework</li> <li>Current research on literacy coaching</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> <li>Staff survey data</li> </ul>
<p>Continue to refine and implement K-8 literacy instructional support and coaching structures that reflect identified best practices and move student achievement</p>	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>All Literacy Staff</li> <li>Directors of Instruction</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation time</li> <li>Staff interviews</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify instructional strategies that have effectively accelerated academic achievement for students	<ul style="list-style-type: none"> <li>6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Members</li> <li>Inquiry Group Leaders</li> <li>K-6 Literacy Coach &amp; Interventionist</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated inquiry group time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Summer PDI State of the School Presentation</li> <li>Summer Board of Directors Academic Accountability Committee meeting</li> </ul>
Agree upon core Literacy strategies to be implemented by instructional staff	<ul style="list-style-type: none"> <li>7/09 to 9/09 during fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Leaders</li> <li>K-4 and 5-8 Literacy Coaches</li> <li>Directors of Instruction</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Allocated inquiry group time</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Leadership Team Meetings</li> <li>Fall Board of Directors Academic Accountability Committee meeting</li> </ul>
Observe and provide feedback on the efficacy of implementation of Literacy strategies	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Leaders</li> <li>K-4 and 5-8 Literacy Coaches</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation and feedback time</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes and debriefs</li> <li>Interim Assessment Data Meetings</li> </ul>
Assess efficacy of implementation of Literacy strategies	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Leaders</li> <li>K-4 and 5-8 Literacy Coaches</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated Leadership Team Time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> </ul>

**ACTION PLAN GOAL A: Increasing Student Literacy and Mathematics Achievement and Proficiency Rates**

**Strategy/Task 5:** Continue to develop and implement math intervention

**Strategy/Task 6:** Implement shared instructional strategies that accelerate Mathematics achievement gains for high school students

**Strategy/Task 7:** Incorporate mathematical fluency and discrete skills development into our current problem-solving based mathematics curriculum

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Reflect upon structure and efficacy of current K-6 math intervention to identify best practices</p>	<ul style="list-style-type: none"> <li>2008-09 School Year, during K-6 Leadership Team Meetings and K-6 Director Check-ins</li> <li>6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-4 Teachers, 5-6 Math Teachers</li> <li>Resource Specialist</li> <li>Summer School Coordinator</li> <li>After School Program Coordinator</li> <li>K-3 Math Coach</li> <li>K-6 Leadership Team</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated reflection time, via check-ins, leadership team meetings, and professional development institute (PDI)</li> <li>Academic achievement data</li> <li>Staff interviews</li> <li>Most current intervention research</li> </ul>	<ul style="list-style-type: none"> <li>K-6 Leadership Team Minutes</li> <li>Summer PDI State of the School Presentation</li> <li>Summer Board of Directors Academic Accountability Committee meeting</li> </ul>
<p>Continue to refine and implement K-6 math intervention structures that reflect identified best practices</p>	<ul style="list-style-type: none"> <li>2008-09 School Year, during K-6 Leadership Team Meetings and K-6 Director Check-ins</li> <li>6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-4 Teachers, 5-6 Math Teachers</li> <li>Resource Specialist</li> <li>Summer School Coordinator</li> <li>After School Program Coordinator</li> <li>K-3 Math Coach</li> <li>K-6 Leadership Team</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated work time</li> <li>Additional Literacy Interventionist (One at K-4, one at 5-6 that will also extend program to 7-8)</li> <li>Additional Aide for Resource Specialist</li> <li>Resource and Intervention Rooms</li> <li>Intervention Resources (i.e. curriculum, texts, software)</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Leadership Team Meetings</li> <li>Fall Board of Directors Academic Accountability Committee meeting</li> <li>Staffing and Facility Plans</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify shared instructional strategies that have effectively increased achievement results on high school end of course tests	<ul style="list-style-type: none"> <li>2008-09 School Year, during 7-12 Leadership Team Meetings and 7-12 Director Check-ins</li> <li>6/09 to 7/09 during end of year PDI</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Members</li> <li>7-12 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated inquiry group time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Summer PDI State of the School Presentation</li> <li>Leadership Team Meeting Minutes</li> <li>Fall Board of Directors Academic Accountability Committee meeting</li> </ul>
Agree upon shared instructional strategies to be implemented by 6-12 mathematics teachers	<ul style="list-style-type: none"> <li>7/09 to 9/09 during fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Members</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated inquiry group time</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Leadership Team Meeting Minutes</li> <li>Fall Board of Directors Academic Accountability Committee meeting</li> </ul>
Observe and provide feedback on the implementation of shared 6-12 mathematics instructional strategies	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Leaders</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation and feedback time</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes and debriefs</li> <li>Interim Assessment Data Meetings</li> </ul>
Assess efficacy of shared mathematics instructional strategies	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Leaders</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated Leadership Team Time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> </ul>
Identify the critical discrete mathematics skills with which students need more practice	<ul style="list-style-type: none"> <li>7/09 to 9/09 during fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Members</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated inquiry group time</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Leadership Team Meeting Minutes</li> <li>Fall Board of Directors Academic Accountability Committee meeting</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Observe and provide feedback on the implementation of targeted mathematics instructional strategies to promote discrete skills	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Leaders</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation and feedback time</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes and debriefs</li> <li>Interim Assessment Data Meetings</li> </ul>
Assess efficacy of targeted mathematics instructional strategies to promote discrete skills	<ul style="list-style-type: none"> <li>9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Inquiry Group Leaders</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated Leadership Team Time</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> </ul>



**Goal B: Increasing Achievement Rates Within Specific Sub-Groups** - Lighthouse must accelerate the academic achievement of all student populations, looking specifically at the differentiation that must occur for each. We know that specific work must be undertaken to address the particular needs of our English language learners, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have previously been retained.

**Rationale:** The self study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of our English Language Learners is of paramount importance, as they represent 76% of our student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse's mission applies to all students and therefore we must continue to improve the academic outcomes for these specific student populations.

**Expected Schoolwide Learning Results Addressed:** Self-motivated, Academically Equipped, Lifelong Learners

**Sub-Group Growth Targets** - Based upon California AMO rates in either CST or CAHSEE results

Subject Area	08-09	09-10	10-11	11-12	12-13	13-14	14-cont.
Literacy	45%	56%	67%	78%	89%	100%	100%
Mathematics	45.5%	56.4%	67.3%	78.2%	89.1%	100%	100%

**Ways of Assessing Progress:**

- Fountas and Pinnell Guided Reading Assessments
- Quarterly Standards-Based Interim Assessments
- Quarterly Report Cards
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- Retention Rates

**Proposed Strategies/Tasks:**

1. Determine and implement the best comprehensive structure for serving English Language Learners in a K-12 setting.
2. Develop the capacity of staff to understand the backgrounds of all students as they relate to gender, race, ethnicity, culture and language, to increase engagement and decrease discipline.

3. Develop curriculum that reflects the cultural experience of all students and draws them into the learning process, in particular African-American students.
4. Develop and implement specific structures that address known intervention needs of specific subgroups.

## ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups

**Strategy/Task 1:** Determine and implement the best comprehensive structure for serving English Language Learners in a K-12 setting.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Collect baseline data on best practice	<ul style="list-style-type: none"> <li>9/08</li> </ul>	<ul style="list-style-type: none"> <li>K-6 Leadership Team</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Funding for One-Day EL Achieve Seminar, attended by K-6 Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff and Building Meetings</li> <li>Weekly Announcements</li> <li>K-6 Leadership Team Meetings</li> <li>Directors Meetings</li> </ul>
Organize English Language Development working group; working group collects data	<ul style="list-style-type: none"> <li>10/08 – 3/09</li> </ul>	<ul style="list-style-type: none"> <li>K-12 English Language Development working group</li> <li>K-6 Leadership Team</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated work time for working group members</li> <li>Allocated observation and site visit time for working group members</li> <li>Funding for meals at bi-weekly meetings</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff and Building Meetings</li> <li>Weekly Announcements</li> <li>K-6 Leadership Team Meetings</li> <li>Directors Meetings</li> <li>March Board of Directors Academic Accountability Committee meeting</li> </ul>
English Language Development working groups identifies ideal model for serving K-12 English Language Learners, including roll-out schedule and ongoing workplan	<ul style="list-style-type: none"> <li>4/09 – 9/09</li> </ul>	<ul style="list-style-type: none"> <li>English Language Development working group</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated work time for working group members</li> <li>Financial resources for research</li> </ul>	<ul style="list-style-type: none"> <li>Summer PDI sessions led by working group</li> <li>Fall PDI sessions led by working group</li> </ul>
Comprehensive English Language Development instructional structure implemented by classroom teachers on roll out schedule	<ul style="list-style-type: none"> <li>9/09 forward, on roll out schedule determined by working group</li> </ul>	<ul style="list-style-type: none"> <li>English Language Development working group</li> <li>Classroom Teachers</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time during fall PDI and throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI sessions led by working group</li> <li>Ongoing PD sessions led by working group and lead teachers</li> <li>Observation notes and debriefs</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Assess efficacy of roll out to date for Comprehensive English Language Development instructional structure	<ul style="list-style-type: none"> <li>6/10</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>English Language Development working group</li> <li>Leadership Team</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation time</li> <li>Survey of classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> <li>Teacher survey data</li> </ul>
Engage in reflection, revision, and implementation process each year	<ul style="list-style-type: none"> <li>Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>English Language Development working group</li> <li>Leadership Team</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 2:** Develop the capacity of staff to understand the backgrounds of all students as they relate to gender, race, ethnicity, culture and language, to increase engagement and decrease discipline.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>Design and implement K-6 professional development plan for equity that reflects identified best practices</p>	<ul style="list-style-type: none"> <li>6/08 to 8/08 during end of year PDI and summer work</li> <li>2008-09 School Year</li> </ul>	<ul style="list-style-type: none"> <li>K-6 Whole Staff</li> <li>K-6 Lead Teacher in Equity</li> <li>K-6 Resident Director</li> <li>K-6 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Monthly whole staff professional development</li> <li>Allocated reflection time, via monthly Director check-ins with Lead Teacher in Equity and Resident Director, monthly K-6 Leadership Team meetings, and quarterly Professional Development Institutes (PDI)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team meeting minutes</li> <li>Directors Meetings</li> <li>Fall, Winter, Spring and Summer PDI State of the School Presentations</li> <li>Board of Directors Academic Accountability Committee meetings</li> </ul>
<p>Reflect upon efficacy of K-6 professional development plan for equity, identify best practices for expansion and necessary additions for extension to a K-12 scope</p>	<ul style="list-style-type: none"> <li>2008-09 School Year</li> <li>6/09 to 9/09 during end of year PDI, summer work, and beginning of the year PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-6 and 7-12 Lead Teachers in Equity</li> <li>Outside expertise, through BayCES or SF-CESS</li> <li>K-12 Leadership Team</li> <li>K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation time of current successful classrooms and staff to analyze strategies, practices, and mindsets</li> <li>Monthly whole staff professional development</li> <li>Additional Lead Teacher in Equity</li> <li>Stipend and consulting payments</li> <li>Observational data</li> <li>Discipline data</li> <li>Academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team meeting minutes</li> <li>Directors Meetings</li> <li>Summer PDI State of the School Presentation</li> <li>Fall PDI State of the School Presentation</li> <li>Fall Academic Accountability Committee meeting</li> </ul>

Lighthouse staff implement identified practices while receiving targeted professional development	<ul style="list-style-type: none"> <li>• 9/09 – 6/10</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Lighthouse Staff</li> <li>• K-6 and 7-12 Lead Teachers in Equity</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly whole staff professional development</li> <li>• Observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Observations and debriefs</li> </ul>
Assess efficacy of professional development in equity	<ul style="list-style-type: none"> <li>• 6/10 during end-of-year PDI</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Lighthouse Staff</li> <li>• K-12 Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated observation time</li> <li>• Student surveys</li> <li>• Survey of classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external academic sub group achievement data</li> <li>• Report card data</li> <li>• Student referral and suspension data</li> <li>• Student survey data</li> <li>• Teacher survey data</li> </ul>
Engage in reflection, revision, and implementation of professional development in equity each year	<ul style="list-style-type: none"> <li>• Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Lighthouse Staff</li> <li>• K-12 Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same cycle as above</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 3:** Develop curriculum that reflects the cultural experience of all students and draws them into the learning process, in particular African-American boys.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Analyze current curriculum through a lens of how students connect to the content	<ul style="list-style-type: none"> <li>3/10 – 6/10</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> <li>K-12 Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Protocol development for looking at curriculum</li> <li>Rubric development for evaluating curriculum</li> <li>Student survey development to assess how students connect to the current content and what motivates them to engage in learning</li> </ul>	<ul style="list-style-type: none"> <li>Monthly whole staff meetings</li> <li>K-12 Leadership Team meeting minutes</li> <li>Summer and Fall PDI State of the School Presentations</li> </ul>
Develop proposed curricular adjustments; socialize revised curriculum map with all staff	<ul style="list-style-type: none"> <li>6/10 during end-of-year PDI</li> <li>8/10 during beginning-of-year PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> <li>K-12 Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Allocated work time</li> <li>Rubric to guide curricular choices</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff meetings</li> <li>Summer and Fall PDI State of the School Presentations</li> </ul>
Classroom teachers implement curricular map	<ul style="list-style-type: none"> <li>9/10 – 6/11</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time</li> <li>Observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Walk-through observation notes</li> <li>Whole staff meetings</li> <li>PDI Reflection Time</li> </ul>
Assess efficacy of curricular adjustments	<ul style="list-style-type: none"> <li>6/11 during end-of-year PDI</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Leadership Team</li> <li>Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated observation time</li> <li>Student surveys</li> <li>Survey of classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external academic achievement data</li> <li>Report card data</li> <li>Student referral and suspension data</li> <li>Student survey data</li> <li>Teacher survey data</li> </ul>

**ACTION PLAN GOAL B: Increasing Achievement Rates Within Specific Sub-Groups**

**Strategy/Task 4:** Develop specific structures that address known the intervention needs of specific subgroups.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify and analyze current intervention structures. Deliberately correlate programs to each sub group of concern (e.g. retained students).	<ul style="list-style-type: none"> <li>• 3/09 to 4/09 during Spring PDI</li> <li>• 6/09 to 7/09 during summer PDI</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Literacy Coach &amp; Interventionist</li> <li>• K-6 &amp; 7-12 Resource Specialists</li> <li>• 7-12 After School Program Director</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated reflection time, via weekly check-ins and Directors meetings</li> <li>• Academic achievement data by sub group and student</li> </ul>	<ul style="list-style-type: none"> <li>• Summer PDI State of the School Presentation</li> </ul>
Implement a targeted intervention master plan that prioritizes personnel and resources to known struggling sub groups.	<ul style="list-style-type: none"> <li>• 7/09 to 8/09 during summer</li> <li>• 9/09 through 6/10</li> </ul>	<ul style="list-style-type: none"> <li>• K-4 &amp; 5-8 Literacy Coaches &amp; Interventionists</li> <li>• K-6 &amp; 7-12 Resource Specialists and Resource Aide</li> <li>• K-12 After School Program Director</li> <li>• K-12 Classroom Teachers</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric that articulates expected practices and outcomes for each intervention program</li> <li>• Allocated observation and work time</li> <li>• Financial resources</li> <li>• Budget and staffing parameters</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes and debriefs</li> <li>• Intervention program evaluations</li> <li>• Leadership Team Meetings</li> <li>• Fall, Winter, Spring and Summer PDI State of the School Presentation</li> <li>• Board of Directors Academic Accountability Committee meetings</li> </ul>
Assess efficacy of targeted intervention master plan at each grading period and /or quarterly Interim Assessment to create opportunities for course corrections during the school year	<ul style="list-style-type: none"> <li>• 9/09 through 6/10</li> <li>• Continuous</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated observation time</li> <li>• Allocated work time to make programmatic revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessment data by sub group and student</li> <li>• Report card data</li> </ul>



STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Engage in reflection, revision, and implementation of targeted intervention master plan each year	<ul style="list-style-type: none"> <li>• Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Classroom Teachers</li> <li>• K-4 &amp; 5-8 Literacy Coaches &amp; Interventionists</li> <li>• K-6 &amp; 7-12 Resource Specialists and Resource Aide</li> <li>• K-12 After School Program Director</li> <li>• K-12 Leadership Team</li> <li>• K-6 and 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same cycle as above</li> </ul>

**Goal C: Increasing Rigor and Alignment of Educational Program** - Lighthouse students will have an academically rigorous K-12 educational experience that is vertically aligned from grades K-12 to ensure every student graduates prepared for college, completing all of the required A-G coursework.

**Rationale:** Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. Deliberate work must be engaged to ensure that we leverage the true potential of being K-12 to achieve our mission by vertically aligning structures, programs, and practices.

**Expected Schoolwide Learning Results Addressed:**

- Self-motivated, Academically Equipped, Lifelong Learners
- All Guiding Principles

**Ways of Assessing Progress:**

- Guiding Principles Implementation Strategy
- Curriculum and Learning Targets Maps
- Instructional Practice Guides
- Assessment and Reporting Guides
- Codified Portfolio and Passage Process
- Shared Cultural Practices Handbook

Average SAT / PSAT Results

Test Section	08-09	09-10	10-11	11-12	12-13	13-14
Reading	400	430	460	490	520	550
Math	400	430	460	490	520	550

Graduation Rates

08-09	09-10	10-11	11-12	12-13	13-14
95%	95%	95%	95%	95%	95%

College Acceptance / Matriculation Rates

08-09	09-10	10-11	11-12	12-13	13-14
100% / 80%	100% / 85%	100% / 90%	100% / 95%	100% / 95%	100% / 95%

Proposed Strategies/Tasks:

1. Vertically align cultural practices that reinforce Lighthouse Guiding Principles
2. Vertically align content and instructional practices
3. Vertically align assessment and reporting practice
4. Develop student and family understanding of assessment and reporting practice at secondary level

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 1:** Vertically align school culture development practices and rituals that reinforce Lighthouse Guiding Principles

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify and analyze current school culture development practices and rituals by grade level. Seat a School Culture Alignment working group.	<ul style="list-style-type: none"> <li>6/09 to 7/09 during summer PDI</li> </ul>	<ul style="list-style-type: none"> <li>Lighthouse Staff</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> <li>School Culture Alignment working group</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time</li> </ul>	<ul style="list-style-type: none"> <li>Summer PDI State of the School Presentation</li> </ul>
Assess the efficacy of current school culture development practices and rituals.	<ul style="list-style-type: none"> <li>6/09 to 7/09 during summer PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-6 &amp; 7-12 Directors of Instruction</li> <li>School Culture Alignment working group</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time</li> </ul>	<ul style="list-style-type: none"> <li>Summer PDI State of the School Presentation</li> </ul>
Develop Shared Cultural	<ul style="list-style-type: none"> <li>7/09 to 9/09</li> </ul>	<ul style="list-style-type: none"> <li>School Culture</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the</li> </ul>

Practices Handbook	<ul style="list-style-type: none"> <li>• Summer work and Fall PDI</li> </ul>	Alignment working group		<ul style="list-style-type: none"> <li>• School Presentation</li> <li>• Published Shared Cultural Practices Handbook</li> </ul>
Socialize expectations for Shared Cultural Practices	<ul style="list-style-type: none"> <li>• 8/09 during fall PDI work</li> </ul>	<ul style="list-style-type: none"> <li>• School Culture Alignment working group</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated professional development time during Fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>• Fall PDI State of the School Presentation</li> </ul>
Norm, monitor and assess implementation of school culture development practices and rituals via observation and feedback	<ul style="list-style-type: none"> <li>• 8/09 to 6/09</li> </ul>	<ul style="list-style-type: none"> <li>• School Culture Alignment working group</li> <li>• K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly articulated expectations of staff for implementing culture development practices and rituals</li> <li>• Allocated time for complete observation cycle, including pre and post conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• One on one conference between Director and staff member</li> <li>• Formal observation reports</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Engage in reflection, revision, and implementation of school culture development practices and rituals	<ul style="list-style-type: none"> <li>Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Leadership Team</li> <li>K-12 Classroom Teachers</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 2: Vertically align content and instructional practices**

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Select and seat a Content and Instructional Alignment working group	<ul style="list-style-type: none"> <li>3/10 to 4/10 during spring PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff Meetings</li> </ul>
Collect, organize, and catalog current curricula as well as delineate current instructional practices from grades K-12.	<ul style="list-style-type: none"> <li>3/10 - 9/10</li> <li>Spring PDI, Summer work, and Fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-6 and 7-12 Directors of Instruction</li> <li>Content and Instructional Alignment working groups</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>Director check-ins with working group</li> <li>Summer and Fall PDI State of the School Presentation</li> </ul>
Develop draft Curriculum Maps, Learning Target Maps, and Instructional Guides K-12	<ul style="list-style-type: none"> <li>7/10 to 8/10</li> <li>Summer work</li> </ul>	<ul style="list-style-type: none"> <li>K-6 and 7-12 Directors of Instruction</li> <li>Content and Instructional Alignment working groups</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Draft Curriculum Map</li> <li>Draft Learning Target Map</li> <li>Draft Instructional Guide</li> </ul>
Socialize K-12 Curriculum Maps, Learning Target Maps, and Instructional Guides with all staff	<ul style="list-style-type: none"> <li>8/10 during fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-6 and 7-12 Directors of Instruction</li> <li>Content and Instructional Alignment working groups</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time during Fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> <li>Fall PDI session led by Content and Instructional Alignment working group</li> </ul>

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIOANL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Norm and evaluate implementation of K-12 Curriculum Maps, Learning Target Maps, and Instructional Guides	<ul style="list-style-type: none"> <li>9/10 to 6/11</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Classroom Teachers</li> <li>Inquiry Groups</li> <li>Content and Instructional Alignment working groups</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated time for observation and feedback</li> <li>Scheduled Inquiry Group meetings during Professional development Time</li> <li>Allocated time for complete observation cycle, including pre and pot conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Group Minutes &amp; Feedback</li> <li>One on one conference between Director and staff member</li> <li>Formal observation reports</li> </ul>
Engage in reflection, revision, and implementation of K-12 Curriculum Maps, Learning Target Maps, and Instructional Guides	<ul style="list-style-type: none"> <li>Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Leadership Team</li> <li>K-12 Classroom Teachers</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 3: Vertically align assessment and reporting practice**

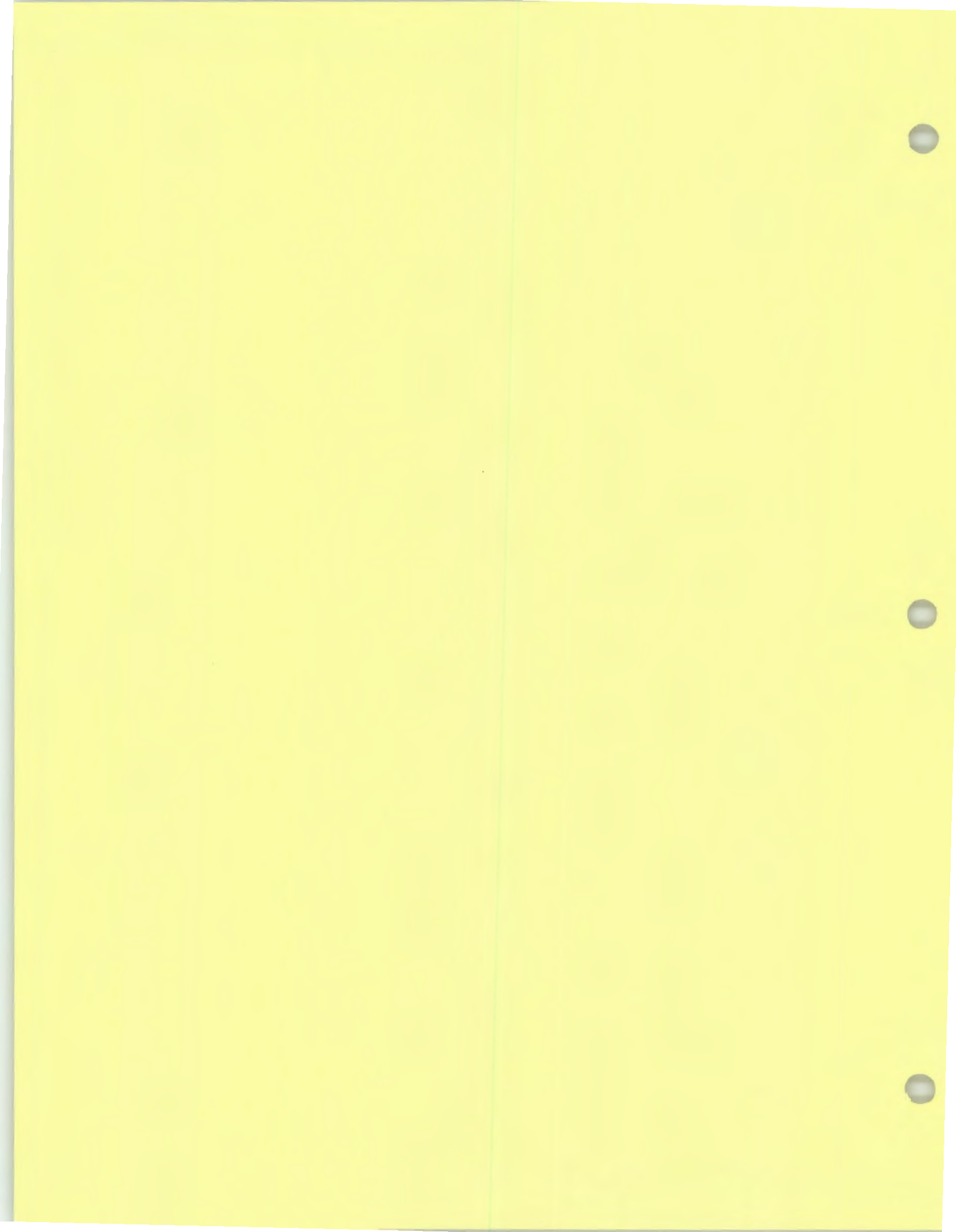
STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Identify and analyze current assessment and reporting practices. Seat an Assessment and Reporting Alignment working group	<ul style="list-style-type: none"> <li>3/10 to 4/10 during spring PDI</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Leadership Team</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Whole Staff Meetings</li> </ul>
Develop Clearly Articulated Assessment and Reporting Calendar, Expectations, and Responsibilities	<ul style="list-style-type: none"> <li>3/10 - 9/10</li> <li>Spring PDI, Summer work, and Fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Reporting Alignment working group</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>Summer and Fall PDI State of the School Presentation</li> <li>Published shared assessment practices handbook</li> </ul>
Socialize expectations for Articulated Assessment and Reporting Calendar, Expectations, and Responsibilities	<ul style="list-style-type: none"> <li>8/10 during fall PDI work</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Reporting Alignment working group</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Allocated professional development time during Fall PDI</li> </ul>	<ul style="list-style-type: none"> <li>Fall PDI State of the School Presentation</li> </ul>
Monitor and assess quality of teacher implementation of Articulated Assessment and Reporting Calendar, Expectations, and Responsibilities	<ul style="list-style-type: none"> <li>9/10 to 6/11</li> </ul>	<ul style="list-style-type: none"> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Clearly articulated expectations of staff for implementation</li> <li>Allocated time for completion of observation cycle, including pre and post conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>One on one conference between Director and staff member</li> <li>Formal observation reports</li> <li>Final staff evaluation report</li> </ul>
Engage in reflection, revision, and implementation of Articulated Assessment and Reporting Calendar, Expectations, and Responsibilities	<ul style="list-style-type: none"> <li>Each Subsequent Year</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Leadership Team</li> <li>Assessment and Reporting Alignment working group</li> <li>K-6 &amp; 7-12 Directors of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>	<ul style="list-style-type: none"> <li>Same cycle as above</li> </ul>

**ACTION PLAN GOAL C: Increasing Rigor and Alignment of Educational Program**

**Strategy/Task 4:** Develop student and family understanding of assessment and reporting practice at secondary level

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	PROFESSIONAL DEVELOPMENT / RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
Develop plan for exposing, training, and supporting families and students in using online grading system at secondary level	<ul style="list-style-type: none"> <li>• 7/09 to 8/09</li> <li>• Summer work</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liason</li> <li>• Dean of Students</li> <li>• 7-12 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Paid summer work</li> </ul>	<ul style="list-style-type: none"> <li>• Family Orientation Nights</li> <li>• Monthly mailer</li> <li>• Fall PDI State of the School Presentation</li> <li>• Published student and family training program</li> </ul>
Expose, train, and support families and students in using online grading system at secondary level to improve their academic standing	<ul style="list-style-type: none"> <li>• 10/09 during fall intervention week</li> </ul>	<ul style="list-style-type: none"> <li>• Family Liason</li> <li>• Dean of Students</li> <li>• 7-12 Director of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled parent meetings throughout the fall and at different hours</li> <li>• Access to computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Usage rate of online grading system by students and families</li> </ul>





SELF-STUDY VISITING COMMITTEE REPORT  
edited 3/27/09

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION



FOR

Community Charter School  
Oakland, California  
March 9-11, 2009

**Visiting Committee Members**

Ms. Patricia Wilson Caine, Chair  
Foreign Language Teacher, Santa Teresa HS

Ms. Cassandra Pereira  
English Teacher, Santa Teresa HS

Dr. Stephen Powers  
Principal, Kingsburg Elementary Charter School District

Ms. Carol Rogers  
Co-Director, Orchard View School

Mrs. Elaine Sumner  
English/Spanish Teacher, Valley Preparatory Academy

## Chapter I: Student/Community Profile

Lighthouse Community Charter Public School (LCCS), located in Oakland, California, serves 615 students in grades K – 12. One of thirty-plus tuition-free public charter schools operating in Oakland, Lighthouse was founded in 2002 in response to the achievement gap that exists for low-income students and youth of color in Oakland. The school has grown from serving 92 students in 2002 to 615 in 2008. Lighthouse operates with two charters: a K – 8th grade charter and a 9 – 12th grade charter. The Oakland Unified School District, Lighthouse's charter-granting agency, serves about 38,600 students in 111 traditional or small schools and 34 charter schools.

Oakland is the most ethnically diverse city in the United States and has over 100 different languages and dialects spoken. While it is culturally rich, its poverty level for families with children is estimated at 22%, compared to the state's average of 14%. In addition, Oakland is ranked as the 1<sup>st</sup> most dangerous city in California, and 5<sup>th</sup> in the United States.

The demographic breakdown of LCCS is 71% Latino, 17% African-American, 7% Asian, 3% White, 1% Filipino, and about 1% Pacific Islander and other multi-ethnic students. 68% of the students are English Language Learners. 79% are low-income and qualify for free or reduced meals. 7% of the students are special needs students. 87% of the parents did not attend college.

The original founding team still work full-time at the school. The idea for Lighthouse was borne from experiences with Teach for America, experiences in a rural private school, and the tutelage of Ted and Nancy Sizer. After two years of planning, LCCS opened its doors in 2002 to 40 Kindergarteners and 52 6<sup>th</sup> graders. Each year since its opening, the school has added two grade levels. This year, the school has reached its apex and will graduate its first senior class.

**The staff** at LCCS is comprised of 28 core classroom teachers, 7 art/music/fitness teachers, 2 paraprofessionals, 5 administrators, 1 Literary Specialist, 11 classified staff, 1 College and Career Counselor, 1 Social/Emotional Counselor, 6 Home language Program Instructors, 2 Resource Specialists, and 19 after school staff. 93% of the core faculty is fully credentialed and meet NCLB requirements. Two are not fully credentialed. Approximately 2/3 of the core teachers are White, with the remaining 1/3 of diverse ethnic background. Of the total staff about 1/3 are White, 1/3 Latino and the remaining 1/3 African-American and Asian.

### **Vision Statement:**

The vision of the Lighthouse Community Charter School is to close the achievement gap for low-income students and students of color who have not been served by the current educational system.

### **Mission Statement:**

The mission of the Lighthouse Community Charter School is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with

the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to achieve its mission, Lighthouse Community Charter School has committed to five tenants in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

**Expected Schoolwide Learning Results (ESLRs):**

Lighthouse's ESLRs are derived from the mission and vision. In order for students to be prepared for college, they must be **Self-motivated, Academically Equipped, Lifelong Learners**. In addition, students are to aspire to the following Guiding Principles:

- |                  |              |
|------------------|--------------|
| • Responsibility | • Curiosity  |
| • Persistence    | • Integrity  |
| • Communication  | • Courage    |
| • Collaboration  | • Respect    |
| • Reflection     | • Compassion |

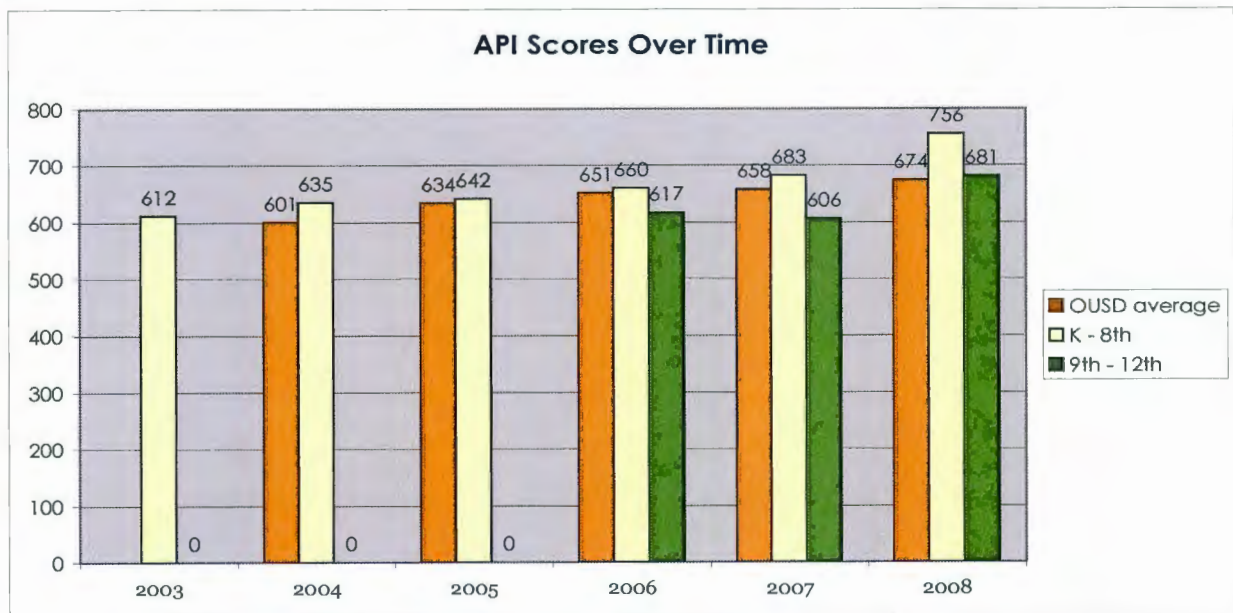
## Student Achievement Data:

### AYP:

	ELA AYP Objectives K-8								Mathematics AYP Objectives K-8							
	Met Participation				Proficient or Above				Met Participation				Proficient or Above			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Schoolwide	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-econo. disadvant.	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
English Learner	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes

*Lighthouse K – 8* is currently in Program Improvement Year 2 for not meeting AYP criteria in 2005 – 2007. In 2006, the school met 11 out of 17 AYP criteria and in 2007, the school met 16 out of 17 AYP criteria. In 2008, the school met AYP goals. *Lighthouse 9–12* met AYP goals in 2005 and 2007 and does not have Program Improvement Status.

### API:



Both Lighthouse charters have seen significant gains in its API scores over the years. Lighthouse K—8 has exceeded OUSD district averages every year on record. In 2008, both schools saw dramatic 75-point gains in its API. While the K—8 had a school ranking of “2” in 2007, the similar schools ranking was “5.” (9-12 not available)

**CAHSEE:**

<b>CAHSEE English Language Arts Grade 10 First Attempt</b>				
<b>Percentage Pass Rate 2006-08</b>				
	<b>2006-07</b>		<b>2007-08</b>	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	71	60	73	60
Female	83	67	84	65
Male	58	53	64	54
Latino	66	47	77	53

<b>CAHSEE Mathematics Grade 10 First Attempt</b>				
<b>Percentage Pass Rate 2006-08</b>				
	<b>2006-07</b>		<b>2007-08</b>	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	74	61	78	61
Female	78	61	79	62
Male	68	60	76	62
Latino	71	57	79	60

Lighthouse has administered the CAHSEE for the past two years and each year, the school has outpaced district averages of first-attempt 10<sup>th</sup> grade students passing the CAHSEE. At the time this report was finalized, 100% of Lighthouse seniors had passed the CAHSEE

**CSTs K-8:**

<b>California Standards Test – All K – 8 students 2006-2008</b>				
<b>% Proficient and Advanced</b>				
Subject	<b>K – 8 Lighthouse</b>		<b>OUSD</b>	
	2007	2008	2007	2008
ELA	27.3	36.7	29.2	31.8
Math	32	44.7	29.8	33.1
History/Social Science	6.3	40.8	16.5	17.6
Science	10.6	18.4	24.3	31.9

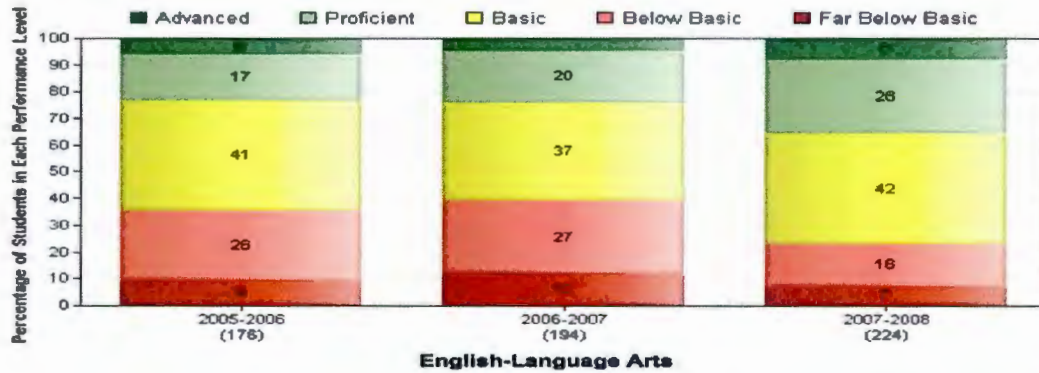


### CST Multi-Year Performance Level Distribution

Testing Group  
Grade: All Grades

3-year CST ELA K-8

Reporting Group  
As Tested Rosters  
District: Lighthouse Charter Grades K-12  
School: Lighthouse Community Charter School  
Teacher: All Teachers



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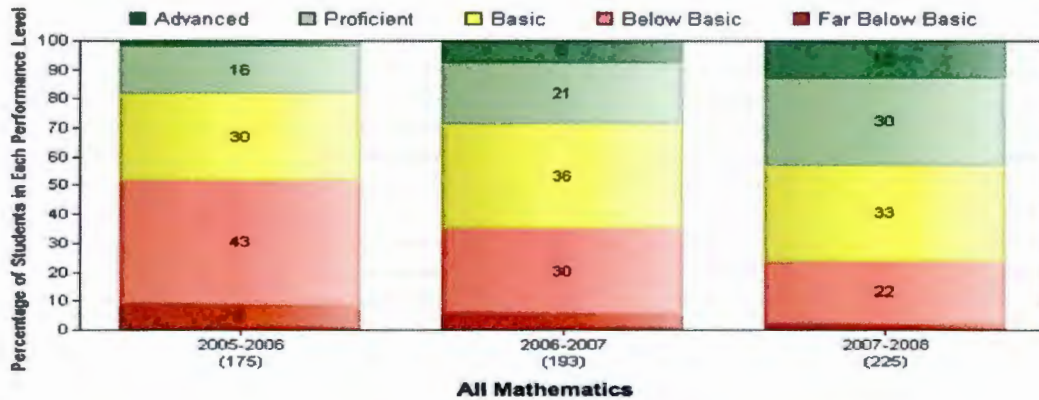


### CST Multi-Year Performance Level Distribution

Testing Group  
Grade: All Grades

3-year CST Mathematics K-8

Reporting Group  
As Tested Rosters  
District: Lighthouse Charter Grades K-12  
School: Lighthouse Community Charter School  
Teacher: All Teachers



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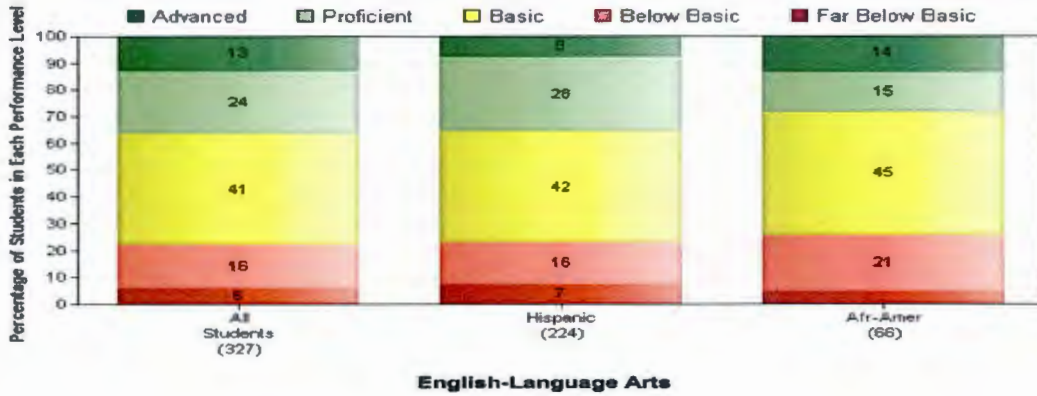
Longitudinal studies of LCCS K-8 CSTs show growth in all categories. The ELA, mathematics and social science scores accede those of the district, sometimes significantly; but the science scores are low and fail to meet the district's level.

## The Achievement Gap:



### CST Single-Year PL Distribution by Subgroup

Lighthouse Charter 2008 CST Achievement Gap chart for ELA K-8 2007-2008



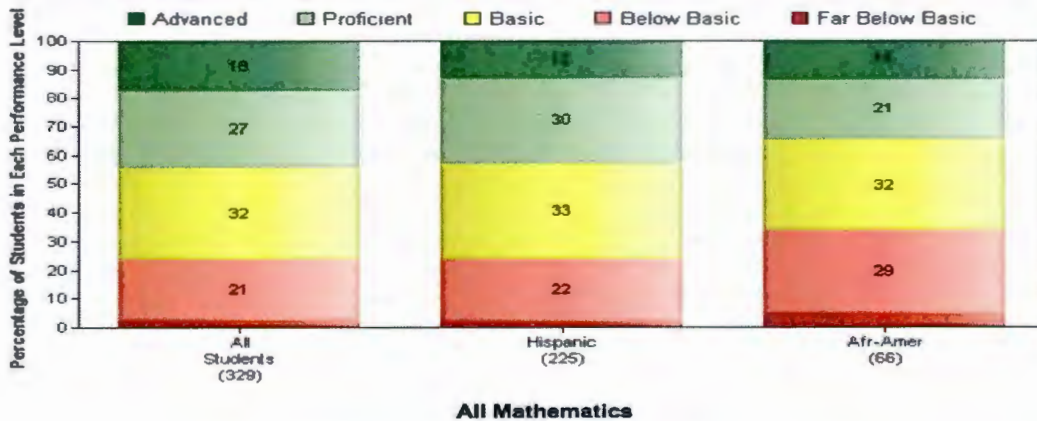
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### CST Single-Year PL Distribution by Subgroup

Lighthouse Charter 2008 CST Achievement Gap chart for Mathematics K-8 2007-2008



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When comparing the disaggregated 2007-2008 K-8 CST scores, there is a 7% achievement gap in ELA and 8% in mathematics between the African-American students and the Hispanic students.



**CSTs 9-12:**

**ELA:**

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: English</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	51	N/A	N/A	49	42	N/A	55	42	31
% Enrolled	98	N/A	N/A	100	100	N/A	96	95	100
% Advanced	4	N/A	N/A	4	0	N/A	6	10	6
% Proficient	20	N/A	N/A	22	19	N/A	21	13	39
% Basic	37	N/A	N/A	41	40	N/A	55	48	32
% Below Basic	22	N/A	N/A	24	21	N/A	19	20	13
% Far Below	18	N/A	N/A	8	19	N/A	0	10	10

For 9-12, LCCS has show steady growth at all grade levels in ELA. While the scores are improving, there is a need to move more students into the Proficient and Advanced categories.

**Mathematics:**

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: Algebra I</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	51	N/A	N/A	42	3	N/A	17	5	0
% Enrolled	98	N/A	N/A	86	7	N/A	31	12	0
% Advanced	4	N/A	N/A	0	N/A	N/A	0	0	N/A
% Proficient	20	N/A	N/A	7	N/A	N/A	15	2	N/A
% Basic	37	N/A	N/A	40	N/A	N/A	37	22	N/A
% Below Basic	22	N/A	N/A	38	N/A	N/A	34	51	N/A
% Far Below	18	N/A	N/A	14	N/A	N/A	14	25	N/A

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: Geometry</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	N/A	N/A	N/A	7	37	N/A	34	36	6
% Enrolled	N/A	N/A	N/A	14	88	N/A	62	86	19
% Advanced	N/A	N/A	N/A	N/A	0	N/A	0	0	N/A
% Proficient	N/A	N/A	N/A	N/A	5	N/A	6	0	N/A
% Basic	N/A	N/A	N/A	N/A	24	N/A	44	42	N/A
% Below Basic	N/A	N/A	N/A	N/A	51	N/A	29	47	N/A
% Far Below	N/A	N/A	N/A	N/A	19	N/A	21	11	N/A

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: Algebra II</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	N/A	N/A	N/A	N/A	N/A	N/A	0	1	25
% Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	0	2	81
% Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
% Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8
% Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40
% Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28
% Far Below	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24

In 2005-2007, the majority of freshmen were enrolled in Algebra I. In 2007-2008, 62% of the freshmen were enrolled in Geometry. The resulting scores have just over 40% of both the sophomores and freshmen scoring in the “Basic” category. However, more than 50% of the students are scoring “Below Basic” and “Far Below Basic” for all grade levels in all math courses. Further, no students are taking the “Summative” math test.

**Social Science:**

<b>CST Results: World History</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
# Tested	N/A	42	39
% Enrolled	N/A	100	91
% Advanced	N/A	0	0
% Proficient	N/A	0	8
% Basic	N/A	19	50
% Below Basic	N/A	45	22
% Far Below	N/A	36	19

<b>CST Results: US History</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
# Tested	N/A	N/A	31
% Enrolled	N/A	N/A	100
% Advanced	N/A	N/A	0
% Proficient	N/A	N/A	26
% Basic	N/A	N/A	55
% Below Basic	N/A	N/A	13
% Far Below	N/A	N/A	6

World History scores have improved, and US History scores are high with 81% scoring “Basic” or “Proficient.”

**Science:**

<b>CST Results: Life Science Grade 10</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
# Tested	N/A	42	41
% Enrolled	N/A	100	98
% Advanced	N/A	0	12
% Proficient	N/A	0	24
% Basic	N/A	26	39
% Below Basic	N/A	38	15
% Far Below	N/A	36	10

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: Biology/Life</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	N/A	N/A	N/A	N/A	N/A	N/A	0	37	27
% Enrolled	N/A		N/A	N/A	N/A	N/A	0	89	87
% Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	7
% Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33	59
% Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	30
% Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	4
% Far Below	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	0

	2005	to	2006	2006	to	2007	2007	to	2008
<b>CST Results: Physics</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>11</b>
# Tested	N/A	N/A	N/A	49	42	N/A	0	0	0
% Enrolled	N/A	N/A	N/A	100	100	N/A	0	0	0
% Advanced	N/A	N/A	N/A	0	0	N/A	N/A	N/A	N/A
% Proficient	N/A	N/A	N/A	0	0	N/A	N/A	N/A	N/A
% Basic	N/A	N/A	N/A	16	29	N/A	N/A	N/A	N/A
% Below Basic	N/A	N/A	N/A	39	40	N/A	N/A	N/A	N/A
% Far Below	N/A	N/A	N/A	45	31	N/A	N/A	N/A	N/A

From 2006-2007, Life Science Scores, increased significantly. The Biology scores show success, as well. 96% of the juniors and 76% of the sophomores are scoring at “Basic” or above. 66% of the juniors are at “Proficient” or “Advanced.” There are no Freshmen taking Biology. In 2006-2007, the sophomores and freshmen took Physics. The results were not favorable with 84% of the freshmen and 71% of the sophomores scoring “Below Basic” or “Far Below Basic.” A handful of students with the capacity and the interest have take more advanced science courses at the Junior college.

### Surveys:

According to the student and parent surveys, students believe that there is at least one adult to whom they can relate on campus, that their teachers believe that they can succeed, that school is fair and that if they work hard, they can succeed. Parents feel welcome at the school. They believe that the staff members are available to answer questions and that the school is open to suggestions. They also believe that the school is well run and organized. The key issues center around the physical plant.

## Chapter II: Progress Report

Since September 2002 until the present time Lighthouse has continued its expansion. In 2005-06, Lighthouse applied for WASC's interim accreditation status and was granted accreditation. At the time of the Initial Visit, Lighthouse was enrolling 8 grades at one facility. It has added five grade levels since the initial visit, and the school is fully enrolled K through 12 for the first time. It is currently housed in two different facilities. In 2007, the school had a substantive change visit by Dr. David Brown to accredit grades 4 – 5 and 10 – 11, and accreditation was expanded to include those grade levels.

2005-06.

K	1	2	<b>3</b>	4	5	6	7	8	<b>9</b>	10	11	12
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2006-07

K	1	2	3	<b>4</b>	5	6	7	8	9	<b>10</b>	11	12
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2007-08 Substantive Change Visit

K	1	2	3	4	<b>5</b>	6	7	8	9	10	<b>11</b>	12
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2008-09 Self-Study

K	1	2	3	4	5	6	7	8	9	10	11	<b>12</b>
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At the time of the Initial Visit, there were seven key findings:

1. The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program:

### Summary of Actions Taken Since Initial Visit

- Lighthouse has expanded into a second downtown office building
- K-6 are housed at 345 12<sup>th</sup> street and 7-12 are housed at 1600 Broadway – six blocks away
- A potential permanent facility has been identified
- Negotiation for purchase of building is underway
- All associated project management is underway

2. The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet all federal and state credentialing requirements:

### Summary of Actions Taken Since Initial Visit

#### Recruiting New Staff

- Lighthouse has expanded it's recruitment capacity by:
  - Recruiting from networks of similar minded teachers
    - The Coalition of Essential Schools
    - Expeditionary Learning Outward Bound
    - Teach for America
  - Using robust recruitment tools, like

- EdJoin
- RISE Network

Retaining Staff

- LCCS works hard to develop a professional development program that both develops key competencies amongst staff as well as a professional learning community.
- The majority of teachers who have left Lighthouse, have left because of life changes (e.g. moving out of state, starting a family) rather than professional dissatisfaction.

3. Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility:

Summary of Actions Taken Since Initial Visit

- The Director of Development has added an administrative assistant to support program outreach and reporting.
- The Development team has successfully secured significant contributions specifically targeted at procuring and developing a permanent facility.
- The Development team has established an annual Gala event that has raised over \$100,000 each year.

4. The school will need to complete the development of the high school program:

Summary of Actions Taken Since Initial Visit

- The high school is now complete with students enrolled in grades 9-12.
- The high school has had all initial A-G coursework approved.
- The high school employs a full time college counselor who both manages the entire admissions process as well as an internship program for upperclassmen.
- The high school is developing additional coursework for A-G approval that will augment G elective opportunities and honors credit.

5. The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted:

Summary of Actions Taken Since Initial Visit

- Lighthouse continues to carefully analyze student achievement data using both statewide and local instruments' including but not limited to:
  - All California STAR tests
    - STAR test results are used to develop school-wide goals and action plans.
  - Local Interim Assessments of both Language Arts and Mathematics administered four times per year.
    - Interim Assessment data is used to adjust instructional practices, pacing, and academic intervention.
    - Teachers individually confer with Directors of Instruction to analyze Interim Assessment results and to create action plans.
    - Inquiry Groups of teachers are organized around particular content areas / grade levels to develop instructional practices that address academic needs identified from interim assessment results.

6. The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program:

Summary of Actions Taken Since Initial Visit
<ul style="list-style-type: none"> <li>• All students have access to tasty, healthy, and nutritional food from a partnership with Revolution Foods. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay.</li> <li>• Students at the 345 12<sup>th</sup> Street campus access two different playgrounds               <ul style="list-style-type: none"> <li>○ The youngest Lighthouse students access a play area that is one block from the school and that provides a secure yard.</li> <li>○ The older Lighthouse students access a play yard two blocks from the school and have access to indoor and outdoor court space.</li> <li>○ Older students have access to deliberate fitness instruction designed to achieve statewide fitness goals.</li> </ul> </li> <li>• Students at the 1600 Broadway campus have access to fitness opportunities, including:               <ul style="list-style-type: none"> <li>○ Students access a large grass covered city park six blocks from campus for general fitness activities.</li> <li>○ Students receive deliberate fitness instruction designed to achieve statewide fitness goals.</li> <li>○ Students have access to competitive league sports that include soccer, track, cross country, and basketball.</li> <li>○ Students participate in professionally trained ice skating activities provided by Sharks Ice</li> </ul> </li> </ul>

7. The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137:

Summary of Actions Taken Since Initial Visit
<ul style="list-style-type: none"> <li>• K-8 Charter has met AB 1137 criteria since last visit               <ul style="list-style-type: none"> <li>○ 2007 School Rank - 2</li> <li>○ 2007 Similar Schools Rank – 5</li> <li>○ 2008 API Growth – 75 points</li> </ul> </li> <li>• 9-12 Charter has met AB 1137 criteria since last visit               <ul style="list-style-type: none"> <li>○ 2007 School Rank – 2 (sample size too small for reliability)</li> <li>○ 2007 Similar Schools Rank – None (sample size too small)</li> <li>○ 2008 API Growth – 73 points</li> </ul> </li> </ul>

### Chapter III: Self Study Process:

As previously stated, Lighthouse opened its doors to students in Kindergarten and 6<sup>th</sup> grade in 2002. In 2005-2006, it applied for interim accreditation status and was granted accreditation.

***Stakeholder involvement in the self-study:*** During the 2007-2008 school year, the Director of Secondary Studies attended the WASC training. At this time, he made sure that the staff was studying all pertinent data asking critical questions and altering or planning to alter curriculum according to their findings. During the summer, the staff began to discuss the upcoming WASC process and what it meant to the school. In October of 2009, the whole staff met to study their data and discuss in broad terms the school's key issues and areas of focus.

While the staff were studying their school, due to a lack of expertise, they did not actually start the "Focus on Learning" process, meeting in focus groups and answering the questions addressed in Chapter 4 until after the initial visit in November. Since November, everyone on the staff has worked conscientiously to address the questions and complete the report. Focus groups included administration, counselors, certified, and classified support staff. While there were some parents of students on staff who took part in the process, no other parents or students were included in the focus group study. Meetings took place on short schedule Wednesday during normal Professional Development time and task groups were assigned to gather evidence and write the different sections.

While time was short, the teams worked diligently to send out its report on time. Because of the lack of time, there were pieces of information missing from the report. However, in the interim between the mailing of the report and the actual visit, the staff continued working tirelessly to answer the questions of the visiting committee and supply missing data, including a new version of Chapter 5—the Action Plan. A secondary pre-visit, allowed the chair to meet the focus group leaders and clarify issues before the actual visit.

#### ***Clarification and measurement of student outcomes vis-à-vis the ESLRs:***

In order for students to be prepared for college, Lighthouse's ESLRs dictate that students must be **Self-motivated, Academically Equipped, Lifelong Learners**. In addition students are to aspire to the following Guiding Principles:

- Responsibility
- Persistence
- Communication
- Collaboration
- Reflection
- Curiosity
- Integrity
- Courage
- Respect
- Compassion

The Expected Schoolwide Learning Results and Guiding Principles are part of everybody's vocabulary on this campus. They are part of the culture and the behavioral expectations and processes of the school. Many teachers have them very much in mind when they craft lessons. Passage portfolios and presentations are designed in such a way as to show mastery of the Learning Targets and evidence of the Guiding principles

(ESLRs). The Guiding Principles are a part of the Crew lessons that are covered four days a week. While the Guiding Principals are listed on the LCCS report card, more work needs to be done to norm expectations and measurement of the Guiding Principals, so as to chart the growth of individual students.

***Data gathering and analysis related to students and student achievement:***

The Lighthouse staff has numerous ways to collect data on individual student achievement. Teachers use numerous performance assessments, field work, logs, presentations, essays, research projects, as well as standardized tests. Every student goes through "Passage"—a portfolio and oral presentation that demonstrates to their teachers, parents and other community members that they have mastered the learning targets for the last two grade levels or loop, and are ready to precede to the next "loop". They are also responsible for presenting their work at EXPO. In addition, they administer Interim tests in Humanities and math four times a year to have immediate feedback about their students' progress. K-6 students are assessed 3 times per year in reading. 7-8 grade students have two formal writing assessments per year while the 9-12 students are assessed in writing 2 to 4 times per year. The school takes time to analyze state mandated test, such as CELDT, CSTs, and CAHSEE. They pay particular attention to the data for a given year so that they can address the needs of the student for that year and adapt and revise curriculum appropriately.

There is a need to create interim tests for curricula beyond Humanities and math and to assure that all tests are aligned with the discrete skills listed in the state standards for that grade level. There is also a need to build more longitudinal data so that they can see patterns with the long-term efficacy of their programs.

***Assessment of the entire school program and its impact on student learning:***

The Lighthouse faculty followed the recommended protocol for the self-study process and reviewed the school's overall program in relation to the expected school wide learning results, the academic standards, and the WASC/CDE criteria within the time frame that they had established. Focus Groups offered recommendations with regard to growth needs and aspects of the action plan that were then consolidated by the Leadership Team.

***Alignment of a long-range action plan to the school's areas of need; development and implementation of an accountability system for monitoring accomplishment of the plan:***

Three areas of focus are identified in the school's action plan:

1. *Increasing student achievement and proficiency rates in literacy and mathematics.*

**Rationale:** Lighthouse's mission is squarely focused upon college for all students. Academic readiness is a key indicator of future college success. The self-study process revealed and reinforced the fact that to achieve this mission,



the significant growth seen in the elementary students needs to be extended to the secondary students.

2. *Increasing achievement rates within specific sub-groups. (ELL's, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have be retained.)*

**Rationale:** The self-study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of English Language Learners is of paramount importance, as they represent 68% of the student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African-American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse's mission applies to all students and therefore work must continue to improve the academic outcomes for these specific student populations.

3. *Increasing the rigor and the alignment of the educational program.*

**Rationale:** Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. This varied implementation creates inconsistencies that can affect student performance and achievement levels. Deliberate work vertically aligning structures, programs, and practices needs to be done to leverage the potential of being K-12 so that the delivery of instruction is maximized to promote student achievement and college readiness.

The LCCS action plan is directed at the most pressing of its key issues, improving literacy and mathematical ability, particularly in the significant sub-groups, and aligning K-12 curriculum to maximize the educational experience. While the plan needs to be modified to include the extended recommendations, it clearly states the personnel responsible, the professional development and resources necessary, and the manner to report progress. The original document, however, was more of a one year plan and top-heavy. Upon the arrival of the visiting committee on March 8, 2009, a second action plan was provided that had been more thoughtfully planned out over a period of six years. While still a bit ambitious in scope during the first two years, the plan reflects the capacity and needs of the school. The plan calls for the accomplishment of many tasks within the first two to three years and then a refinement of them in the succeeding years; however, the AMOs need to be clarified.

**CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE,  
LEADERSHIP AND STAFF, AND RESOURCES**

**A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels?**

**To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?**

LCCS has a clearly articulated vision and mission to close the achievement gap for low-income students and students of color by providing a college preparatory course of study where all students complete the A-G requirements and 100% of graduating seniors apply to a four-year university. The focus on college preparation drives leadership decisions.

Through a course of study at LCCS, the students aspire and adhere to the following Guiding Principles (Expected Schoolwide Learning Results):

- Responsibility
- Persistence
- Communication
- Collaboration
- Reflection
- Curiosity
- Integrity
- Courage
- Respect
- Compassion

These Guiding Principles are incorporated into all aspects of the students' time at school including group discussions, Habits of Work, Learning Targets, awards, progress reports, and student-created visuals on the walls. A sense of calm, mutual respect and academic achievement is apparent throughout the school.

Shareholders including the LCCS Board of Directors, administration, faculty, staff, parents and students are all clearly aware of and supportive of the school's mission through:

- ESLRs, mission statement and Guiding Principles visible throughout the school on display boards, assignment sheet and student trackers.
- Lightkeeper and Community Meetings
- Mandatory enrollment, Individual Learning Plans (ILPs), and family meetings
- Weekly mailings to K-6 students
- Monthly mailings to 7-12 families
- Staff and family handbooks
- Back to School Night
- State of School Night
- Attendance at schoolwide Expositions

The school's vision and expected schoolwide learning results are discussed regularly in both formal and informal settings. The staff is extremely committed to the Guiding

Principles, but the size, openness, and flexibility of the school allows for a revision process involving all of the stakeholders if community changes make one necessary.

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement for the expected schoolwide learning results and academic standards-based on data-driven instructional decisions for the school?**

**To what extent does the governing board delegate implementation of these policies to the professional staff?**

**To what extent does the governing board regularly monitor the results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?**

LCCS is overseen by a multi-faceted board of directors made up of twelve to fifteen members with expertise in the areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. To become a member of the board, one must first be nominated by a member of the school, and then proceed through an extensive interview process. The board conducts open meetings at least six times per year, which are regularly attended by staff, students, and parents. It also conducts an annual retreat, and has several committees including the following: Finance and Facility, Fundraising, and Academic Accountability. The three directors report to the Board of Directors, submitting an annual Local Education Agency plan, annual mandatory financial audits, and academic achievement data. The board of directors works closely with the directors and staff, and some of them are parents of children within the school. They visit the school often and are aware of on-going activities. The board monitors spending, supports the internship program and works closely with the directors of the school. Their policies are directly connected to the school's vision and expected schoolwide learning results, and they regularly review and discuss them. The board also promotes the school within the community and supports much of the fundraising activities along with the parent community (LPAC).

Each year the board sets SMART goals for the school. These goals are derived from the school's charters and measurable pupil outcomes, and are directly related to the school's vision and guiding principles. The Board of Directors approves funding for additional support and resources to achieve schoolwide outcomes through:

- After School Program
- Home Language Program
- Academic and emotional counselors
- Visual and performing arts programs
- Math and literacy coaches
- Competitive sports
- New Leaders for New Schools

**A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

**To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

The school's planning process is exceptionally open and collaborative in nature and includes input from all members of the community, including parents, students, and staff. This open process ensures commitment from all shareholders. The core of this process is directly connected to the school's vision of preparing every student for college or a career of choice.

The school staff gathers on a weekly basis and monitors student achievement using multiple instruments and adjusts instruction to help all students meet the designated learning outcomes, both the academic and expected schoolwide learning results. Data is collected through:

- Individual Learning plans for each student
- Portfolio assessments for each student
- Extensive peer and administrative observations
- Year-end and staff reflection and surveys
- Parent and student surveys
- Interim assessment results
- CAHSEE, STAR, PSAT and SAT results

As a result of annual monitoring, recent changes include:

- Adoption of a two-year looping model
- Quarterly Interim Assessments
- Home language instruction
- Addition of 2 RSP teachers
- GLAD certification for all elementary teachers
- Summer School
- Additional staff development
- Study hall, After School Program and FLEX time.

**A 4. To what extent does a qualified staff facilitate achievement of the academic standards and expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

The LCCS hiring process includes a tour of the school, a series of interviews, and a sample lesson that includes direct student feedback. All of these procedures help to ensure that a prospective staff member is both qualified for and aware of the nature and demands of the school. All LCCS staff attend three Professional Development Institutes during the year that focus on how to support students in achieving academic standards and the expected schoolwide learning results (Guiding Principles). A one-week institute

orients new teachers to instructional practices at Lighthouse. Throughout the year, minimum days, once a week, allow for continued reflection on instructional practice. 93% of the staff is fully credentialed and NCLB compliant. The other 7% is currently in the process. One staff member is National Board Certified. All faculty members are effectively assigned to areas in which they are credentialed, or being credentialed.

The school has very effective internal communication structures in place. The small size of the staff encourages friendship and a community atmosphere. Teachers and administrators are in regular informal contact every day, and there is an atmosphere of openness that naturally encourages conflict resolution. The directors are very communicative with the staff members, even hosting a “director’s blog” that staff can comment on. This open communication ensures that major decisions and changes are discussed with and explained to the staff before they are made. Thus, the staff is involved in, and shares responsibility for, each alteration to the program. All staff are supported and held accountable for implementing innovations and improving their craft through a number of techniques, including the following: peer and administrative observations, mentoring (the pairing of an experienced staff member with a new staff member), collaboration, on-site professional development, self-reflection, and inquiry groups. These reviews are held frequently, with many of them occurring daily or weekly.

**A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

LCCS is focused on gathering student achievement data that steers the professional development plan and improves student performance. Interim assessments are administered to students three times a year and the staff meets in grade level and loop level teams to analyze the data and develop an instructional action plan. STAR and CAHSEE data are also reviewed on an annual basis to judge the effectiveness of the academic program. College application and acceptance data for Class of 2009 is being analyzed.

One of Lighthouse’s major strengths is its enormous allocation of resources to professional development. Staff members are regularly trained in methods that are directly related to the needs of their student populations. This includes GLAD, BTSA, and Strategic Literacy Initiative training. In addition the staff schedule allows for 17 days of paid training each school year, and an additional 3 hours of professional development/collaboration each week. This time is spent in collaborative groups that are separated by grade level or subject area, inquiry groups that are comprised of mixed staff and focus on schoolwide issues related to student learning, whole staff meetings which involve decision-based collaboration or staff training, and individual reflection time. Professional development is assessed and supported through teacher “buddy systems,” mentoring, and peer/administrative observation that occurs on a weekly basis. Development is reflected upon and discussed as a group, and its effect on student performance is analyzed.

**A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

Lighthouse budgets its resources strategically to support student achievement on all levels. The budget is revisited every year to allow for shifting needs and priorities in the school. Budget decisions are proposed by the directors and leadership team, with the input of the entire staff, and are approved by the Board of Directors. State funds are supplemented with outside fundraising and grants to develop programs. School enrollment appears to be on the rise, and the school has a lottery system with a long waiting list for all K-12 grade levels.

Much of the teaching staff at LCCS is young and somewhat inexperienced. This does not appear to be an area of concern as they present themselves as enthusiastic, compassionate, united and committed to the school's mission and guiding principles. The teaching staff feels a sense of community at Lighthouse, which assists them in their challenging work. The teachers feel that they are well compensated and that instructional materials and supplies are adequately provided for.

Currently LCCS is housed in two separate sites, which does not support the overall vision of a K-12 cohesive campus with a true sense of community among the students. Areas of concern and need are more classroom space, outside play areas, a library, science labs and an art studio. The staff is optimistic that next year they will move into a permanent facility that is large enough to accommodate their entire program.

**A7. To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)**

The LCCS Board of Directors, the Finance Committee, and Oakland Unified School District review the annual, mandatory, financial audit and work directly with the school directors and other stakeholders to determine the school budget which allocates resources according to the critical academic needs of the students and the ESLRs. The school has been found to be financially solvent, working within their budget. Because stakeholders have input into the financial decisions of the school, they are informed about the Lighthouse's financial needs.

Lighthouse markets mainly through word of mouth, although the parent committee and the Board of Directors also market at education-related events. The school has taken steps to make specific outreaches to specific populations that they feel are underrepresented in the student body. Finally, the nature of the school often has students out within the local and surrounding communities, where their uniforms and good behavior act as natural marketing strategies.

**A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?**

Day to day operations and expenditures including payroll are handled by the school's executive assistant under the supervision of the Director of Strategic Development who reviews the accounts before they are forwarded to Ed Tech, an independent, contracted financial company. Weekly budget updates, practice audits, payroll checks, and other expenditure are all prepared by this financial company whose services are paid for by LCCS. The school's relationship with this company ensures that there are written policies on the scope and responsibilities related to an independent financial audit. There were no audit exceptions in the school's most recent financial audit.

***Organization: Strengths:***

- LCCS has a clearly articulated mission and vision that drive all decisions.
- The staff of LCCS is compassionate, united and supportive of the school's mission and vision.
- The teachers, support staff, administrators and board of directors have an excellent working relationship that promotes a sense of well being among all staff members.
- LCCS is fiscally responsible and solvent. An adequate amount of the budget is spent on staffing and instructional materials. Resources are readily available to teachers.
- Professional development is a high priority at LCCS with an extensive allocation of resources to provide wide-ranging and appropriate staff development.

***Organization: Key Issues:***

- In order to establish an improved sense of family and community that is part of its K-12 vision, LCCS aspires to improve the facility by housing all students on one cohesive campus with access to a recreational area, library, art studio and lab science work areas.

## CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

**B1. To what extent do all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]**

Through observation and documentation there is evidence that all certificated and support staff are committed to providing a quality, projects-based, standards-aligned program for students while trying to address each student's individual needs. There is ongoing and frequent professional development to assist certificated staff in their ability to facilitate student improvement in higher levels of cognitive and critical thinking while in a mixed-ability, multi-age, school setting. Professional development is a priority of school administration. Professional development is supplied the staff as program needs are identified. Within the core classes, there is standards-based instruction with instructor adjustments to accommodate the varied levels of ability in the school's student population. Lighthouse Community Charter High School has vertical and horizontal articulation through weekly inquiry group meetings that will continue to improve scaffolding and continuity of standards. However, the separation of the two campuses has created some gaps in the K-12 vertical alignment of curriculum and practices. Lighthouse staff must continue to work on the vertical alignment of curricula, curriculum maps, and practices.

Standards-aligned, faculty/director-approved curriculum and materials in the core curricular areas exist for students in grades K-12. The school has identified and is focused on the Learning Targets. Learning Targets are those standards identified in core subjects that occur most often on the CAHSEE and CSTs. The Learning Targets for each course are embedded in all curriculum development and are reinforced throughout the school and classrooms.

High school coursework that has been approved by the UC is based upon state standards and school's expected school-wide learning results. For Lighthouse students to graduate, they must satisfy all criteria of the UC/CSU a-g requirements. Lighthouse directors, administration, and staff inculcate within all students the belief that it is impossible for a student to graduate from LCCS without being eligible for four-year college matriculation. The high school has very little variation in course offerings thus allowing every student to participate in the same college preparatory coursework. In order to complete a course, students must show mastery of state standards and ESLRs through collecting evidence of this mastery, e.g., authentic assessments, quizzes, and tests.

Students with an IEP are provided services through the school's resource teacher and instructional teachers. Lighthouse practices a combined inclusion and pull-out model for both special education and EL students. Intervention is primarily supported within the mainstream classes. Based upon student IEP or CELDT results, accommodations and modifications are provided those students with support staff working closely with the certificated staff providing them the information necessary to individualize instruction



and maximize student learning. It is evident the school's staff work together to engage students and give them multiple opportunities for success. One of the areas in which LCCS is working is to strengthen the sheltered instruction component to all grade levels. Weekly staff meetings are used to discuss and propose stratagems to help individual students experiencing specific academic needs.

High school students are offered an expanded elective option including community college classes for AP/honors credit, recovery credit for classes failed, or for classes Lighthouse does not offer such as world languages and advanced science classes.

### **Math**

Every student is required to take math every year until they pass Algebra II, thus meeting the a-g requirements. Thus far, every Lighthouse senior student is on target to graduate having completed and passed Algebra II.

The math curriculum is designed as a balance between learning discrete skills and developing complex problem solving. Lighthouse uses open-ended problems of the week to develop students' ability to problem-solve and to communicate their mathematical thinking. The revision process allows students to revise their work to continuously develop their mathematical communication and discrete skills.

LCCS high school students have struggled to demonstrate high levels of proficiency on the CST. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments. The vertical and horizontal professional development articulation in K-12 math, having chosen a common publisher, will greatly diminish 'gaps' between each math level and the standards covered and, thus, the possibility of improving math subject area CST student scores for this school year.

### **English/Language Arts**

There is a heavy emphasis upon reading and exposure to a variety of texts as well as workshop time dedicated to the writing process. Older students are expected to independently read ten or more grade-level, college-preparatory books per school year. There is an institutional commitment to the writing process that is manifest in structures that support revision of work and longer instructional blocks for workshop time. The school promotes the writing process by providing multiple opportunities for students to write to writing prompts of different genre patterned after the California Writing Test. These writing prompts have clear rubrics in which students are able to make intelligent decisions for improvement. This desire for good writing is evident across curricular areas, e.g. in math - Problems of the Week.

There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure 10<sup>th</sup> grade students are abundantly prepared for success upon the initial testing attempt.

### **Social Studies**

Most curricula is designed and implemented by certificated staff that articulates instruction to learning targets. The social studies curriculum is tightly integrated with the language arts coursework during the Humanities instructional block.

### **Science**

The majority of the curricula is designed and implemented by certificated staff that match instruction to learning targets. The science courses also use textbooks for instructional support. A large component of the science curriculum includes fieldwork and experts that expose students to science as a real-world experience.

CST Science scores speak to a need for aligning K-8 science curriculum more closely to the state standards. Also, the high-school science curriculum is currently composed of only biology and needs to be expanded to offer chemistry and physics.

### **English Learners**

Lighthouse must continue to develop the curriculum to support English Language students through sheltered instruction techniques and an ELD program. There is a need for a minimum of thirty minutes per school day of specific EL instruction for identified EL students. Although this is not currently evidenced, Parents and staff are collaborating to develop a long term ELD program that will meet this need. This is important because language learners comprise a large portion of the student population and it is known that specific instructional strategies benefit literacy development.

There is a need to expand the physical education and health programs to meet the needs of the K-12 students.

### **B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuits of their academic, personal, and school-to-career goals?**

Every student has an Individualized Learning Plan, which is reviewed three times each school year by the student's core teacher or crew leader, the student, and a parent or guardian. At each meeting, the student reflects on past achievements and sets new goals. Goals may be academic, social, or emotional in focus. Individualized Learning Plans focus both on long-term goals and the development of short-term strategies to achieve these goals.

In the 2008-2009 school year, Lighthouse Community Charter School will be graduating its first senior class. Currently, all seniors are on target to graduate. By November 2008, all seniors had submitted applications to universities; and by January 2009, 71% had received acceptance letters. Also, 100% of the senior class has passed the CAHSEE.

For Lighthouse students to graduate, they must satisfy all criteria of the UC/CSU a-g requirements. A student will not graduate from LCCS without being eligible for admission to a university. The high school has very little variation in course offerings thus allowing every student to participate in the same college preparatory coursework.

LCCS offers career and college preparation courses to every student. These courses are critical to achieving the mission by preparing every student to:

- Secure an internship (All 11<sup>th</sup> graders participate in a work-internship in the community during their spring semester. The students put in several hours per week with local businesses and other organizations and complete a minimum of 40 hours.)
- Use the Naviance college research and application program
- Visit college campuses throughout the school year
- Meet university admission officers that come to the school
- Attend college fairs
- Work with UC-Berkley student mentors
- Complete personal statements for college after a rigorous submission and revision process
- Achieve at high levels on the SAT
- Complete all financial applications
- Educate parents on effectively financing college
- Be successful in a college paced environment

All students have access to support and intervention as needed:

- Reading intervention classes: A K-6 interventionist provides daily small-group instruction to students reading below grade level and consults with those students' classroom teachers concerning supporting literary instruction in the classroom. High school intervention provides small-group instruction to students with reading and grammar skills below grade level. The intervention classes are led by classroom teachers and administrators.
- After-school tutoring: After-school K-12 staff provides homework assistance. Middle and high school teachers offer after-school tutoring as needed.
- Computer-based literacy intervention: Students in grade 1-12 have access to a computer-based program, Fast ForWord, which is designed to improve students' phonemic awareness, phonics, language usage, and fluency skills. Although in the 7-12 grades, this intervention is mainly integrated within the curriculum.
- Crew time: 7<sup>th</sup> - 12<sup>th</sup> grade students receive academic, social, and emotional support two to four times per week. Crew leaders focus on improving study skills, developing good time management, assisting students in meeting goals within student Individual Learning Plan, and building community within and without the school.

Flex-time, the afternoon block, effectively gives students who are struggling intervention and intensive help and gives enrichment to those who are excelling. An after school program provides more intervention and additional extra-curricular activities. While every attempt is made to include children with needs, not all who apply to after school can be accommodated and not all who should do apply. LCCS needs to assure that all students with needs have the opportunity for intervention services (e.g. reading intervention; summer school; counseling; after school tutoring; intervention weeks).

### **B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

All Lighthouse high school students participate in an academic program that meets the UC/CSU a-g requirements for college entry and is aligned to the California State Standards. Students are required to complete four years of Humanities, at least three years of math, and at least two years of lab science as a graduation requirement. For the 2008-2009 school year, 100% of the seniors have passed the CAHSEE.

All Lighthouse students participate in a performance-based promotion process called Passage. Every two years, starting in Kindergarten and grades 2, 4, 6, 8, 10, and 12, students are required to demonstrate mastery in their respective grade level through a Passage portfolio and presentation. During students' presentations, they exhibit work in front of family and teachers. Students who do not demonstrate portfolio requirement readiness are retained.

In K-4, there is a home language program offered in Spanish, English and Cantonese to offer enrichment and development of the language spoken at home. The home language program has grown immensely, both in size and effectiveness. In addition, Spanish as a second language is offered.

All teachers and students in all grades, K-12, use and practice college preparatory language and habits of mind, which include the expected school wide learning results and the ten guiding principles.

All 7-12 grade students participate in a small learning community, called Crew, composed of one staff member with twelve to fifteen students. Each "community" meets two to four days per week. This small-group structure allows staff and students to develop relationships, to have an advocate in the school, and to have a place that supports them with their academic, social, and emotional Individualized Learning Plan goals.

While all students are meeting the graduation requirements there is a significant gap with young African-American males. Support systems need to be targeted at this group, as well as any other significant under-performing sub-group.

#### ***Curriculum: Strengths:***

- Lighthouse provides a rigorous performance and standards-based promotion system grounded in specific Learning Target expectations.
- There is structured goal and strategy setting performed three times per school involving parents, staff and individual students. These Individualized Learning Plans, as well as Crew (7-12) meetings are used to monitor and improve student academic achievement, as well as social and emotional development.
- The small school environment meets individual student needs by offering targeted academic and social interventions.
- There is a dedicated and highly qualified staff that is trained in sheltered instruction techniques and is GLAD certified (K-6).

- The home language program and the Spanish program offered in the elementary grades are exemplary.

***Curriculum: Key Issues:***

- The school must continue to develop a program to support English Language students through sheltered instruction techniques and English language development.
- There is a need to continue to develop strategies and support networks both academically and socially for their African-American boys and other struggling subgroups.
- The math instructors must develop instructional experiences for high school students that deliberately develop discrete math skills represented on the end of year state exams.
- Lighthouse must continue to work on the vertical alignment of K-12 Learning Targets and content maps.
- All identified students need to have the opportunity for intervention services (e.g. reading intervention; summer school; counseling; after school tutoring; intervention weeks).
- There is a need to expand the physical education and health programs to meet the needs of the K-12 students.
- The school needs to continue to augment current K-8 science courses to develop discrete skills represented on state exams and expand the high school program to include standards-based chemistry and physics.

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?**

LCCS has a number of innovative programs and procedures designed to provide challenging learning experiences for all students. The overarching framework for expectations is known as “Learning Targets.” Learning targets are created according to state standards for grade and subject area. These targets are connected to the expected schoolwide learning results through cross-curricular thematic units known as expeditions. The learning targets are schoolwide and are in the process of being vertically aligned. These targets are made explicit to students through classroom postings, direct instruction, and the course syllabi. Many classrooms have a checklist of learning targets. The school is also developing an online tracking system for learning target completion. Many learning targets are worded in the first person (e.g. “I can explain the relationship between”...) The development and refinement of these targets is ongoing, and the school has recently recognized the need to develop a common definition of what it means to “meet” each target. The faculty is working on shared rubrics and norming activities to begin this process. Instructional practices and academic expectations which are derived from the Learning Targets, (grading systems, rubrics, exit slips, do nows, workshops) are being normed across grade levels, enabling consistency in a student’s day. The school recognizes that a critical academic need is the continuance and expansion of this horizontal alignment. They also recognize that vertical alignment of instructional practices is critical in assisting the development of EL students. Currently, the school is not providing the requisite 30 minutes per day of direct language instruction for beginning EL students. Finally, while the expected schoolwide learning results are explicitly taught in the Crew classes and mentioned in classroom instruction, most are not yet explicitly tied to assignments, rubrics, and co-curricular activities.

Inside the classroom, teachers are given the opportunity to differentiate instruction according to specific student needs, including mini-lessons for review and “exceeds” options. A consistently smaller (12-20) class size assists this differentiation. All teachers define difficult vocabulary for their students and each class is an opportunity to teach academic language. Teacher awareness of specific student needs comes from each student’s Individual Learning Plan. The triannual meetings required to develop and maintain each plan give students the opportunity to share their perceptions on their learning experiences. Individual Learning Plans also give students and teachers the opportunity to explicitly reflect on the student’s achievement of the expected schoolwide learning results. Students are also placed into “looped” classrooms, ensuring that each teacher will have a minimum of two years to get to know an individual student, and to differentiate instruction accordingly. Portfolios, which are a requirement for “Passage” to each new level, also provide information on student perceptions of their learning experiences.

Students of all levels and backgrounds are supported both within and without the classroom. LCCS has a home language program that provides instruction in most K-4 students’ home language for a part of each day. There has been extensive development in literacy programs—within the classroom and without—in recent years, due to resource

specialists, reading specialists, counselors, and speech therapists who are available to support struggling students. In spite of all this effort, Lighthouse still recognizes that there is more work to be done to support language development. Literary strategies must continue to be improved and implemented in grades 7-12. The leadership team and a special planning team are currently developing a comprehensive structure for serving EL students. Literacy and math intervention served 185 out of 425 K-8 students in 2007-2008 and has been linked to increased proficiency scores in 2008. In middle and high school, intervention time has been inserted into students' daily schedules (replacing study hall/ elective time) Advanced students are offered "exceeds" options and can enroll in community college courses. The school acknowledges, however, that extra-curricular and co-curricular activities are still lacking for advanced and specialized students. Currently, the after school enrichment program is heavily impacted and students with academic or behavioral needs are given first priority. This leaves little room for advanced students. Juniors spend their second semester off site one day per week in an internship of their choice. The internship experience also has an academic component, which is implicitly related to the school's Guiding Principles.

Staff development plays a key part in the maintenance of this system. New staff are specifically trained in schoolwide vernacular and instructional practices before they ever set foot in a classroom. Content area teams are trained together to develop a shared understanding of specific instructional practices. Professional development time, scheduled into each week, allows teachers to discuss practices, conduct inquiry groups, analyze student data, and refine systems. Decisions regarding practices are made through this collaborative system. In addition, K-6 core teachers are GLAD trained. During teaching, both administrative and peer observations are used to ensure consistency in practice. These observations are extremely frequent and they involve immediate feedback. Many observations are videotaped and collaboratively reviewed, and many peer observations are designed by the teacher who is being observed. Interim assessments, conducted four times per year, are used by grade level and content teams to analyze pedagogical practices.

The results of this effort are clear in LCCS's testing data. 100% of the school's senior class has passed the CAHSEE and is eligible for acceptance to a four-year institution. The school shows consistent improvement in API scores, and most subgroups, especially between the 2007 and 2008 tests. While LCCS has consistently outperformed the Oakland Unified School District, it recognizes that its work is far from done. LCCS needs to continue to improve their API and similar schools ranking. Male students, ELL students, African-American students, and older students taking math tests, could all use improvement, and the school is taking measures for each subgroup. Examples of such measures include "Kid Talk," targeted intervention, College Preparatory Math in grades 6-12, and literacy programs. Student support and intervention (as well as enrichment) takes place through small group cooperative learning. These groups are scheduled into the regular school day, specifically during Crew class and Flex Time. The school would also like to see general improvement in literacy and math scores.

**C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

Teachers use a very wide variety of strategies to engage students and involve them in high levels of success. The most effective way to demonstrate this would be to list the strategies:

- Group instruction, including expert groups, literature circles, and peer evaluations, that encourage leadership, conflict resolution, and support diverse learning styles, collaboration, and independent problem solving.
- Kinesthetic learning experiences, even in upper-level theory-based classes that get students out of their seats and physically involved with a concept (physically representing complementary angles, posing as the subjects of a painting to better understand the painter's motivation, etc.).
- Cross-curricular instruction, "expeditions", that focuses on a particular thematic unit (Colonialism, Industrial revolution, The Life Cycle, etc.) and is reinforced through multiple subject areas.
- Extensive fieldwork that gets students out of the classroom and into the real world. The real world is brought into the classroom through current events in Humanities and Science, and guest speakers that include community leaders and experts.
- Technology, much of which is used to support language acquisition, including listening centers (K-6), a Fast ForWord workshop, and language intervention. Desktop publishing, internet research, and PowerPoint creation are also incorporated into lessons for all students. In addition, students have access to a computer lab.
- SAT preparation offered on-site to students during the elective period.
- Community college coursework available as a supplement to traditional high school instruction.
- Workshop model instruction during block schedules to support students in literacy and math skills combines instruction, guided practice, and individual practice into a lesson.
- GLAD model and TERC instruction in the lower grades that provide scaffolding and inquiry based learning.
- Fine Arts and Fitness courses that supplement and reinforce core instruction.
- Exhibitions of student art at museums, which offer real-world critiques.
- Revision options in all courses that give students multiple opportunities to challenge themselves, develop skills, and show mastery.
- Crew classes that meet daily and offer instruction in teamwork, conflict resolution, and leadership skills and offer preparation for the CAHSEE exam.
- Junior internships, which place students in a career of their choice for a semester.
- A proposed "College Week", where students would participate in, and reflect on, a college schedule and expectations.
- Diversity of materials, including primary sources and multiple perspectives.

LCCS recognizes that it must not only continue to maintain the above programs and procedures but also work to improve student access to more extracurricular activities,



especially at the high school level. A part of this difficulty involves the current facilities which house the school. LCCS is taking measures to correct this deficiency, but the current situation is inadequate.

***Instruction: Strengths:***

- Instructional practices are normed across grade levels and content areas.
- Teachers differentiate instruction to target individual and group's specific needs.
- All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system.
- There is explicit communication of Learning Targets based on state standards.
- Small group cooperative learning occurs across student-focused curriculum that provides intervention and enrichment.
- Fieldwork provides an authentic learning experience outside of the classroom.
- Individualized student feedback/Individualized Learning Plans guide student learning and growth.
- A home language program supports language development and core classroom content.
- During teaching, both administrative and peer observations are used to ensure consistency in practice. These observations are extremely frequent and they involve immediate feedback.

***Instruction: Key Issues:***

- The teaching staff should continue to improve vertical alignment of Learning Targets and instructional practices, especially those that will meet the specific needs of all EL students.
- The school needs to show general improvement in literacy and math scores.
- Literacy strategies must continue to be improved and implemented in grades 7-12.
- The school needs to develop a process for norming what it means to "Meet" a Learning Target.
- The school must find creative ways to augment the access to more extracurricular and co-curricular activities for 9-12 students.
- Guiding Principles need to be explicitly tied to learning targets, rubrics, and co-curricular programs, such as Junior Internships.
- While there have been immense gains in the school's API, the school needs to continue to improve their API and similar schools ranking.

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?**

The Lighthouse Community Charter School utilizes multiple assessments in all subject areas to provide directors, staff, parents, and students information regarding student achievement. These assessments manifest themselves in different ways, e.g. authentic or traditional, formative or summative, informal or formal.

Concerning standardized tests, high school students take the mandated California tests and the college admissions exam: California High School Exit Exam (CAHSEE), California Standards Test (CST), as well as the Scholastic Aptitude Tests, both SAT and PSAT. Currently, all seniors have passed the CAHSEE. The majority of the students take the CELDT test, as well. The assessments are analyzed and reported on the School Accountability Report Card (SARC). This data is disaggregated into subgroups: Special Education, low income, English Learner, students of color, and gender.

The prior school year's students' CST subject scores assist teachers in lesson preparation through ascertaining student achievement levels. There are four interim assessments in which state standards are imbedded in ELA and math. Student results are analyzed with individual intervention and goals for improvement identified. SAT concept areas are discussed and taught through Crew time, in the Career & College class during the student's junior year. LCCS offers an extra-curricular class in conjunction with Kaplan in order to further prepare each student to score above average on the SAT.

Biennially, in a forum called 'Passage', students present to staff, parents and community members the standards and learning targets they have mastered during the preceding two school years. For instance, a 10<sup>th</sup> grade student defends 9<sup>th</sup> and 10<sup>th</sup> grade learning through a Philosophy of Learning statement, application of multiple intelligences, and development of a project in which a research question is created that will help improve the community depending upon how the question is addressed and fulfilled by the student.

Also, biennially, through a medium called 'Expo', students prepare and deliver project-based learning activities in which parents and community members must participate. This is another avenue for students to confirm their learning and academic progress.

At least twice per school year, parent(s), teacher, and student meet to reassess the student's Individualized Learning Plan (ILP). The ILP is revised as necessary to meet the student's current and future goals: academic, physical, social, and/or emotional.

Progress Reports are given at the end of first and third quarters with Report Cards given at the end of each semester. Report cards are based on the identified Learning Targets and Guiding Principles and not on letter grades.

LCCS administration states they are investigating a web-portal that will allow access to student data (current grades, attendance, mastered learning targets) for parents and their student. This will improve school-to-home communication. Also, students will be able to access their assessment data and how it correlates to each learning target allowing them to independently revise appropriate assignments.

**D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?**

**To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Staff uses a variety of strategies to evaluate student learning. Common practices for measuring student achievement using authentic assessments include: student portfolios, group and individual projects and presentations, research papers and lab reports, learning logs, discussions and seminars, persuasive letters to the community, sketchbooks, museum expositions, and presentation and defense of achievement (Passage Portfolio). Also, traditional methods such as standardized tests, reading assessments administered three times per year in K-6, written assessments administered at least twice per year in 7-12, interim assessments, and teacher-developed tests and quizzes are used to measure student achievement.

Students must demonstrate mastery of Learning Targets in each subject area in order to pass the course. Grades are determined using rubrics that measure specific skills and content (Learning Targets). Revision, re-teaching, tutoring, and reassessing are an integral part of the learning process.

Lighthouse has weekly staff meetings (within grades or subjects and cross-curricular) in which faculty discuss, plan, monitor, and assess students' progress and program efficacy. During the current school year, the high school administration and math staff have focused on improving student learning in math due to concerns about student performance on mathematics portion of the CST – Elementary and Advanced Algebra and Geometry. Through analysis of the data, adjustments in the math curricula have included and need to continue to include more thorough content converge and deliberate development of discrete mathematical skills.

**D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?**

Each grade level and subject area establishes a set of standards-based Learning Targets. Over the course of the school year students have several opportunities to demonstrate mastery of each Learning Target. Students receive quarterly progress reports which detail student progress on each Learning Target. In the elementary school, the progress report is used to measure student progress and ensure mastery of skills and content. In the middle school and high school, students receive a grade based on the percentage of Learning Targets they are meeting or exceeding, and must meet or exceed 60% of all Learning Targets in each class to advance to the next grade.

The school needs to continue its K-12 vertical alignment of curriculum and accompanying assessments with appropriate and efficient disaggregation of data. There are several assessment practices that span K-12 that are implemented differently between elementary and secondary grades. This inconsistency can affect student performance and achievement levels.

All students take a teacher-developed quarterly interim assessment to measure progress toward grade-level expectations in English Language Arts and Mathematics. The assessments are modeled after state and national standardized tests, e.g. CST, CAHSEE, SAT. These assessments guide teacher practices and professional development as well as prompt student reflection. Reports of student growth are given to parents and the school's Board of Directors. Lighthouse Community Charter School has developed this practice in collaboration with New Leaders for New Schools (<http://www.nlms.org/>).

While the school has a fully completed and implemented standardized assessment program for English and Math courses, they do not have such a program for the rest of the curricula. Collaborative teaching teams need to create and implement interim assessments for curricular areas beyond English and Math.

The school collects and analyzes longitudinal standardized test data for grade level cohorts. This information, which shows cohort progress and areas of strength and weakness, is used to guide teaching practices, professional development, and curricular decisions.

External monitoring is provided by the school's chartering agency, Oakland Unified School District. Representatives observe LCCS practices, conduct interviews with school staff, and assess student progress toward achievement. This review provides feedback on school practices and ensures academic accountability.

Also, LCCS is a member of the Coalition of Essential Schools (CES) (<http://www.essentialschools.org/>), a group of schools that collaborates on developing best practices and student academic growth. This relationship allows LCCS students and staff to observe the practices of other schools and attend annual conventions. CES representatives from other member schools visit the school annually to review academic practices.

While LCCS staff, regularly check students for the accomplishment of the Guiding Principles (ESLRs), they need to begin to develop a normed system of measuring student achievement of the Guiding Principles (ESLRs).

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

LCCS instructional program is driven by academic achievement data. CST, CAHSEE, Interim Assessment, Reading Assessment, and Learning Target data are used to examine current student achievement and make decisions to improve each curricular area. Through this analysis, LCCS has added new student-support staff positions, implemented new curricular models, provided focused professional development, and provided new course offerings for students. Through these plans students have access to a strong core curriculum with many intervention opportunities. Teachers are able to continue focused development as professionals and use data to inform instructional practices.

Lighthouse must augment the continuous assessment of English Language students beyond the annual CELDT assessment to measure academic growth throughout the school year. Having a deliberate and continuous assessment system for English Language students will enable LCCS to provide the appropriate and targeted instructional services for this focus group. They need to continue to work toward at least 30 minutes per day of EL instruction for targeted students.

***Assessment and Accountability: Strengths:***

- Lighthouse's interim assessments provide student achievement data on a quarterly basis in literacy and mathematics allowing the staff to track student progress toward mastery of grade level and subject standards.
- The Individual Learning Plan process involves and informs the school community (parents, teachers, students, and administration) in analyzing, reflecting on, and setting goals for student achievement. This builds accountability for all involved in the ILP process.
- The Passage process ensures students have achieved mastery of grade level standards. It provides an authentic audience for students to identify and present their academic growth as well as maturation.

- The LCCS staff continually uses data to reflect on and improve its instructional program, including setting growth targets, sharing best practices, and adding new curriculum, interventions, and enrichment components.
- Lighthouse Community Charter School has a comprehensive, standards-based assessment system, including clear Learning Targets, common and frequent assessments, and built-in student reflection time at grade-levels, loop-levels, and school-wide.
- Lighthouse ensures that all concerned individuals have multiple avenues to obtain information about data and student achievement. This includes frequent parent communication with, if needed, written and oral translation.

***Assessment and Accountability: Key Issues:***

- There is need to develop an online portal accessible for all parents and students to monitor grades, attendance, and Learning Targets in real time.
- Lighthouse needs to continue the vertical alignment of curriculum and accompanying assessments with appropriate and efficient disaggregation of data. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.
- LCCS needs to augment continuous assessment of English Language students and the instructional services provided to these students based on their identified needs and continue to work toward at least 30 minutes per day of EL instruction for targeted students.
- Through analysis of the data, LCCS staff need to continue to make adjustments in the math curricula through content coverage and deliberate development of the discrete mathematical skills.
- Collaborative teaching teams must continue to create and implement interim assessments for every curricular area beyond English and Math.
- The school should continue to develop a normed system of measuring student achievement of the Guiding Principles (ESLRs).

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

Lighthouse Charter successfully employs many measures to bring parents into the learning process, including involving parents in their student's ILP, Passage Presentations, (where students must demonstrate competency in their subject areas), Student Study Teams, student EXPO, weekly gathering for parents at Coffee Tuesday at the elementary level, weekly mailings at K-6, monthly mailings at 7-12, and parent development events, like Family Learning Nights. New families are often called and given individual invitations to events, and teachers often make home visits.

A mandatory internship program for juniors for one semester in community based organizations involves the community and gives both students and community leaders a stake in the success of the school, as well as providing valuable work experience for students. Translators are provided at meetings where they are needed.

While parents are active at the school, there is room for improving the participation of the parents of students who are new to Lighthouse. In addition, the parents' role in the decision-making processes of the school should be strengthened.

### **E2: To what extent is the school a safe, clean, and orderly place that nurtures learning?**

#### **To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?**

To make the school a place where students can focus on learning a safe, nurturing and professional environment is provided. The guiding principles of the school are responsibility, persistence, communication, collaboration, reflection, curiosity, integrity, courage, respect and compassion. These principles are posted throughout the school at every grade level. Students are expected to aspire to these principles in word and action. They are reinforced through the Crew meetings, classroom instruction, Lightkeeper and other community meetings and communications sent home weekly and monthly.

The facilities, though old and often cramped for space, are kept in good condition by three full time custodians. Healthy breakfasts, lunches and snacks are offered through Revolution Foods. All students in grades 5-9 participate in fitness classes, and high school students have access to competitive sports.

Students are part of Crew meetings every week where they can find support and college preparatory training from a caring staff member. All other personnel on campus also work

to support the whole child and see the students and school as a part of a large family. There is an atmosphere of acceptance and mutual respect that is demonstrated throughout the school from K-12 between students and staff and among students themselves. Students in the classroom are focused, actively involved, and appear to truly love learning.

Professional development opportunities are offered to all staff several times a year. Four times per year the assessment data drives and improves instruction techniques and targets areas of weakness in student learning. The curriculum, aligned with state standards, is rigorous and the A-G coursework expected for graduation demonstrates high expectations for all students who must apply to a four-year college as part of their graduation requirement.

**E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

All students have an Individual Learning Plan that is revised and updated three times a year. Support services include intervention services both mandatory and voluntary before, during, and after school hours. Lunch work groups are assigned for those students who have trouble completing assigned work. There is a free after school program that includes tutoring and time to work on assignments. Intervention weeks are spaced throughout the school year for those students who need more assistance than the regular interventions can afford. Special needs students have access to a literacy intervention specialist, a speech therapist, a resource specialist, and social/emotional counselors as well as Special Ed teachers and an IEP. There are also targeted test preparation programs for the CAHSEE and the SAT.

**E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community.**

The CREW groups focus on personal support, the internship program exposes students to community organizations and opportunities within the community, and counselors, academic, college, and social/emotional are provided at the school.

There is a career and college center on campus with access to a college counselor, weekly college workshops, a Senior Seminar to assist with college applications and financial aid.

The “Girls for Change” program is aimed at pre-adolescent girls in order to discuss issues, promote healthy choices, and increase awareness of body and self.

After school programs are offered daily. Liaisons with community groups such as the Oakland Youth Course, Theatre enrichment, and community sports programs, provide opportunities for involvement outside of school. Sports and music programs are also offered at the school.

To improve the school, there must be an alignment the K-12 cultural expectations and consequences. In addition, the school needs to increase student motivation to take advantage of the support services offered.



***Culture and Support: Strengths:***

- Students in the classroom are focused, actively involved, and appear to truly love learning.
- Crew groups meet frequently and reinforce the guiding principles of the school, as well as providing support for all students academically, socially, and emotionally.
- There are many opportunities for parental and community involvement, including the ILP process, passage presentations, SST , student EXPO, Coffee Tuesday, and the Lighthouse Parent Club.
- A strong school culture is fostered that is founded on the Guiding Principles.
- There are a myriad of intervention activities, provided before, during and after school, including general homework help, tutoring, preparation for state tests, etc.
- Many after school enrichment activities are offered, including sports, music and support groups.
- A warm and nurturing environment based on mutual respect and commitment to the ideals of the school exist between students and staff and among students.

***Culture and Support: Key Issues:***

- There needs to be an improvement in the participation of families in the decision-making processes of the school.
- Staff needs to encourage the involvement of parents of K-12 students who are new to the Lighthouse Community.
- There must be an alignment of the K-12 cultural expectations and consequences.
- The school needs to increase student motivation to take advantage of the support services offered.

## **Part B: Schoolwide Strengths and Critical Areas for Follow-Up**

In its parting session with the faculty and staff, the Visiting Committee chair prefaced the presentation by noting that the Committee's report was intended as an affirmation of the concepts of the existing plan and a blueprint—an affirmation of the work the school staff had undertaken as a team in recent months, and a blueprint of the challenges to be addressed next. These comments are based on a revised plan that was provided to the WASC visiting committee upon its arrival at the school on March 8, 2009.

### ***Commendations were noted in the following areas:***

1. LCCS has a strong vision and a mission to prepare every child for college, which drives all of the school's decision-making processes.
2. The vision of the school is supported by a professional, learning community, made up of dedicated, hard-working, and united staff and based in well-allocated collaborative professional development.
3. The school has a tangible, family-like culture of mutual respect and appreciation between staff, students, and administration, which is implemented and reinforced through the Guiding Principles.
4. The school curriculum and instructional practices are data-driven and support the whole student through an immense wealth of programs and procedures, such as differentiated instructional strategies, Crew programs, fieldwork, and internships.
5. The school employs rigorous standards-based assessment systems with clear learning targets, common and frequent assessments in ELA and Math, multiple assessment strategies, portfolios, and reflection-driven passage events.
6. The individual learning plans establish a blueprint for student success through goal-setting, self-advocacy, and family involvement in the learning process.
7. Students in the classroom are focused, actively involved, and appear to truly love learning.

### ***The Visiting Committee's recommendations extend across school organization, curriculum, instruction, and school culture and support services. They are as follows:***

1. In order to establish an improved sense of family and community and to align with their vision, LCCS must improve the facility by housing all students on one cohesive campus with access to a recreational area, library, art studio, and lab science work areas. (Add to plan.)
2. LCCS must continue to increase achievement and proficiency rates in all curricular areas, as measured by the state assessments and the API rankings.
3. The school must increase academic achievement and proficiency rates within specific student sub-groups.
4. The school must continue to develop a program to support English Language students through sheltered instruction techniques and English language development.
5. The teaching staff needs to increase alignment of the K-12 educational program.
6. Collaborative teaching teams must continue to create and implement interim assessments for all curricular areas beyond English and math. (Add to plan.)

7. The school needs to continue to augment current K-8 science courses to develop discrete skills represented on state exams and expand the high school program to include standards-based chemistry and physics. (Add to plan.)
8. The staff should continue to align curriculum to the Guiding Principles (ESLRs) and develop normed measurements for student achievement and progress towards the mastery of the Guiding Principles (ESLRs). (Add to plan.)

**Note: The AMOs on the action-plan should be clarified.**

## Chapter V: Ongoing School Improvement

**Note:** The original Chapter V in the report was more of a one year plan. At the request of the chair, a **second action plan** that had been more thoughtfully planned out for a period of six years was provided to the visiting committee upon its arrival on **March 8, 2009**. **These comments are based on that “second” draft (attached).**

Three areas of focus are identified in the school’s action plan:

### 1. *Increasing student achievement and proficiency rates in literacy and mathematics.*

**Rationale:** Lighthouse’s mission is squarely focused upon college for all students. Academic readiness is a key indicator of future college success. The self-study process revealed and reinforced the fact that to achieve this mission, the significant growth seen in the elementary students needs to be extended to the secondary students.

- Sixty-eight percent of the students at Lighthouse are EL students so there is a continuous need to focus on literacy in order to improve the scores on the state tests and to prepare the students for post-graduate success.
- Lighthouse math and literacy scores need to be raised to be competitive with other schools in the state of California.

### 2. *Increasing achievement rates within specific sub-groups. (ELL’s, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have be retained.)*

**Rationale:** The self-study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of English Language Learners is of paramount importance, as they represent 68% of the student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African-American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse’s mission applies to all students and therefore work must continue to improve the academic outcomes for these specific student populations.

- There is a significant gap in student achievement between African American students and the other students at Lighthouse.
- Students new to Lighthouse have not developed the same habits of work and need extra support.
- EL students and students with identified learning disabilities need continued support and specialized support systems.

### 3. *Increasing the rigor and the alignment of the educational program.*

**Rationale:** Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. This varied implementation creates inconsistencies that can affect student

performance and achievement levels. Deliberate work vertically aligning structures, programs, and practices needs to be done to leverage the potential of being K-12 so that the delivery of instruction is maximized to promote student achievement and college readiness.

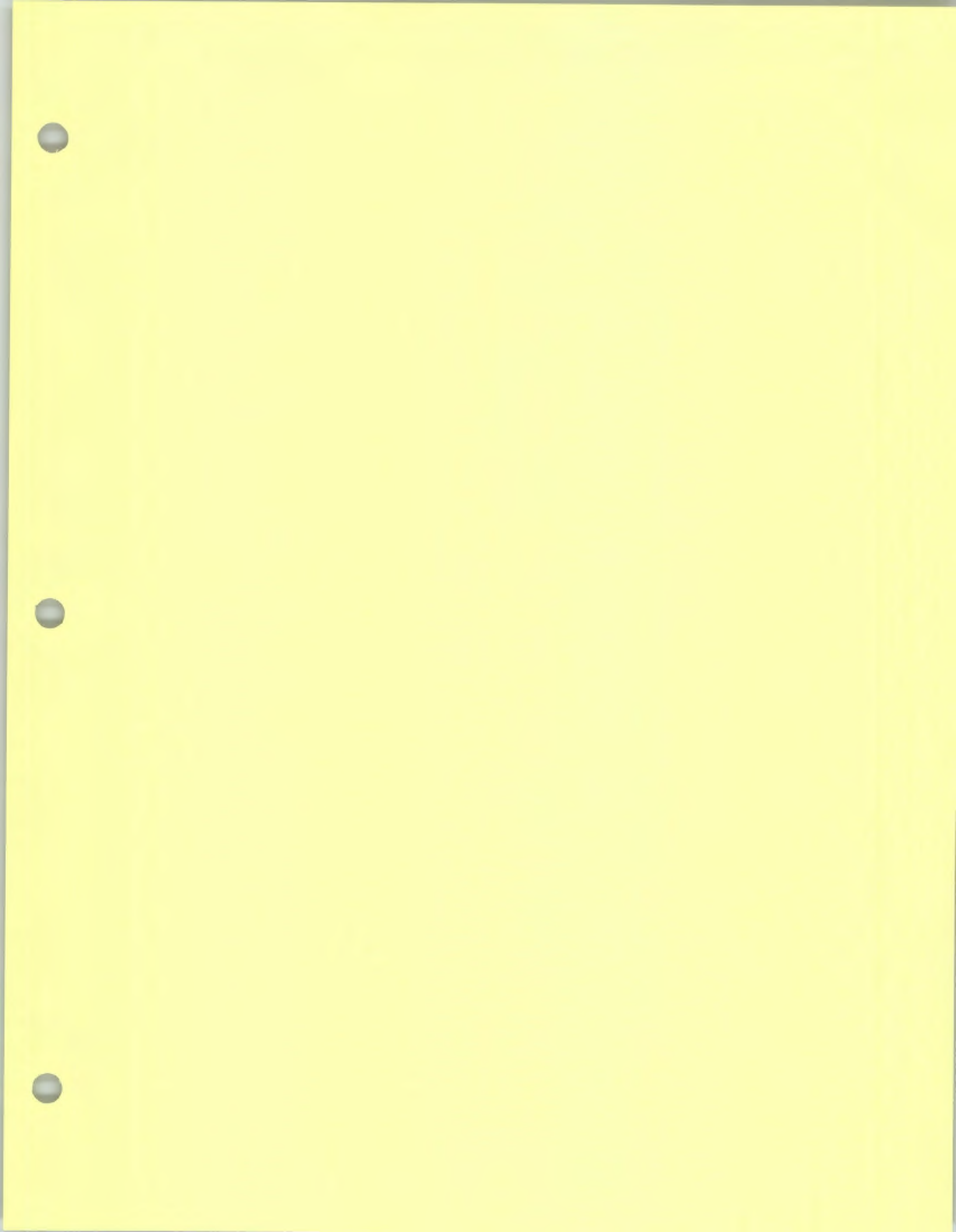
- There are some gaps and some redundancy in the alignment of the academic program.
- Also, there is a need to use the same best practices, and habits of work from K-12 to maximize the delivery of instructions.

### Comments:

The LCCS action plan is directed at the most pressing of its key issues, improving literacy and mathematical ability, particularly in the significant sub-groups, and aligning K-12 curriculum to maximize the educational experience. Within the parameters of these three key issues, the school needs to include tasks that will strengthen all curricular classes, aligning the course work and assessments to the standards and ESLRs and using these assessments to improve curricula. The school needs to continue its work with the ESLRs, making them explicit and measurable. Additional attention needs to be paid to the science curriculum. While the plan needs to be modified to include the extended recommendations, it clearly states the personnel responsible, the professional development and resources necessary, and the manner to report progress. While still a bit ambitious in scope during the first two years, the plan reflects the capacity and needs of the school. The plan calls for the accomplishment of many tasks within the first two to three years and then a refinement of them in the succeeding years. The leadership of the school is well qualified to lead the school forward and has created a common vision that will drive the dedicated and hard-working staff to continue to seek improvement for the success of students.

While the plan is ambitious, it is feasible. The obvious impediment to the plan will be the school's ability to finally house itself on one campus. The new campus is currently being built, and the school is scheduled to move in August.

While the measurement tools for the individual tasks are appropriate, the **AMOs need to be clearly identified** and stated in such a manner that it is easy to monitor the gains that the school needs to make with the CSTs, the CAHSEE, the CELDT and/or any other targetable data that is appropriate. Once this is accomplished, the visiting committee feels that the plan will be sound and will move the school to accomplish the goals it has set for itself.



# SARAH M. CHÁVEZ

## EXPERIENCE

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2006–Present SunCal Companies Oakland, CA

*Project Coordinator*

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Coordinate law enforcement/search & rescue trainings at project site

1999–2006 City of Oakland Oakland, CA

*City Council Aide-City Councilman Larry Reid*

- Organized and coordinated community meetings within council district
- Met with constituents, determined problem and coordinated problem solving efforts with city and county agencies
- Developed policy recommendations for public safety and other programs. Coordinated policy implementation with other city agencies.
- Worked with Police Department to develop and sustain violence reduction strategies.
- Met regularly with city staff to develop and implement geographically based problem-solving projects.

2001–2003 Martin Luther King, Jr. Freedom Center Oakland, CA

*Youth Outreach Coordinator*

- Designed and implemented after-school and summer youth programs
- Evaluated programs to determine most effective for youth involvement.
- Recruited youth for participation in after-school and summer programs

## VOLUNTEER ACTIVITIES

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2007–Present East Oakland Boxing Association/Smart Moves Oakland, CA

*Board of Directors*

- Responsible for overall policy and direction of the EOBA/ Smartmoves Program
- 2008-Present: Board Secretary; responsible for keeping records of Board actions, including taking of minutes at all Board meetings; sending out meeting announcements, distributing copies of minutes, and the agenda to each Board member. The official custodian of the records of the Corporation

2008–Present Lighthouse Community Charter School Oakland, CA

*Board of Directors*

- The LCCS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability

## EDUCATION

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1999–2003 California State University Hayward Hayward, CA

- B.A., Political Science & International Studies

2005–2007 California State University East Bay Hayward, CA

- Master of Public Administration
- Graduated Phi Alpha Alpha Honor Society

REFERENCES

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Available upon request



## SANJAY DHOLAKIA

5946 Ocean View Drive, Oakland, California 94618  
510.508.3999 / sdholakia1997@kellogg.northwestern.edu

### EXPERIENCE

2008 – current

#### LITHIUM TECHNOLOGIES – *Chief Marketing Officer*

Emeryville, CA

- Executive officer with leader in social customer community software. Grew business 100% in 2009. Responsible for driving Lithium's vision, go-to-market strategy, and customer acquisition programs.
- Led marketing team to define strategy and re-position company, moving to #1 market visibility.
- Drove global marketing program improvement and focus, doubled pipeline to \$100M while keeping spend flat.

2001 – 2008

#### SUMTOTAL SYSTEMS (NASDAQ: SUMT) – *SVP & GM, Learning and Talent Unit*

Mountain View, CA

- Executive officer with leader in enterprise learning and talent management software. Grew business from \$10M in 2008 to \$130M in 2008. Responsible for \$125M P&L of core business unit, with 800+ direct and indirect employees. Led organization with responsibility across Marketing, Product Management, Inside Sales, Channel & OEM, and Corporate Development. Acquired by Vista Equity Partners.
- Defined corporate strategy and drove execution. Responsible for all M&A, completing 4 acquisitions.
- Led marketing team to define strategy and re-position company, moving from #3 to #1 market share position.
- Drove global marketing program improvement and focus, doubling pipeline to \$100M while keeping spend flat.
- Guided product management innovations, earning leadership reviews from Gartner, IDC, Forrester and Bersin.
- Identified new market segments and led team to develop new SaaS offerings, growing segment 40%/year.
- Key point of contact for financial and industry analysts. Regularly present company to investors and conferences.
- Developed and led alliance and channel sales business, signing key partners such as Accenture, EDS, IBM, Raytheon, Hewitt, ACS and Webex. Grew partner-related business to \$15M+ annually.

2000

#### WALKER DIGITAL – *Director, Business and Corporate Development*

San Francisco, CA

- Founding member of a new portfolio company with patented consumer and market research process.
- Targeted and signed key beta clients including Nabisco and American Express prior to product development.
- Served as acting COO, leading all operating activities for team of ten.

1997 - 2000

#### McKINSEY & COMPANY, INC. - *Engagement Manager*

Los Angeles, CA

- Served as COO for client's e-commerce start-up to drive business launch. Directed decision-making for 30-person organization across functional areas of television, website, merchandising, and fulfillment. Led team to develop business model and presented to strategic investor groups. Company sold for over \$30M.
- Led client sub-team at a major apparel retailer. Improvements to drive \$7mm in annual savings.
- Created business case and implementation requirements for coordination of music and video business back office functions at a major media company. Identified \$20mm working capital improvement opportunity.
- Led five-member client team at a leading PC manufacturer. Identified \$30mm in annual savings.
- Rated as top performer among peer group throughout tenure.

Summer 1996

#### DREAMWORKS SKG – *Strategy and Finance Intern*

Universal City, CA

- Developed financial models for animation joint venture. Negotiated recovery of over \$400K in initial costs.
- Created variance model to help new company manage consolidated operations of all five business units.

1991 - 1995

#### ANDERSEN CONSULTING – *Senior Consultant*

Los Angeles, CA

- Led twelve-member team to transition company to redesigned business process at a major apparel manufacturer.
- Led team of five consultants at think tank developing retail industry strategies. Led and facilitated business development discussions with senior management of prospects ranging from \$20mm to \$25bn in revenues.
- Rated in top 5% of class (highest category).

### EDUCATION

1995 - 1997

#### KELLOGG SCHOOL OF MANAGEMENT – NORTHWESTERN UNIVERSITY

Evanston, IL

*Master of Business Administration with majors in strategy and marketing, June 1997. GPA: 3.9/4.0.*

- Chairperson, Strategic Options Committee, Graduate Management Association.

1987 - 1991

#### WHARTON SCHOOL OF BUSINESS – UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

*Bachelor of Science in economics with concentration in finance, May 1991. Cum laude.*

- Managed \$4mm in family-owned, commercial real estate assets while attending full-time program.
- Member, Lightweight Varsity Football Team, Real Estate Club.

### OTHER DATA

- Board Member, Lighthouse Community Charter School
- Class Representative, Webb School of California Alumni Board.

## John J. Hall

3617 Sacramento Street  
San Francisco, CA 94118

phone: (415) 341-6316  
johnjhall@gmail.com

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### Professional Experience

2006 - Present      Oakland Unified School District  
Oakland, CA

*Project Manager*

- Develop and review policies regarding instruction, professional development, and leadership.
- Provide professional development support for Central Office leaders, principals, and coaches.
- Coordinate relationships with external support organizations, researchers, and funders.
- Conduct research on leadership development, professional learning communities, and budgeting; craft papers and presentations synthesizing this research.
- Managed the development, implementation, and review of the district's academic strategic plan.
- Evaluated and redesigned the district's Office of Charter Schools.

2003 - 2006      Leadership Public Schools  
San Francisco, CA

*Vice President,  
Curriculum and Instruction*

- Nurtured the development of six schools, designing systems, strategies, and programs.
- Designed and revised policies in operations, human resources, enrollment, and development.
- Coordinated the development and implementation of the 9 - 12 curriculum.
- Planned and facilitated the teacher and administrator professional development programs.

1998 - 2003      International School of Luxembourg  
1993 - 1998      The Urban School of San Francisco  
1992 - 1993      Burton High School, San Francisco  
1991 - 1992      American School of Milan  
1986 - 1988      Casablanca American School  
1984 - 1985      West Seattle High School

*Science Teacher, Department Head,  
Curriculum Designer, Professional Developer*

- Taught AP & IB Biology, Chemistry, and Physics; Neurobiology; Algebra; Theory of Knowledge; Health; and Physical Education.
- Designed and implemented faculty professional development programs.
- Member of Board of Trustees at two schools; Head of Science at four schools.
- Presented at national and international conferences on curriculum, school design, and leadership.

1988 - 1991      University of California, San Francisco  
1979 - 1986      University of Washington

*Laboratory Manager, Laboratory Technician*

- Supervised and trained laboratory personnel and post-doctoral fellows.
- Planned and coordinated studies of neuronal cell regeneration, cardiovascular disease, and cancer.
- Performed procedures in molecular biology immunocytochemistry, and electron microscopy.
- Researched, wrote and edited papers, posters, and presentations: author of sixteen publications.

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### Education

Ph.D. Program in Education Policy	University of California, Berkeley	Present
B.A. Education	University of Washington	1984
B.S. Biology	University of Washington	1982

## **SUSAN HARPER**

363 Valencia #8, San Francisco, CA 94103

415.830.0483

susanharper49@yahoo.com

### **HIGHLIGHTS**

- **Over 15 years experience in community economic development**
- **Leader of capital and product innovation serving the charter school industry, a growing field within community development and community development finance; and**
- **Significant experience underwriting and structuring real estate and working capital loans ranging in size from \$100,000 to \$25 million, as well as targeted equity investments.**

### **PROFESSIONAL EXPERIENCE**

#### **Bank of America, Senior Vice President, January 2009 - Present**

Ms. Harper manages the bank's activities in California, Oregon and Washington with Community Development Financial Institutions (CDFIs) that finance housing, small businesses, and community facilities providing health care, education, childcare and other needed social services in underserved communities.

#### **Merrill Lynch Community Development Company (MLCDC), Vice President, May 2008 - December 2008**

MLCDC provided more than \$1 billion of loans and investments to spur development in low-income communities nationwide through strategic partnerships with non-profit organizations, government and other financial institutions. As Vice President, Ms. Harper:

- Structured, underwrote, and closed \$40 million of credit facilities in less than six months to non profit financial institutions that finance community facilities (including charter schools), small businesses, and housing developments (both for sale and rental) in low-income communities. These facilities financed a range of activities, including New Markets Tax Credit (NMTC), acquisition and construction projects.
- Developed new relationships and business to increase MLCDC's presence and activities in California.
- Designed and led the implementation of MLCDC's micro-enterprise initiative for California, which resulted in \$250,000 in grants and \$1 million in loans.

#### **Low Income Investment Fund (LIIF), December 2002 - April 2008**

LIIF supplies affordable capital and technical assistance to non-profit organizations working to alleviate poverty in low-income neighborhoods. LIIF supports affordable housing, childcare, education, and other community-building initiatives. Since 1984, LIIF has provided more than \$750 million in capital and leveraged \$4.6 billion for low income families and communities. LIIF's programs have served more than 410,000 people by supporting affordable housing, quality child care, and high performing schools in underserved neighborhoods.

##### *Director, Education Program (January 2005 - April 2008)*

- Grew the charter school loan portfolio from \$4 million in 2003 to more than \$150 million by 2008
- Led LIIF's successful efforts to structure and implement more than \$70 million in capital for two charter school loan funds, including the first-ever NMTC fund for charter schools
- Co-authored a NMTC application that resulted in a \$50 million award, and
- Represented LIIF on a statewide and national basis on charter school and NMTC coalitions and led LIIF's policy, technical assistance and research efforts for charter school facilities finance.

##### *Senior Loan Officer, Community Facilities (December 2002 - December 2004)*

- Identified new customers, marketed LIIF's loan products, originated and structured loans, and managed the on-going childcare and charter school loan portfolio
- Trained LIIF staff on underwriting and structuring charter school loans, and
- Contributed to product design, market analysis, and development of loan policies and credit guidelines for the child care and charter school markets.

### **NCB Development Corporation (NCBDC), 1999 – December 2002**

NCBDC is a non-profit development finance and technical assistance organization that works with cooperatives and other community-based non-profit organizations and their for-profit affiliates to improve the conditions in low-income communities nationwide.

*Assistant Vice President, January 2001 – December 2002; Credit Analyst, September 1999 – December 2000*

- Managed NCBDC's \$10 million economic development loan and investment portfolio
- Led tactical and strategic planning, as well as product development efforts, for economic development
- Identified potential new customers and originated, underwrote, structured, and closed loans, and
- Provided professional development for junior staff.

### **Calvert Social Investment Foundation (Calvert), 1998**

Calvert serves as a facility for individuals and institutions, seeking to place capital on softer terms to finance affordable homes, fund small and micro businesses and to make available essential community services. Calvert seeks to create "community investment" as a new asset class in the financial services industry through a range of innovative financial instruments, web-based information services and philanthropic products.

*Summer Intern*

- Developed a framework and ratios for critically analyzing the financial strength of 75 of Calvert's borrowers, primarily community development financial institutions and development banks.
- Researched and wrote programmatic and financial profiles of the borrowers as a means of increasing awareness of and investment in the CDFI industry.

### **Price Waterhouse LLP (PW), Office of Government Services, 1994 – 1997**

PW provided management and technical assistance to the U.S. Department of Housing and Urban Development (HUD), Office of Community Planning and Development, as part of HUD's efforts to implement the Empowerment Zone (EZ) and Enterprise Community (EC) Initiative. EZ and ECs were created as part of an initiative to rebuild communities in America's poverty-stricken areas through regulatory relief, public and private partnerships, and incentives.

- Analyzed strategic plans and benchmarks to assess performance and investment activities of EZ/ECs.
- Researched and facilitated the design of three community development financial institutions.

### **EDUCATION**

- **Venture Capital Institute**, September 2001.
- **Harvard University, John F. Kennedy School of Government**, Master in Public Policy, June 1999.  
Awards: Coleman Young Prize for Urban Policy.
- **University of Southern Maine (American Economic Development Council)**, Certificate in Economic Development, 1995.
- **Williams College**, Bachelor of Arts, Spanish and History, 1994, *cum laude*.

### **INTERESTS/ACTIVITIES**

- Board member and Treasurer of Lighthouse Community Charter School (Oakland, CA) and Loan Committee member of The Reinvestment Fund (Philadelphia, PA)
- San Francisco 49ers and Giants
- Trying new things, book readings, cultural events, and wine tasting
- Recreational tri-athlete

# Mike "JB" John-Baptiste

CEO and Boardmember, Peerset

San Francisco Bay Area

- Current**
- CEO and Boardmember at Peerset
  - Chairman at End2End Solutions
  - Boardmember, Fundraising Chair at Lighthouse Community Charter School

- Past**
- Senior Vice President, Partnerships, Content & Business Development at JumpTV
  - Vice President, Business Development at PrimeRevenue, Inc.
  - Vice President, Business Development at First Data (Velosant division)

3 more...

- Education**
- Harvard University
  - SMC

**Recommended** 3 people have recommended Mike "JB"

**Connections** 500+ connections

**Industry** Internet

**Websites** • My Company

## Mike "JB" John-Baptiste's Summary

My mission in the workplace is to help people find success and happiness in their professional pursuits. I have been a business development executive, financial advisor, investor and market strategist for almost fifteen years.

December 16th, 2008 Revise: I accepted an offer to run a technology company called Peerset. We are pioneering the field of Social Psychographic targeting. Advertising Networks, Publishers and anyone deploying social media marketing strategies will benefit from the monetization opportunities we provide them. I joined the company because I could see an amazing opportunities to make social media a sustainable business strategy in the long term and there are large and unique opportunities specific to the sports and entertainment categories.

While at JumpTV, I oversaw a 23 person team that was responsible for sales, business development and relationship management. Our clients were sports brands and our partners were typically online distributors of content such as MySpace, Youtube and AOL.

I am heavily involved in the local community with a focus on youth development. I co-founded a non-profit called TennisTalk in 2000 and I currently serve on the board of Lighthouse Community Charter School in Oakland, California. I recently established Project DEE, a research and design initiative which has as its current and exclusive focus, the creation of San Francisco's-next great high school. The basic concept is to provide affordable and purposeful education to a large community of students drawn from local diverse communities in San Francisco as well as select countries worldwide. More specifically, the model contemplates building or transforming a large high school with a particular emphasis on excellence in Sports, Entertainment and Science.

### Mike "JB" John-Baptiste's Specialties:

Leadership and General Management,

**MONICA MONTENEGRO**  
121 E. 11<sup>th</sup> Street, Portable 13-B  
Oakland, CA 94606  
(510) 238-9450  
monica@eastbayconsortium.org

## **EDUCATION**

BA in Chicano Studies, University of California, Berkeley, 1986  
BA in Spanish, University of California, Berkeley, 1986

## **PROFESSIONAL EXPERIENCE**

The primary goal of the East Bay Consortium of Educational Institutions, Inc. (EBC) and Cal-SOAP is to prepare an increased number of students from backgrounds and communities with historically low eligibility and college-going rates for admission into colleges by improving secondary college-preparatory programs. It does so by initiating, planning, and administering the combined efforts of a consortium of secondary and postsecondary institutions. The EBC operates under the auspices of the University of California, Berkeley and with a Board of Directors consisting of representatives of public and private secondary schools, 4-year colleges, community colleges and community agency.

**2000-present Executive Director**  
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

### Duties and Responsibilities

1. Under the general direction of the Board of Directors, shape the direction of the program, develop initiatives, implement them and evaluate outcomes.
2. Manage a staff of over 50, including five full time employees, 10 part-time credentialed secondary school teachers, 40-50 part-time college students.
3. Manage the budget, including ensure grant compliance, monitor expenditures and determine program expenditures
4. Prepare quarterly and annual comprehensive and fiscal operations reports.
5. Support the Board of Directors in guiding the Consortium in its mission and achievement of its goals, and ensuring communication with the Board and Consortium members.
6. Maintain a comprehensive student information system
7. Engage in fundraising.

**1990 - 2000 Assistant Director**  
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

### Duties and Responsibilities

Under minimum supervision from the Executive Director, I had the following responsibilities:

1. Develop, plan, implement and evaluate all programs and services offered by EBC, including the Pre-Collegiate Academy, family math and family science, Saturday school, tutoring, mentoring, college advising, college information workshops, and student referrals.
2. Oversee the administrative details of programming such as negotiating with academic program teachers and staff, securing facilities and resources, and controlling the quality of services delivered to secondary school clients.
3. Communicate and negotiate with local school district personnel with regard to their commitments to EBC programs.
4. Supervise one full-time employee; hire, train and supervise 13 part-time credentialed secondary school teachers, 13 part-time student teachers, 20 college students, 2-4 tutors and several program consultants.
5. Facilitate Education 97/197 class at UC Berkeley for EBC's college student staff.
6. Initiate, plan, and implement special events or programs aimed at disseminating information about college to secondary school students and their parents, including College Information Day at UC Berkeley and College Making It Happen events at various locations in the Bay Area.
7. Collaborate in the implementation of Counselor Community Connection Live TV shows in the district's station KDOL
8. Maintain a student information database, including records of student contacts and services provided to students and parents.
9. Edit and publish EBC's Resource Guide and other student publications including the Scholarship Directory, and translate materials for parents and students to Spanish.
10. Prepare annual final reports and annual program plans to the State.
11. Represent EBC in campus and community meetings; on statewide committees, such as the Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, and on regional committees such as the East Bay College Connection Fair Committee at St. Mary's College. Coordinate program participation in special educational events.
12. Attend quarterly Cal-SOAP statewide Directors and Advisory Board meetings.
13. Recommend budget priorities, review all expenditures, determine program expenditures, prepare matching contribution reports, assist in the preparation of quarterly reports and other reporting procedures, and engage in fundraising.

1987-1989

**Program Specialist II**

East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Coordinate program services to low income and underrepresented students.
2. Plan and conduct informational meetings and workshops for students and parents.
3. Assist with program administration: data collection, reports to funding sources and budget management.
4. Maintain a student information database.

1985-1986

**Assistant I / Tutor Coordinator**

East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Set up an after school tutoring program at Richmond High School.
2. Wrote proposals and received funding from the Community Projects Office at UC Berkeley to pay tutors' salaries, materials and transportation. Solicited donations from local merchants to purchase refreshments for parent meetings.
3. Organized and conducted district wide bilingual parent information nights at Richmond High School.
4. Designed and led college going process and financial aid workshops in English and Spanish for students and parents.

1984-1985

**Volunteer Tutor**

East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Tutored students in after school tutoring program at St. Elizabeth High School.
2. Advised students about higher education opportunities available.

1981-1983

**ESL Teacher Assistan/E/OPS Recruiter**

Contra Costa Community College, San Pablo, CA.

Duties and Responsibilities

1. Taught English as a Second Language to groups of 8 - 12 adults.



2. Recruited prospective students to enroll at Contra Costa Community College.
3. Advised students and parents about higher education opportunities available.

#### **PROFESSIONAL AFFILIATIONS**

- Festival Internacional de Matemáticas, Costa Rica, 2006 - present
- LeaderSpring, Alumni Committee Member, Oakland, 2005 - present
- Lawrence Hall of Science, Community Advisory Board Member, Berkeley, 2005 -present
- Governing Board Member, Lighthouse Community Charter School, Oakland, 2005 - present
- Member of the Planning and Oversight Committee for the Oakland Fund for Children and Youth, Appointed by City Councilmember Ignacio de la Fuente, 2003 - 2008
- Advisory Board Member, SOAR Project (GEAR UP) 2002 - present
- Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, Sacramento, CA 1994 - present
- East Bay College Connection Fair Committee Member, St. Mary's, CA 1992 - present
- California Association for Bilingual Education Member, Los Angeles, CA 1997 - present
- Marcus Foster Educational Institute Scholarship Committee, 1995 - present
- WACAC (Western Association for College Admission Counseling) Outreach Sub-Committee Member, St. Mary's, CA 1997 - 1998
- Education and Technology Expo '94 Planning Committee Member, Oakland, CA 1994 - 1996
- LatinoNet Key Partner, San Francisco, CA 1992 - 1996

#### **AWARDS**

- National College Access Network Changing the Face of Education – College Access Executive Leadership Award of Excellence, September 2009.
- Oakland Unified School District, Board of Education's Resolution awarded for outstanding work as the Executive Director of the East Bay Consortium for service to students, teachers and families of Oakland, 2009.
- The First Tee of Oakland, Community Champion Award, in appreciation for service, dedication and contributions to the children, youth, and families in the community of Oakland, 2009.
- Distinguished Service Award, Undergraduate Admission and Relations with Schools, University of California, Berkeley, 1996-1997
- Kennedy-King Scholarship, Contra Costa Community College, awarded for community service and academic achievement, 1983

#### **LANGUAGES**

- Bilingual / Bicultural, English and Spanish

## Brian Kingwell Rogers

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Berkeley, CA 94705  
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[brogers@rogersfoundation.org](mailto:brogers@rogersfoundation.org)

### Education

- 1991-1995 University of California at Berkeley – Class of 1995  
B.S. Business Administration – Haas School of Business
- 2000 - 2001 Saint Mary's College of California – Class of 2001  
State of California Teaching Credential

### Work Experience

- 1/04 – Present Rogers Family Foundation – Executive Director  
*Responsible for the strategic planning of the organization, management of staff and annual disbursement of 5 million dollars in community grants in the areas of education, medical research and youth development.*
- 11/01 – 8/03 Lair of the Golden Bear – Manager  
*Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.*
- 9/00 – 9/01 Bishop O'Dowd High School – English Teacher  
*Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.*
- 2/99 – 9/00 7171 Co. LLC – President  
*Founded a construction development company focused on building single-family homes in Oakland, CA.*
- 9/98 – 1/99 Mahalovich Partners – Associate  
*Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
- 3/98 – 8/98 Il Fornaio Restaurant – Host/Waiter
- 5/97 – 9/97 Lair of the Golden Bear – Athletic Director  
*Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
- 10/96 – 5/97 Northstar-at-Tahoe – Ski Instructor  
*Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

**Board Service (Current)**

Oakland Small Schools Foundation  
Lighthouse Community Charter School (President)  
Bring Me A Book Foundation  
UC Berkeley Graduate School of Education - Advisory Board  
Oakland Literacy Coalition – Managing Director

**Board Service (Past)**

Bishop O’Dowd High School Board of Regents  
Sigma Alpha Epsilon Cal Beta Alumni Housing Corporation – President  
Collegeworks  
St. Elizabeth’s Elementary School – Advisory Board

**Other Achievements, Pursuits and Memberships**

One Hundred Club, Member  
Oakland Rotary, Member  
Candidate, Oakland Unified School District Board of Education– District 1 - 2008

2000 – 2004	Head Tennis Coach – Bishop O’Dowd High School
5/91 – present	Eagle Scout
5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Reached the summit of Mount Kilimanjaro in Tanzania
1994	Head Yell Leader – University of California at Berkeley

## **JONATHAN VELLINE**

990 Grosvenor Place  
Oakland, California 94610

[vellinej@wellsfargo.com](mailto:vellinej@wellsfargo.com) (415) 222-1976 (Office)  
[jonathan@velline.com](mailto:jonathan@velline.com) (510) 625-8116 (Home)

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### S U M M A R Y

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Over fifteen years of providing thought leadership and of driving innovation at one of the country's best retail banks. Proven track record of developing and implementing new business models and technology to acquire, service, and strengthen customer relationships, while simultaneously managing risk. Able to create consensus at all levels of the organization, and lead a team to move an idea forward from concept to full implementation.

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### W O R K E X P E R I E N C E

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#### **Wells Fargo Bank, Distribution Strategies & Services Group**

*March 2000 – Present*

#### **SENIOR VICE PRESIDENT, HEAD OF ATM BANKING & STORE STRATEGIES**

Lead a highly matrixed team to define and implement distribution strategies for 6,600 stores and 12,000 ATMs to create better customer experiences, improve team member engagement, and increase profitability.

##### **ATM Business**

- Run Wells Fargo and Wachovia business of more than 12,000 ATMs, the third largest bank ATM network in the U.S., providing a high quality customer experience almost 800 million times per year.
- Unified fragmented ATM channel strategy, a product of several mergers, and led team to execute and promote the new business model. Obtained broad partnership and support from across the bank and with ATM manufacturers.
- Pioneered web-enabled and Talking ATMs, and led Wells Fargo to be the first bank to complete their roll-out.
- Created the Envelope-Free ATM, and converted a check at the ATM into a digital image under Check 21 before any other financial institution.
- Transitioned ATM into a sales channel, delivering cross sales through targeted offers and advertising.
- Chaired bank-wide committee to reduce enterprise costs of cash and check transportation. Identified and began implementing savings of \$47MM through image capture, procurement, and management.

##### **Retail Branch Technology & Process Design**

- Lead Wachovia integration efforts in overlapping markets for Community Banking. Create strategy and lead team to deliver the best of Wells Fargo and Wachovia to our customers while minimizing risk and expense.
- Developed store hardware technology strategy, creating a regular technology refresh schedule that improved computing power, introduced image processing, and reduced costs through "open source" competition.
- Designed store processes, defining how bankers and tellers provide excellent customer service while supporting Bank and regulatory policy. Lead process change strategy and implementation across 3,300 retail stores.
- Created new methods for managing ATM and store technology p&l, allowing for continuous innovation, development, and refresh, while managing steadily growing earnings.
- Built an "assisted self-service" prototype, delivering a combination of ATM-like self-service with a full-service teller experience.
- Implemented Regional Banking Risk Council of senior leaders to assess and manage risk associated with banker and teller behavior.

##### **Distribution Planning & Analysis**

- Lead distribution planning for combined Wells Fargo and Wachovia network of 6,600 stores and 12,000 ATMs.
- Developed Wells Fargo's store and ATM distribution analysis process, providing the framework and analytic support for growing 100 high quality new stores and 400 new ATMs each year, responsible for adding over \$10 billion in new deposits over the last five years.
- Rigorous process of analysis feeds a learning model, and ensures that each year's crop of new stores out performs the previous years.
- Launched *Test & Learn* practice, providing discipline to investment in technology innovation.

**Wells Fargo Bank, Distribution Strategies Group**

*January 1999 – February 2000*

GROUP FINANCE OFFICER, HEAD OF FINANCE, PLANNING & STRATEGIC ANALYSIS

- Developed and implemented financial plan for the store and ATM network during the Norwest/Wells Fargo merger. Secured funding and allocated resources among divisions and projects. Managed group to bottom-line plan. Maintained accounting controls. Identified future trends, opportunities, and hazards.
- Developed consistent analytic framework to allow comparisons between different initiatives. Ensured consistency of modeling efforts between divisions. Supported modeling efforts throughout the organization and diffused best practices.
- Analyzed distribution network and identify opportunities for growth, and key levers for achieving financial targets of merger.

**Wells Fargo Bank, California Region**

*February 1998 – December 1998*

REGIONAL FINANCE OFFICER, HEAD OF FINANCE, STRATEGY & DEVELOPMENT

Reengineered use of management information in the largest Region of retail stores. Brought database marketing principles to line management to identify opportunities, set goals, and measure performance. Developed annual quarterly financial plans and forecasts. Transitioned from cost-center management to full P&L, educating managers on key levers for growth.

**Wells Fargo Bank, Physical Distribution Group**

*November 1995 – January 1998*

VICE PRESIDENT, DATABASE MARKETING MANAGER

Developed and implemented database marketing strategy for ten-state distribution network with 2,000 stores. Leveraged vast amounts of data to make better marketing and strategic decisions. Advised and persuaded traditional marketing organization to apply direct marketing techniques to their mix. Main resource for branch customer information, lead lists, and marketing analysis.

Developed the *Prospector* lead utility, Wells Fargo's first Intranet application, that provides a closed-loop lead delivery and analysis tool to bankers.

**Wells Fargo Bank, In-Store Banking Division**

*February 1993 - November 1995*

VICE PRESIDENT, DIVISION FINANCE MANAGER

OCT 93 - NOV 95

ASSISTANT VICE PRESIDENT, SENIOR FINANCIAL ANALYST

FEB 93- OCT 93

Formulated and executed financial strategy of expanding retail distribution channel within a \$50 billion bank. Grew in-store branches from 11 to 100, and self-service centers from nothing to over 350. Responsibilities included: distribution strategy and site selection; customer and market profitability analysis; business case development; performance reporting; and overall bottom-line management.

**Wells Fargo Bank, Savings and Investments Group**

*July 1991 - February 1993*

SENIOR FINANCIAL ANALYST

JUL 92 - FEB 93

FINANCIAL ANALYST

JUL 91 - JUL 92

General consulting and analysis for start-up product group focusing on investment needs of consumers, including non-traditional (Mutual Funds, Annuities) and traditional (CDs, MRAs) savings vehicles. Projects included: Customer analysis and segmentation; Incentive Design; Product Profitability; and Performance Reporting.

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C O M M U N I T Y   S U P P O R T

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**Lighthouse Community Charter School, Oakland**

Member of the Board of Directors

Member of the Finance and Facilities Committee

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E D U C A T I O N

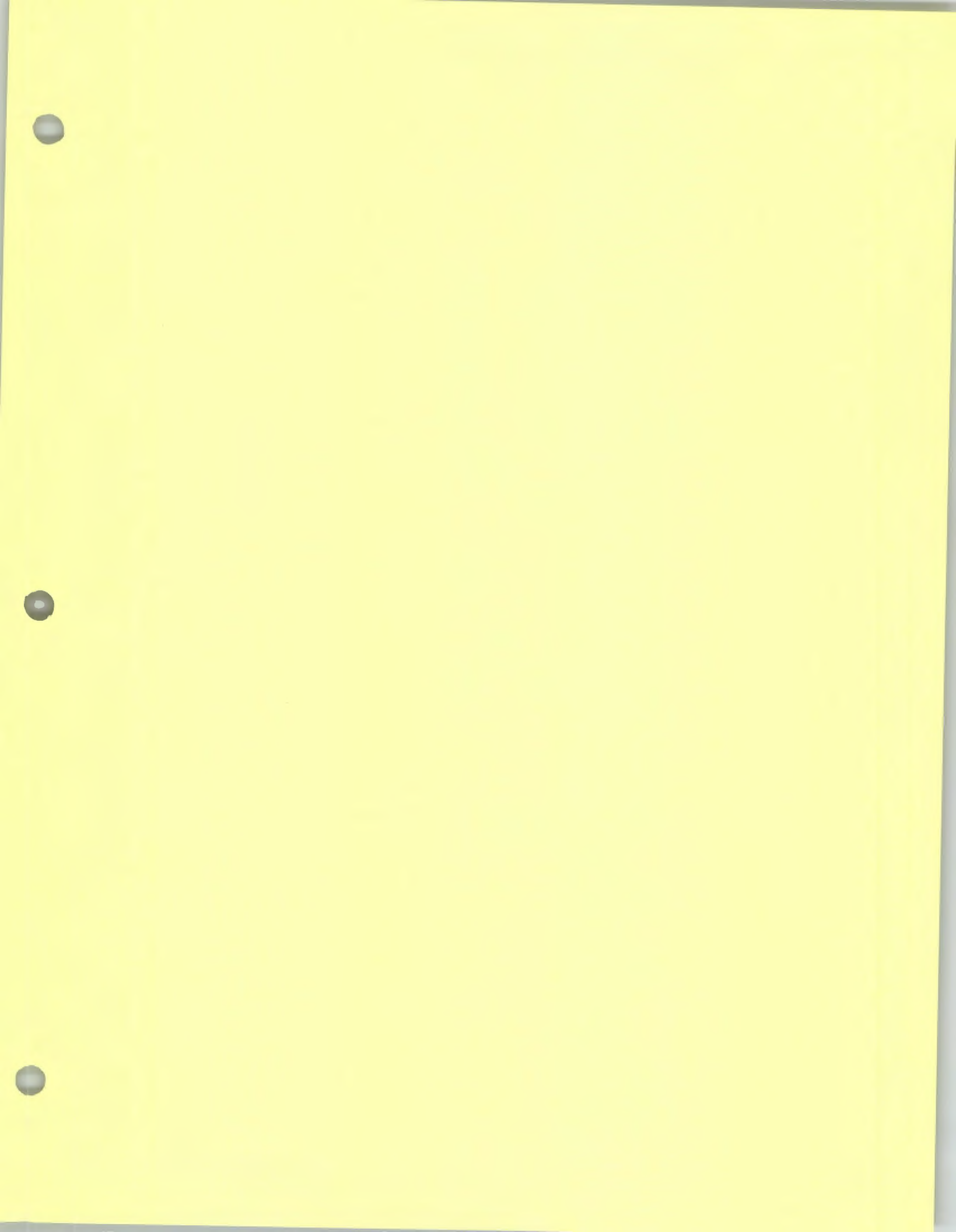
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**University of California, Berkeley**

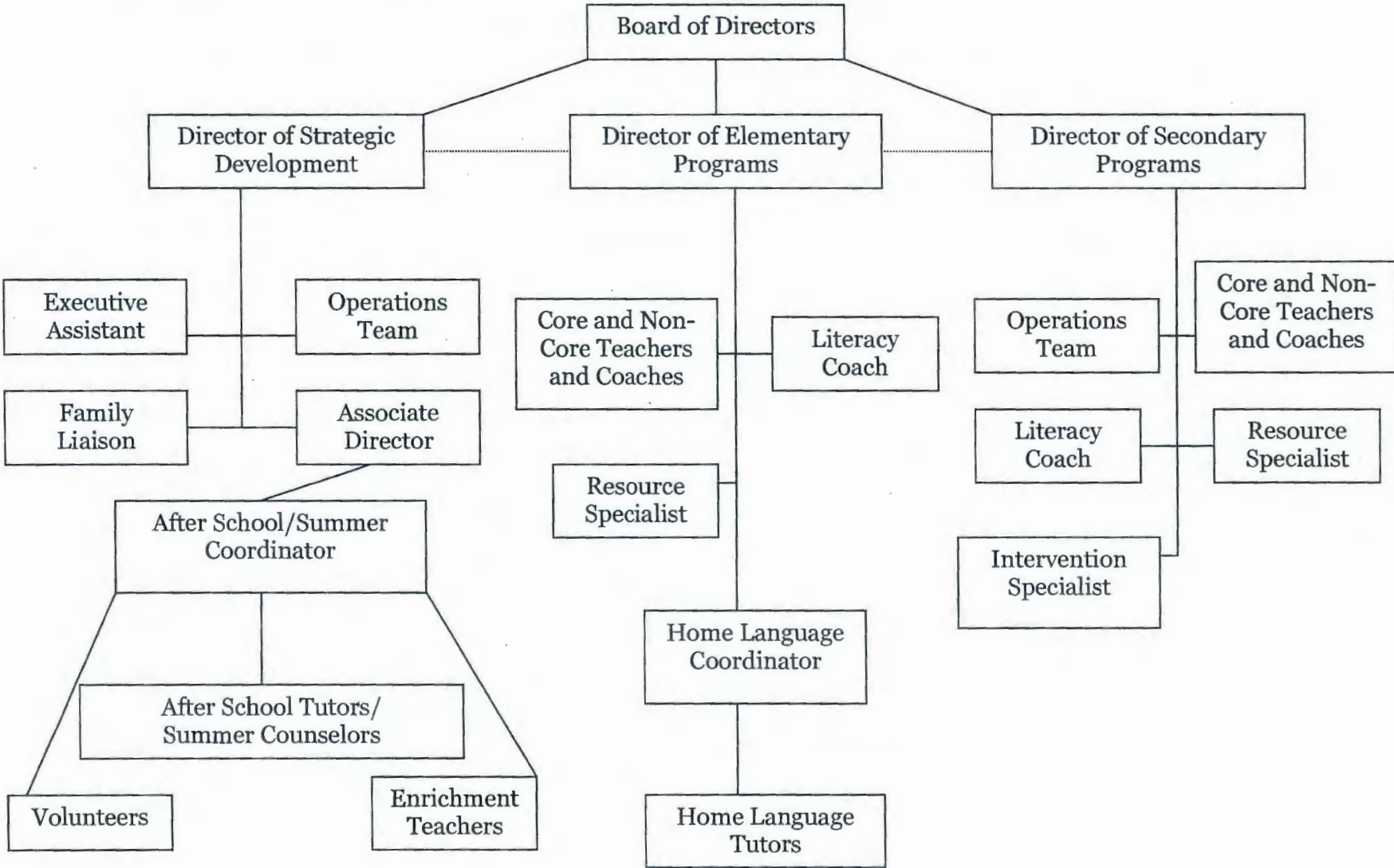
*August 1987 - May 1991*

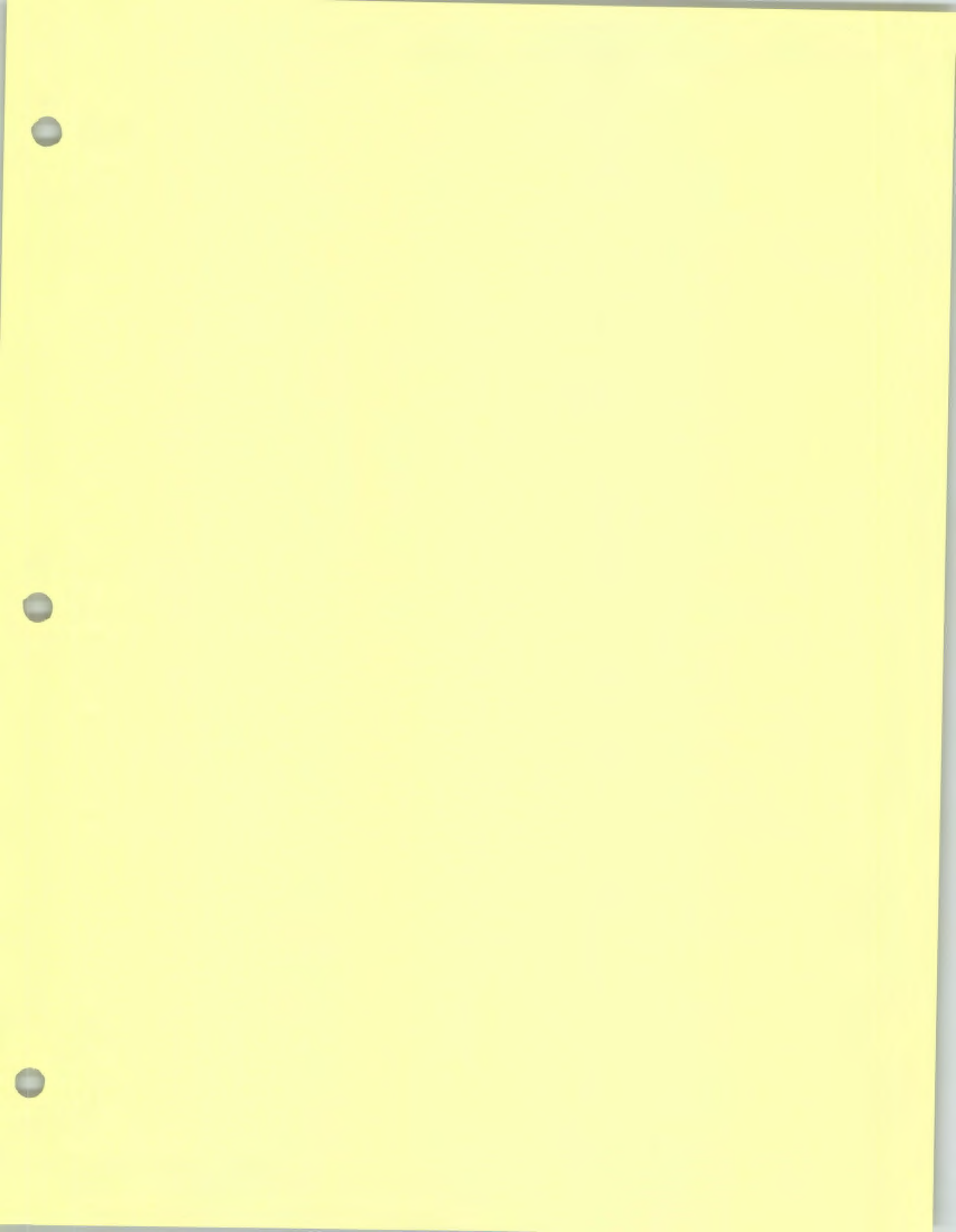
Berkeley, California

B. A. ECONOMICS



Organizational Chart of Lighthouse Community Charter High School  
*Attachment to Charter Renewal Performance Report*







Lighthouse - LCCS  
 Budget Summary  
 As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>SUMMARY</b>						
<b>Revenue</b>						
General Block Grant	2,582,396	2,630,443	2,708,936	2,790,150	2,873,920	2,959,945
Federal Income	347,493	289,210	298,051	306,981	316,395	325,903
Other State Income	709,774	888,474	899,775	911,367	923,254	935,440
Other Local Revenue	120,650	21,450	21,450	21,450	21,450	21,450
Fundraising and Grants	456,300	456,300	456,300	456,300	456,300	456,300
<b>Total Revenue</b>	<b>4,216,614</b>	<b>4,285,877</b>	<b>4,384,513</b>	<b>4,486,249</b>	<b>4,591,319</b>	<b>4,699,038</b>
<b>Expenses</b>						
Compensation and Benefits	2,726,322	2,785,785	2,874,511	2,966,219	3,061,018	3,162,769
Books & Supplies	317,513	317,513	317,513	317,513	317,513	317,513
Services & Operating Exp.	1,157,484	1,166,274	1,174,382	1,182,737	1,191,343	1,200,205
Capital Outlay	53,300	-	-	-	-	-
<b>Total Expenses</b>	<b>4,254,620</b>	<b>4,269,573</b>	<b>4,366,406</b>	<b>4,466,469</b>	<b>4,569,874</b>	<b>4,680,488</b>
<b>Operating Income (excluding Depreciation)</b>	<b>(38,006)</b>	<b>16,304</b>	<b>18,107</b>	<b>19,780</b>	<b>21,445</b>	<b>18,551</b>
<i>Operating Income (including Depreciation)</i>	<i>15,294</i>	<i>16,304</i>	<i>18,107</i>	<i>19,780</i>	<i>21,445</i>	<i>18,551</i>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	-	15,294	31,598	49,704	69,484	90,929
Audit Adjustment	-	-	-	-	-	-
Beginning Balance (Audited)	-	15,294	31,598	49,704	69,484	90,929
Operating Income (including Depreciation)	15,294	16,304	18,107	19,780	21,445	18,551
<b>Ending Fund Balance (including Depreciation)</b>	<b>15,294</b>	<b>31,598</b>	<b>49,704</b>	<b>69,484</b>	<b>90,929</b>	<b>109,480</b>
CDE Recommended Reserve (5% of Expenses)	212,731	213,479	218,320	223,323	228,494	234,024

**Lighthouse - LCCS**

Budget Summary

As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>DETAIL</b>						
<b>Enrollment</b>						
K to 3	176	176	176	176	176	176
4 to 6	160	160	160	160	160	160
7 to 8	138	138	138	138	138	138
9 to 12	-	-	-	-	-	-
Total Enrollment	474	474	474	474	474	474
<b>Attendance Rates</b>						
K to 3	95.2%	95.2%	95.2%	95.2%	95.2%	95.2%
4 to 6	95.2%	95.2%	95.2%	95.2%	95.2%	95.2%
7 to 8	95.2%	95.2%	95.2%	95.2%	95.2%	95.2%
9 to 12	94.7%	94.7%	94.7%	94.7%	94.7%	94.7%
Average	95.2%	95.2%	95.2%	95.2%	95.2%	95.2%
<b>ADA</b>						
K to 3	168	168	168	168	168	168
4 to 6	152	152	152	152	152	152
7 to 8	131	131	131	131	131	131
9 to 12	-	-	-	-	-	-
Total ADA	451	451	451	451	451	451
Economically Disadvantaged	277	277	277	277	277	277
Free Lunch	338	338	338	338	338	338
Reduced Lunch	55	55	55	55	55	55
English Language Learners	311	311	311	311	311	311

**Lighthouse - LCCS**  
 Budget Summary  
 As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>REVENUE</b>						
General Purpose Block Grant (K - 3)	797,045	805,087	829,215	854,013	879,648	906,121
General Purpose Block Grant (4 - 6)	735,249	742,560	764,799	787,799	811,409	835,780
General Purpose Block Grant (7 - 8)	653,464	660,033	679,871	700,234	721,254	742,931
General Purpose Block Grant (9 - 12)	-	-	-	-	-	-
Subtotal General Purpose Block Grant	2,185,758	2,207,680	2,273,884	2,342,046	2,412,311	2,484,832
<b>General Block Grant</b>						
8015 State Aid	1,921,321	1,940,592	1,998,786	2,058,701	2,120,466	2,184,214
8096 Property Tax	264,436	267,089	275,098	283,344	291,845	300,619
8480 Charter Schools Categorical Block Grant	396,639	422,762	435,052	448,105	461,609	475,113
Special Apportionment						
<b>SUBTOTAL - General Block Grant</b>	2,582,396	2,630,443	2,708,936	2,790,150	2,873,920	2,959,945
<b>Federal Income</b>						
8220 Child Nutrition Programs	96,741	98,193	101,138	104,172	107,298	110,517
8291 Title I - Basic Grant	153,494	179,226	184,729	190,231	196,127	202,023
8292 Title II - Teacher Quality	10,842	11,791	12,184	12,577	12,970	13,363
8299 All Other Federal Revenue (Ed Jobs Fund)	86,416	-	-	-	-	-
<b>SUBTOTAL - Federal Income</b>	347,493	289,210	298,051	306,981	316,395	325,903

**Lighthouse - LCCS**

Budget Summary

As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>Other State Income</b>						
8381 Special Education - Entitlement (State)	-	-	-	-	-	-
8382 Special Education Reimbursement (State)	152,798	155,090	159,743	164,535	169,471	174,555
8434 Class Size Reduction, Grades K-3	154,224	155,808	160,416	165,168	170,064	175,104
8545 School Facilities Apportionments (SB740)	118,243	292,500	292,500	292,500	292,500	292,500
8560 State Lottery Revenue	55,052	55,504	57,308	59,113	60,918	62,723
8591 Supplemental Hourly Revenue	60,525	60,525	60,525	60,525	60,525	60,525
8590 Arts & Music Block Grant	6,114	6,114	6,114	6,114	6,114	6,114
0000 Charter School Facilities Incentive Grant	-	-	-	-	-	-
0000 CBET	7,732	7,848	8,083	8,326	8,576	8,833
0000 Middle and High School Counseling	5,085	5,085	5,085	5,085	5,085	5,085
0000 ASES	150,000	150,000	150,000	150,000	150,000	150,000
<b>SUBTOTAL - Other State Income</b>	<b>709,774</b>	<b>888,474</b>	<b>899,775</b>	<b>911,367</b>	<b>923,254</b>	<b>935,440</b>
<b>Local Revenues</b>						
8634 Food Service Sales	7,800	7,800	7,800	7,800	7,800	7,800
8636 Uniform Sales	6,500	6,500	6,500	6,500	6,500	6,500
8639 Graf Revenue	5,200	5,200	5,200	5,200	5,200	5,200
8650 Other Retirement	99,200	-	-	-	-	-
8693 Field Trips	1,950	1,950	1,950	1,950	1,950	1,950
<b>SUBTOTAL - Local Revenues</b>	<b>120,650</b>	<b>21,450</b>	<b>21,450</b>	<b>21,450</b>	<b>21,450</b>	<b>21,450</b>
<b>Fundraising and Grants</b>						
8803 Fundraising - Anonymous 9355	40,000	40,000	40,000	40,000	40,000	40,000
8804 Fundraising - Foundations	80,000	80,000	80,000	80,000	80,000	80,000
8801 Donations - Parents	8,000	8,000	8,000	8,000	8,000	8,000
8802 Donations - Individuals	34,400	34,400	34,400	34,400	34,400	34,400
8811 Capital Donations - Individuals	6,300	6,300	6,300	6,300	6,300	6,300
8812 Walk-a-thon	5,600	5,600	5,600	5,600	5,600	5,600
8813 Fundraising Events	96,000	96,000	96,000	96,000	96,000	96,000
8815 OFCY	90,000	90,000	90,000	90,000	90,000	90,000
8816 ASSETS	-	-	-	-	-	-
8817 Fundraising Anonymous - Rent	84,000	84,000	84,000	84,000	84,000	84,000
8818 Donations - Corporate	12,000	12,000	12,000	12,000	12,000	12,000
<b>SUBTOTAL - Fundraising and Grants</b>	<b>456,300</b>	<b>456,300</b>	<b>456,300</b>	<b>456,300</b>	<b>456,300</b>	<b>456,300</b>
<b>TOTAL REVENUE</b>	<b>4,216,614</b>	<b>4,285,877</b>	<b>4,384,513</b>	<b>4,486,249</b>	<b>4,591,319</b>	<b>4,699,038</b>

**Lighthouse - LCCS**

Budget Summary

As of September 28, 2010

**DRAFT**

**EXPENSES**

**1000 Certificated Employees**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Teachers (Cert)	961,880	990,736	1,020,458	1,051,072	1,082,604	1,115,083
Teacher - Student Support	150,308	139,933	144,131	148,455	152,909	157,496
Teacher - Specials (Cert)	208,367	214,618	221,057	227,688	234,519	241,554
Administration (Cert)	622,494	641,169	660,404	680,216	700,623	721,641

<b>SUBTOTAL - Certificated Employees</b>	<b>1,943,049</b>	<b>1,986,457</b>	<b>2,046,051</b>	<b>2,107,432</b>	<b>2,170,655</b>	<b>2,235,775</b>
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**2000 Classified Employees**

Instructional Aide (Class)	65,853	67,829	69,863	71,959	74,118	76,342
Home Language Tutors (Class)	112,387	115,759	119,231	122,808	126,493	130,287
After School Program (Class)	156,050	160,732	165,553	170,520	175,636	180,905
Janitorial / Crossing / Lunch (Class)	83,642	86,151	88,736	91,398	94,140	96,964
Substitute (Class)	9,750	-	-	-	-	-
Summer (Class)	26,389	27,181	27,996	28,836	29,701	30,592

<b>SUBTOTAL - Classified Employees</b>	<b>454,071</b>	<b>457,651</b>	<b>471,380</b>	<b>485,522</b>	<b>500,087</b>	<b>515,090</b>
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**3000 Employee Benefits**

3401-2 Health Insurance	168,173	178,135	188,823	200,152	212,162	228,639
3301-4 Social Security/Medicare/ETT	35,994	36,017	37,080	38,175	39,303	40,465
3501-2 Unemployment Insurance - State	7,075	6,856	6,887	6,918	6,951	6,985
3701-2 Other Retirement	95,495	97,764	100,697	103,718	106,830	110,035
3601-2 Worker's Comp	22,466	22,906	23,593	24,301	25,030	25,781

<b>SUBTOTAL - Employee Benefits</b>	<b>329,202</b>	<b>341,678</b>	<b>357,080</b>	<b>373,265</b>	<b>390,275</b>	<b>411,905</b>
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**4000 Books and Supplies**

4100 Approved Textbooks & Core Curricula Materials	45,000	45,000	45,000	45,000	45,000	45,000
4315 Custodial Supplies	19,500	19,500	19,500	19,500	19,500	19,500
4320 Educational Software	3,646	3,646	3,646	3,646	3,646	3,646
4325 Instructional Materials & Supplies	42,000	42,000	42,000	42,000	42,000	42,000
4330 Office Supplies	26,650	26,650	26,650	26,650	26,650	26,650
4350 Uniforms	16,250	16,250	16,250	16,250	16,250	16,250
4410 Classroom Furniture, Equipment & Supplies	11,700	11,700	11,700	11,700	11,700	11,700
4420 Computers (individual items < \$5k)	6,500	6,500	6,500	6,500	6,500	6,500
4430 Office Furniture, Equipment & Supplies	2,600	2,600	2,600	2,600	2,600	2,600
4710 Student Food Services	137,168	137,168	137,168	137,168	137,168	137,168
4720 Other Food	6,500	6,500	6,500	6,500	6,500	6,500
4352 Senior Activities	-	-	-	-	-	-
4355 Chemistry Supplies	-	-	-	-	-	-

<b>SUBTOTAL - Books and Supplies</b>	<b>317,513</b>	<b>317,513</b>	<b>317,513</b>	<b>317,513</b>	<b>317,513</b>	<b>317,513</b>
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**Lighthouse - LCCS**

Budget Summary

As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>5000 Services and Other Operating Expenditures</b>						
5220 Travel and Lodging	4,000	4,000	4,000	4,000	4,000	4,000
5305 Dues & Membership - Professional	9,674	9,674	9,674	9,674	9,674	9,674
5450 Insurance - Other	24,138	24,138	24,138	24,138	24,138	24,138
5510 Utilities - Gas and Electric	57,600	57,600	57,600	57,600	57,600	57,600
5520 Security	5,000	5,000	5,000	5,000	5,000	5,000
5605 Equipment Leases	36,000	36,000	36,000	36,000	36,000	36,000
5610 Rent	390,000	390,000	390,000	390,000	390,000	390,000
5615 Repairs and Maintenance - Building	26,000	26,000	26,000	26,000	26,000	26,000
5616 Repairs and Maintenance - Computers	3,250	3,250	3,250	3,250	3,250	3,250
5625 Storage	390	390	390	390	390	390
5803 Accounting Fees	4,988	4,988	4,988	4,988	4,988	4,988
5805 Administrative Fees (Retirement)	5,494	5,494	5,494	5,494	5,494	5,494
5807 Landscaping	7,200	7,200	7,200	7,200	7,200	7,200
5809 Banking Fees	1,625	1,625	1,625	1,625	1,625	1,625
5810 Graf Expenses	-	-	-	-	-	-
5812 Business Services	67,800	69,000	69,000	69,000	69,000	69,000
5815 Consultants - Instructional	71,500	71,500	71,500	71,500	71,500	71,500
5820 Consultants - Non Instructional	1,300	1,300	1,300	1,300	1,300	1,300
5824 District Oversight Fees	25,824	26,304	27,089	27,902	28,739	29,599
5830 Field Trips	16,250	16,250	16,250	16,250	16,250	16,250
5833 Fines and Penalties	934	934	934	934	934	934
5836 Fingerprinting	780	780	780	780	780	780
5839 Fundraising Expenses	32,500	32,500	32,500	32,500	32,500	32,500
5845 Legal Fees	4,780	4,780	4,780	4,780	4,780	4,780
5848 Licenses and Other Fees	97	97	97	97	97	97
5851 Marketing and Student Recruiting	2,717	2,717	2,717	2,717	2,717	2,717
5857 Payroll Fees	3,900	3,900	3,900	3,900	3,900	3,900
5860 Printing and Reproduction	7,200	7,200	7,200	7,200	7,200	7,200
5864 Professional Development - Other	12,000	12,000	12,000	12,000	12,000	12,000
5872 Special Education Encroachment	236,982	244,091	251,414	258,957	266,725	274,727
5874 Sports	-	-	-	-	-	-
5875 Staff Recruiting	1,021	1,021	1,021	1,021	1,021	1,021
5878 Student Assessment	1,544	1,544	1,544	1,544	1,544	1,544
5880 Student Health Services	997	997	997	997	997	997
5881 Student Information System	9,600	9,600	9,600	9,600	9,600	9,600
5884 Substitutes	32,500	32,500	32,500	32,500	32,500	32,500
5887 Technology Services	9,000	9,000	9,000	9,000	9,000	9,000
5893 Transportation - Student	13,650	13,650	13,650	13,650	13,650	13,650
5899 Miscellaneous Operating Expenses	-	-	-	-	-	-
5910 Communications - Internet / Website Fees	6,500	6,500	6,500	6,500	6,500	6,500
5915 Communications - Postage and Delivery	5,850	5,850	5,850	5,850	5,850	5,850
5920 Communications - Telephone & Fax	16,900	16,900	16,900	16,900	16,900	16,900
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,157,484</b>	<b>1,166,274</b>	<b>1,174,382</b>	<b>1,182,737</b>	<b>1,191,343</b>	<b>1,200,205</b>

**Lighthouse - LCCS**

Budget Summary

As of September 28, 2010

**DRAFT**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Site 300	Site 300	Site 300	Site 300	Site 300	Site 300
<b>6000 Capital Outlay</b>						
6100 Sites & Improvement of Sites	-	-	-	-	-	-
6200 Buildings & Improvement of Buildings	53,300	-	-	-	-	-
6410 Computers	-	-	-	-	-	-
6420 Furniture	-	-	-	-	-	-
6430 Other Equipment	-	-	-	-	-	-
<b>SUBTOTAL - Capital Outlay</b>	<b>53,300</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>4,254,620</b>	<b>4,269,573</b>	<b>4,366,406</b>	<b>4,466,469</b>	<b>4,569,874</b>	<b>4,680,488</b>
Depreciation - Prior Years	-	-	-	-	-	-
Depreciation - Current Year	-	-	-	-	-	-
6900 <b>SUBTOTAL - Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES including Depreciation</b>	<b>4,201,320</b>	<b>4,269,573</b>	<b>4,366,406</b>	<b>4,466,469</b>	<b>4,569,874</b>	<b>4,680,488</b>