

Executive Summary School Accountability Report Card, 2005-06

For Lighthouse Community Charter School

Address: 345 12th St., Oakland CA 94607-

Phone Number: (510) 271-8801

Principal: Stephen Sexton

Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Narrative to be provided by LEA

Student Enrollment

<u>Group</u>	<u>Enrollment</u>
Number of Students	314
African American	8.6 %
American Indian or Alaska Native	0.0 %
Asian	9.9 %
Filipino	0.3 %
Hispanic or Latino	69.1 %
Pacific Islander	0.0 %
White (Not Hispanic)	2.2 %
Multiple or No Response	9.9 %
Socioeconomically Disadvantaged	79.5 %
English Learners	73.0 %
Students with Disabilities	4.0 %

Teachers

<u>Indicators</u>	<u>Teachers</u>
Teachers With Full Credential	16
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

<u>Core Curriculum Areas</u>	<u>Pupils Who Lack Textbooks and Instructional Materials</u>
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

<u>Level</u>	<u>Expenditures Per Pupil (Unrestricted Sources Only)</u>
School Site	\$
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	24
Mathematics	21
Science	6
History-Social Science	12

School Completion

Indicator	Result
Graduation Rate	N/A

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	664
Statewide Rank (from 2005 API Base Report)	2
2006-07 Program Improvement Status	In PI

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California and/or California State University Admission	N/A

School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Lighthouse Community Charter School	District Name	Oakland Unified
Street	345 12th St.	Phone Number	
City, State, Zip	Oakland, CA 94607	Web Site	www.lighthousecharter.org
Phone Number	510.271.8801	Superintendent	N/A
Principal	Stephen Sexton	E-mail Address	
E-mail Address	steve@lighthousecharter.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

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 460 students and 60 staff members in 2006-07. The K – 8 school is in its 5th year of operation and was renewed for five more years of operation in June of 2006. The 9 – 12th grade school is in its 2nd 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

This section provides information about opportunities for parents to become involved with school activities.

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. In the fall of 2006, the first-ever LPAC retreat was held. LPAC representatives analyzed its efficacy and set goals for the future, which are represented below.

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.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	53
Grade 1	40	Ungraded Elementary	0
Grade 2	40	Grade 9	0
Grade 3	40	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	49	Ungraded Secondary	0
Grade 7	52	Total Enrollment	314

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	8.6	White (not Hispanic)	2.2
American Indian or Alaska Native	0.0	Multiple or No Response	9.9
Asian	9.9	Socioeconomically Disadvantaged	79.5
Filipino	0.3	English Learners	73.0
Hispanic or Latino	69.1	Students with Disabilities	4.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1			20.0	2			20.0	2		
1	20.0	1			20.0	2			20.0	2		
2					20.0	2			20.0	2		
3									20.0	2		
4												
5												
6	26.0		2		26.0		2		26.0		2	
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	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	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2		100%	100%
3			100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Safety of Self and Others Policy

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:

- 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

Additional details of all safety practices are available in the school policies.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	23	35	42			
Expulsions	0	0	0			

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	5	12	16	2261
Without Full Credential	0	1	1	341
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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

Teacher Evaluation Process

This section provides information about the procedures and the 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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.0	---
Psychologist	0.6	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.6	---
Other	0.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Science Laboratory Equipment (grades 9-12)		N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$52,913
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,090	\$37,540
Mid-Range Teacher Salary	\$51,070	\$59,426
Highest Teacher Salary	\$67,720	\$73,925
Average Principal Salary (Elementary)	\$93,520	\$96,377
Average Principal Salary (Middle)	\$95,450	\$100,144
Average Principal Salary (High)	\$102,921	\$109,130
Superintendent Salary	\$239,640	\$185,251
Percent of Budget for Teacher Salaries	35.2	40.9
Percent of Budget for Administrative Salaries	6.1	5.3

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	18	20	24	21	26	28	36	40	42
Mathematics	12	25	21	22	27	29	34	38	40
Science			6	11	13	20	25	27	35
History-Social Science		4	12	12	15	15	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	18	11	*	*
American Indian or Alaska Native				
Asian	32	45	*	*
Filipino				
Hispanic or Latino	23	18	5	10
Pacific Islander				
White (Not Hispanic)	*	*	*	*
Male	21	20	8	12
Female	27	22	4	12
Economically Disadvantaged	21	19	2	5
English Learners	21	18	3	0
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	44	31	22	27	27	27	43	41	42
Mathematics	37	35	38	36	37	39	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	19	37
Pacific Islander		
White (not Hispanic)	*	*
Male	22	40
Female	21	37
Economically Disadvantaged	21	36
English Learners	19	37
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	2	2	2
Similar Schools	N/A	N/A	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	25	7	22	664
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	7	10	28	656
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	12	4	28	651
English Learners	--	--	38	648
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Pending
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	---	56
Percent of Schools Currently in Program Improvement	---	48.7

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

N/A

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Professional Development

This section provides 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	59,550	36,000
1	59,550	50,400
2	59,550	50,400
3	59,550	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

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	0	180 days
10	0	180 days
11	0	180 days
12	0	180 days

Minimum Days in School Year

This section provides 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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