

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Lighthouse Community Charter School	District Name	Lighthouse Community Charter School
Principal	Stephen Sexton	Superintendent	Stephen Sexton
Street	345 12 th Street	Street	345 12 th Street
City, State, Zip	Oakland, CA 94607	City, State, Zip	Oakland, CA 94607
Phone Number	510-271-8801	Phone Number	510-271-8801
Fax Number	510-271-8803	Fax Number	510-271-8803
Web Site	www.lighthousecharter.org	Web Site	www.lighthousecharter.org
E-mail Address	steve@lighthousecharter.org	E-mail Address	steve@lighthousecharter.org
CDS Code	01-61259-0130633	SARC Contact	Stephen Sexton

School Description and Mission Statement

Information about the school, its programs, and its goals.

Lighthouse Community Charter Public Schools, Inc. operates two public charter schools in Oakland, CA, one a K – 8 school and the other a 9 – 12th grade school. Founded in 2002, serving grades K and 6, the school has grown from 92 students and 7 full-time staff members to 350 students and 45 staff members in 2005-06. The K – 8 school is in its 4th year of operation. The 9 – 12th grade school is in its 1st year of operation. By fall of 2008, the school will operate at full capacity of about 600 students in grades K - 12.

The mission of Lighthouse is to prepare a diverse, K – 12 student population for college or a career of their choice. In order to achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design that we believe we will best help us achieve our mission:

- Ensure High Expectations for All Students
- Implement a Rigorous Curriculum
- Serve The Whole Child
- Involve Families
- Foster a Professional Learning Community

As we look ahead into the next five years of operation, the school must accomplish several overarching goals in order to remain a viable and successful school of choice in Oakland. The school must:

- Attain our mission to prepare our students for college or a career of their choice
- Be renewed in 2010 for the High school charter and 2011 for the K – 8 charter
- Meet state and federal student achievement targets
- Exit the K – 8 school out of Program Improvement Status
- Attract families and maintain robust waiting lists
- Attract and retain highly qualified and committed faculty and staff
- Maintain a positive fund balance
- Finance and move into a permanent facility

During the charter renewal process for the K – 8 school, the Lighthouse Community Charter Public Schools Board of Directors with the three School Directors, devised several strategic goals to ensure we meet the marks above. The following document is an articulation of those goals along with the strategy for how to attain them. Each individual goal that we have set for the school has its own action steps, budget and staffing implications, and assessment tools. The action steps listed are framed in “the ideal.” As the school creates its annual budget, fiscal realities will dictate if all action steps can be taken.

The strategic plan is divided into distinct sections that align with our mission. The first four sections directly link to the priorities in our school design. And, because the school is also a business that must stay financially and operational viable, the last two sections of the strategic plan are focused on finances and long-term facility strategies. The six sections of the strategic plan are:

- Rigorous Curriculum & High Expectations for all students
- Serving the Whole Child
- The Professional Learning Community
- Family Involvement
- Fundraising and Finance
- Long-term Facility

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Stephen Sexton	Contact Person Phone Number	510.271.8801
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Family involvement is a vital aspect of achieving the Lighthouse mission. We know from research and experience that when parents are involved in their child's education, the student has a stronger chance of achieving academic outcomes. In addition, a strong sense of communication, partnership, and community can be achieved through involving families.

Since opening in 2002, LCCS has involved families in several ways. Parents are required to attend three meetings each year to set goals with their child and teacher and monitor progress. Parents are also required to attend two Expos of Student Work annually. Optional events for parents include annual celebrations and involvement or volunteering at events or in the classroom. Teachers have also established creative ways to involve families. From monthly potlucks to open classrooms to home visits, trust and accountability are built into these activities. At Lighthouse, there is a sense amongst faculty and staff that lines of communication must be kept open with family members at all times.

Parents are involved in the governance of our school through the Lighthouse Parent Advisory Committee(LPAC). Parent representatives bring concerns, ideas, and energy to a school-wide body. With the support of a School Director, LPAC problem-solves, plans events, and sets goals for itself.

Authentically involving families poses many challenges. Time is a challenge for both parents and school staff. Scheduling mandatory events well in advance and establishing clear lines of communication about expectations is vital. In addition, communication – written and oral – is a challenge with the high numbers of families speaking languages other than English. LCCS has been effective in getting all materials and meetings translated into Spanish, but Cantonese translation needs pose more of a challenge. We must outsource Cantonese translation which can be costly.

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	40	Grade 9	0
Grade 1	40	Grade 10	0
Grade 2	40	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	52		
Grade 7	52		
Grade 8	52		
Ungraded Elementary	0	Total Enrollment	276

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	27	41.2%	Hispanic or Latino	201	34.3%
American Indian or Alaska Native	0	0.4%	Pacific Islander	0	1.1%
Asian	20	14.9%	White (Not Hispanic)	8	6.0%
Filipino	2	0.7%	Multiple or No Response	18	1.3%

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	8.15.2004	Date Last Discussed with Staff	9.1.2004
Safety of Self and Others Policy			
<p>In order to ensure that LCCS is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of one's self or others can result in serious consequences. Examples of safety violations include:</p> <ul style="list-style-type: none"> • Verbal abuse of others (using profanity, etc.) • Intentionally hurting another person • Not following directions when walking off school property • Rough-housing during school activities • Threatening others physical or emotional safety <p>Additional details of all safety practices are available in the school policies.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Suspension

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language
- Violating the Walking Policy or any Field Trip policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done **in school or at home**. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of one director, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the LCCS Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the LCCS Board of Directors for an expulsion hearing.

Expulsion

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	6	14	19	6699	6344	6333
Rate of Suspensions	3.26%	5.07%	6.01%	12.35%	12.99%	12.9%
Number of Expulsions	0	0	0	33	43	87
Rate of Expulsions	0.0%	0.0%	0.0%	.06%	.09%	0.18%

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Lighthouse occupies a facility previously occupied by a private school in downtown Oakland. The facility is physically and structurally sound with all fire and life safety systems fully operational.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		N/A
Mechanical Systems	X		N/A
Windows/Doors/Gates (interior and exterior)	X		N/A
Interior Surfaces (walls, floors, and ceilings)	X		N/A
Hazardous Materials (interior and exterior)	X		N/A
Structural Damage	X		N/A
Fire Safety	X		N/A
Electrical (interior and exterior)	X		N/A
Pest/Vermin Infestation	X		N/A
Drinking Fountains (inside and outside)	X		N/A
Restrooms	X		N/A
Sewer	X		N/A
Playground/School Grounds	X		N/A
Other	X		N/A

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade. **Achievement data not reportable due to small number of students.**

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	23	18	20	20	21	26	35	36	40
Mathematics	9	12	25	21	22	27	35	34	38
Science				11	11	13	27	25	27
History-Social Science			4	11	12	15	28	29	32

CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts					23		
Mathematics					8		
Science							
History-Social Science							

CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	14	32	26	22		
Mathematics	7	12	12	10		
Science						
History-Social Science						

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				19.6	20.9	18.2	24.5	26.7	22.3
7	36.5	34.6	38.5	26.3	25.0	27.5	28.8	30.9	26.8
9				14.3	12.3	16.3	26.7	25.8	27.5

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		100	100	Percent Tested	100	100	100
API Base Score		612	635	API Growth Score	-	-	23
Growth Target		9	8	Actual Growth			
Statewide Rank		2	2				
Similar Schools Rank		N/A	N/A				

API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score		611	618	API Growth Score	-	-	7
Growth Target		7	6	Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		608	619	API Growth Score	-	-	11
Growth Target		7	6	Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students		No	No	No	No	No

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students		No	No	Yes	Yes	Yes
African American		N/A	N/A	Yes	Yes	No
American Indian or Alaska Native		N/A	N/A	Yes	Yes	Yes
Asian		N/A	N/A	Yes	Yes	Yes
Filipino		N/A	N/A	No	Yes	Yes
Hispanic or Latino		N/A	Yes	No	Yes	No
Pacific Islander		N/A	N/A	Yes	Yes	No
White (not Hispanic)		N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged		N/A	Yes	Yes	Yes	No
English Learners		N/A	No	Yes	Yes	No
Students with Disabilities		N/A	N/A	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	Not in PI	2004-2005
Year in Program Improvement (Implementation Level)	Not in PI	Year 1
Year Exited Program Improvement	Not in PI	
Number of Schools Currently in Program Improvement	---	48
Percent of Schools Currently in Program Improvement	---	42.51

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				26.0		1		26.0		2		
Mathematics				26.0		1		26.0		2		
Science				26.0		1		26.0		2		
Social Science				26.0		1		26.0		2		

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1		100%	100%
2			100%
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	92.3
All Schools in District	12.8
High-Poverty Schools in District	9.5
Low-Poverty Schools in District	49.1

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	5	9	13
Teachers with Full Credential	5	9	12
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internships)	0	0	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0%	0.1%
Master's Degree plus 30 or more semester hours	0.0%	0.7%
Master's Degree	60.0%	1.2%
Bachelor's Degree plus 30 or more semester hours	40.0%	80.0%
Bachelor's Degree	0.0%	17.9%
Less than Bachelor's Degree	0.0%	0.1%

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers have three formal evaluations per year. The evaluation includes both pre and post observation conferences. Each evaluation delineates the professional development plan and goals for each individual teacher.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Qualified substitutes are accessed through internal highly qualified staff or through credentialed substitute teachers supplied through third party vendors.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Library Media Teacher (Librarian)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Lighthouse Community Charter School has created an innovative educational design that sets us part from traditional educational choices:

- We utilize low student to teacher ratios at ALL grade levels (20:1 in K-3rd, 24:1 in 4th, 26:1 in 5th-12th).
- Students are engaged in hands-on, real world projects that integrate standards and subject areas.
- Literacy is a focus throughout the entire school and interwoven into every subject area.
- We commit more time to teaching and learning.
- After school programs focus on tutoring and enrichment.
- Every child has an Individualized Learning Plan.
- Families are involved from volunteering to school governance to teaching and learning.
- Teachers are supported to be constant learners.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Mission

Lighthouse Community Charter School believes that its students and school will best be served when teachers and staff are engaged as members of a Professional Learning Community.

Vision

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:

1. Focused on learning - academic, social, and emotional - as that is at the core of our mission
 2. Supported by a collaborative culture, in which adults work together in pursuit of our mission
 3. Goal-oriented, so that individual educators, teacher teams, and the school as a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision
 4. Data-driven, providing and analyzing relevant information to inform instructional and institutional decisions
- We believe that the professionals closest to their practice best know what is working well and what can be improved. We also believe Lighthouse staff should take leadership for what they care about and our primary task is ensuring that students achieve the mission of college or a career of their choice. Therefore, Lighthouse has a distributed leadership model that shares leadership responsibilities amongst numerous staff to develop a culture of leadership. Lighthouse also has an articulated decision making process that encourages staff to actively pursue innovative ideas that they believe will influence our students' abilities to achieve our mission.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	
Mathematics	
Science	
History-Social Science	

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	100.0%
Mathematics	100.0%
Science	100.0%
History-Social Science	100.0%
Foreign Language	100.0%
Health	100.0%
Science Laboratory Equipment (grades 9-12)	N/A

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	59,550	36,000
1	59,550	50,400
2	59,550	50,400
3		50,400
4		54,000
5		54,000
6	59,550	54,000
7	64,950	54,000
8	64,950	54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

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X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

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Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	*	*
Mid-Range Teacher Salary	"	"
Highest Teacher Salary	"	"
Average Principal Salary (Elementary)	"	"
Average Principal Salary (Middle)	"	"
Average Principal Salary (High)	"	"
Superintendent Salary	"	"
Percent of Budget for Teacher Salaries	"	"
Percent of Budget for Administrative Salaries	"	"

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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