

School Accountability Report Card Reported for School Year 2007-08 Published D 2008-09

Executive Summary School Accountability Report Card, 2007-08

Lighthouse Community Charter High School

Address: 1600 Broadway , Oakland CA 94612

Phone: 510-271-8801

Principal: Stephen Sexton

Grade Span: 9 - 12

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 2007-08 school year, except the School Finances and School Completion data which are reported for the 2006-07 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

The mission of Lighthouse Community Charter School is 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.

Student Enrollment

| Group | Percent |
|----------------------------------|------------|
| African American | 13.1 % |
| American Indian or Alaska Native | % |
| Asian | 2.07 % |
| Filipino | 2.07 % |
| Hispanic or Latino | 80.69 % |
| Pacific Islander | % |
| White (not Hispanic) | 2.07 % |
| Multiple or No Response | % |
| Socioeconomically Disadvantaged | 83 % |
| English Learners | 75 % |
| Students with Disabilities | 5 % |
| Total Number of students | 145 |

Teachers

| Indicator | Teacher |
|------------------------------------------------------|---------|
| Teachers with full credential | 5 |
| Teachers without full credential | 2 |
| Teachers Teaching Outside Subject Area of Competence | |
| Misassignments of Teachers of English Learners | |
| Total Teacher Misassignments | |

School Facilities

Summary of Most Recent Site Inspection

N/A

| |
|--|
| |
|--|

Repairs Needed

| |
|------------|
| <i>N/A</i> |
|------------|

Corrective Actions Taken or Planned

| |
|------------|
| <i>N/A</i> |
|------------|

Curriculum and Instructional Materials

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

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|----------------------------------------------------|
| School Site | |
| District | |
| State | \$5,300 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|-------------------------------------------------------------|
| English-Language Arts | 29.8% |
| Mathematics | 3.2% |
| Science | 44.6% |
| History-Social Science | 16.4% |

Academic Progress

| Indicator | Result |
|-----------------------------------------------------|----------|
| 2008 Growth API Score (from 2008 Growth API Report) | 681 |
| Statewide Rank (from 2007 Base API Report) | 2 |
| 2008-09 Program Improvement Status (PI Year) | Not in P |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | N/A |

Postsecondary Preparation

| Measures | Percent of Gr |
|--------------------------------------------------------------------------------------------------------------------|---------------|
| 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 or California State University Admission | N/A |

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and perfor

each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School | | District | |
|------------------|-----------------------------------|----------------|--------------------|
| School Name | Lighthouse Community Charter High | District Name | Oakland Unified |
| Street | 1600 Broadway | Phone Number | 510-879-8582 |
| City, State, Zip | Oakland, CA 94612 | Web Site | www.ousd.k12.ca.us |
| Phone Number | 510-271-8801 | Superintendent | Vincent Matthews |
| Principal | Stephen Sexton | E-mail Address | |
| E-mail Address | steve@lighthousecharter.org | CDS Code | 01-61259-0108944 |

School Description and Mission Statement (School Year 2007-08)

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 12 full-time 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 School Directors, devised several strategic goals to ensure we meet the marks above. The following document is an articulation of those goals along with 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 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 (School Year 2007-08)

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 the education, the student has a stronger chance of achieving academic outcomes. In addition, a strong sense of communication, partnership, and community is 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 teacher and monitor progress. Parents are also required to attend two Expos of Student Work annually. Optional events for parents include annual celebration and involvement or volunteering at events or in the classroom. Teachers have also established creative ways to involve families. From monthly potluck dinners 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 line 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 concern 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 2007, a 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 number 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 (School Year 2007-08)

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

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |

| | |
|---------------------|-----|
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 65 |
| Grade 10 | 54 |
| Grade 11 | 26 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 145 |

Student Enrollment by Group (School Year 2007-08)

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 |
|----------------------------------|-----------------------------|
| African American | 13.1 % |
| American Indian or Alaska Native | % |
| Asian | 2.07 % |
| Filipino | 2.07 % |
| Hispanic or Latino | 80.69 % |
| Pacific Islander | % |
| White (not Hispanic) | 2.07 % |
| Multiple or No Response | % |
| Socioeconomically Disadvantaged | 83 % |
| English Learners | 75 % |
| Students with Disabilities | 5 % |

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 clas

| Subject | 2005-06 | | | 2006-07 | | | 2007-08 | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------|-------|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Clas | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 |
| English | 51.0 | | 0 | 2 | | | 0 | | | 0 | |
| Mathematics | 51.0 | | | 1 | 50.5 | | | 2 | 46.3 | 1 | |
| Science | 51.0 | | | 1 | 30.3 | | 2 | 2 | 38.0 | 1 | |
| Social Science | | | | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2007-08)

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 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.

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 most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|-------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007- |
| Suspensions | 12 | 14 | 0.57 | 16.5 | 15.9 | 4.1 |
| Expulsions | 0 | 0.01 | 0 | 0.2 | 0.1 | 0.1 |

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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 High School occupies a Class B commercial space located in downtown Oakland.

School Facility Good Repair Status (School Year 2008-09)

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

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|-------------------------------------------------|---------------|------|------|-------------------------------------------|
| | Good | Fair | Poor | |
| 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 | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|-------------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | Good Repair | | |

V. 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 [DataQuest](#) Web site.

| Teachers | School | | | District |
|---------------------------------------------|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | |
| With Full Credential | 4 | 5 | 5 | 23 |
| Without Full Credential | 1 | 2 | 2 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N |

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 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 | 2006-07 | 2007-08 | 2008-09 |
|------------------------------------------------|---------|---------|---------|
| 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 No Child Left Behind Compliant Teachers (School Year 2007-08)

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 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 the [NCLB](#) Web site.

| 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 | 88.2 | 11.8 |
| High-Poverty Schools in District | 91.7 | 8.3 |
| Low-Poverty Schools in District | 97.9 | 2.1 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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 each working 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | 0.8 | 145 |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at 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 Text and Instructional Materials |
|--------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Reading/Language Arts | Excellent and Current Text | 0% |
| Mathematics | Excellent and Current Text | 0% |
| Science | Excellent and Current Text | 0% |
| History-Social Science | Excellent and Current Text | 0% |
| Foreign Language | Excellent and Current Text | 0% |
| Health | Excellent and Current Text | 0% |
| Visual and Performing Arts | Excellent and Current Text | 0% |
| Science Laboratory Equipment (grades 9-12) | Excellent and Current Text | 0% |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 on school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$9505 | \$838 | \$8757 | \$5246 |
| District | N/A | N/A | | \$5386 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$5300 | \$6500 |
| Percent Difference – School Site and State | N/A | N/A | | |

Types of Services Funded (Fiscal Year 2007-08)

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

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 may be found on the [Certificated Salaries and Benefits](#) Web page.

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$38778 | \$40721 |
| Mid-Range Teacher Salary | \$53394 | \$65190 |
| Highest Teacher Salary | \$69714 | \$84151 |
| Average Principal Salary (Elementary) | \$86673 | \$104476 |

| | | |
|-----------------------------------------------|----------|----------|
| Average Principal Salary (Middle) | \$87127 | \$108527 |
| Average Principal Salary (High) | \$89006 | \$119210 |
| Superintendent Salary | \$240000 | \$210769 |
| Percent of Budget for Teacher Salaries | 29.3 % | 39.9 % |
| Percent of Budget for Administrative Salaries | 6.7 % | 5.5 % |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not to be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 24 | 23 | 30 | 28 | 29 | 33 | 42 | 43 | 21 |
| Mathematics | 22 | 10 | 3 | 29 | 30 | 34 | 40 | 40 | |
| Science | | 0 | 37 | 20 | 24 | 33 | 35 | 38 | |
| History-Social Science | | 0 | 16 | 15 | 17 | 19 | 33 | 33 | |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical analysis or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

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 | 53 | 0 | * | * |
| American Indian or Alaska Native | | | | |
| Asian | * | * | | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 27 | 3 | 36 | 12 |
| Pacific Islander | | | | |
| White (not Hispanic) | * | * | | |
| Male | 23 | 3 | 27 | 16 |
| Female | 37 | 3 | 47 | 17 |
| Economically Disadvantaged | 27 | 3 | 32 | |
| English Learners | 26 | 2 | 36 | 11 |
| Students with Disabilities | * | * | * | |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical analysis or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute...

Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English | * | 71.0 | 73.0 | 33.5 | 31.9 | 33.5 | 51.1 | 48.6 | 48.6 |
| Mathematics | * | 74.0 | 78.0 | 31.3 | 32.4 | 33.3 | 46.8 | 49.9 | 49.9 |

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent period.

| Group | English | | | Mathematics | | |
|-----------------------------------------------|----------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 27 | 73 | | 22 | 78 | |
| Male | 36 | 64 | | 21 | 79 | |
| Female | 16 | 84 | | 24 | 76 | |
| African American | * | * | * | * | * | |
| American Indian or Alaska Native | * | * | * | * | * | |
| Asian | * | * | * | * | * | |
| Filipino | * | * | * | * | * | |
| Hispanic or Latino | 23 | 77 | | 21 | 79 | |
| Pacific Islander | * | * | * | * | * | |
| White (not Hispanic) | * | * | * | * | * | |
| English Learners | 22 | 78 | | 23 | 77 | |
| Socioeconomically Disadvantaged | 30 | 70 | | 25 | 75 | |
| Students Receiving Migrant Education Services | * | * | * | * | * | |
| Students with Disabilities | * | * | * | * | * | |

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 meet healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|-------------|---------------------------------------------------|
| 5 | N/A |
| 7 | N/A |
| 9 | 45% |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

X. 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 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The state 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 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 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 100 similar schools.

| API Rank | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | | 2 | 2 |
| Similar Schools | | N/A | N/A |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0108944

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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" indicates that the student group is not numerically significant.

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | B | -11 | 75 | 681 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | 98 | 686 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | | | 74 | 668 |
| English Learners | | | 115 | 684 |
| Students with Disabilities | | | | |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 cr

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

Federal Intervention Program (School Year 2008-09)

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 c area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the nex intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

| Indicator | School | District |
|-----------------------------------------------------|-----------|----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2004-200 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 67 |
| Percent of Schools Currently in Program Improvement | N/A | 46.2 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of th high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. T requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements pl the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grade specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live out: local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all appli Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

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 which data is available. For compar purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQ](#) site.

| Indicator | School | | | District | | | State | | |
|-----------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| | | | | | | | | | |

| | | | | | | | | | |
|-----------------------|-----|-----|-----|------|------|------|------|------|--|
| Dropout Rate (1-year) | | | 1.0 | 4.7 | 7.2 | 10.5 | 3.1 | 3.5 | |
| Graduation Rate | N/A | N/A | N/A | 61.3 | 64.4 | 66.0 | 85.0 | 83.0 | |

Completion of High School Graduation Requirements

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 2007-08 school year in the 12th grade, as evidenced by that school year's Oct CBEDS enrollment, this table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|----------------------------------|--------------------------|----------|-----|
| | School | District | Sta |
| All Students | N/A | | |
| African American | N/A | | |
| American Indian or Alaska Native | N/A | | |
| Asian | N/A | | |
| Filipino | N/A | | |
| Hispanic or Latino | N/A | | |
| Pacific Islander | N/A | | |
| White (not Hispanic) | N/A | | |
| Socioeconomically Disadvantaged | N/A | | |
| English Learners | N/A | | |
| Students with Disabilities | N/A | | |

Career Technical Education Programs (School Year 2007-08)

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 (School Year 2007-08)

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

| Measure | CTE Program Partic |
|-------------------------------------------------------------------------------------------------------------------------|--------------------|
| Number of the school's pupils participating in CTE | N/A |
| Percent of the school's pupils completing a CTE program and earning a high school diploma | N/A |
| Percent of school's 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 (School Year 2007-08)

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, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

| UC/CSU Course Measure | Per |
|-------------------------------------------------------------------|-----|
| Students Enrolled in Courses Required for UC/CSU Admission | 1 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | N |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

At Lighthouse we believe that having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in 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 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 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.

Every employee has access to 20 full days of professional development.

In addition – every Wednesday is a minimum day for students and a professional development day for staff.