

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

## Executive Summary School Accountability Report Card, 2008-09

### Lighthouse Community Charter High School

Address: 444 Hegenberger Road Oakland, CA 94621  
Principal: Stephen Sexton

Phone: 510-562-8225  
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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 equip each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner.*

### Student Enrollment

| Group                            | Percent |
|----------------------------------|---------|
| African American                 | 17.05 % |
| American Indian or Alaska Native | %       |
| Asian                            | 2.84 %  |
| Filipino                         | 1.70 %  |
| Hispanic or Latino               | 77.84 % |
| Pacific Islander                 | %       |
| White (not Hispanic)             | 0.57 %  |
| Multiple or No Response          | %       |
| Socioeconomically Disadvantaged  | 90.00 % |
| English Learners                 | 68.00 % |
| Students with Disabilities       | 4.00 %  |

**Total Number of Students**

176

## Teachers

| Indicator  | Teachers |
|--|----------|
| Teachers with full credential                        | 9        |
| Teachers without full credential                     | 1        |
| Teachers Teaching Outside Subject Area of Competence | 1        |
| Misassignments of Teachers of English Learners       |          |
| Total Teacher Misassignments                         |          |

## Student Performance

| Subject                | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts  | 35%   |
| Mathematics            | 16%   |
| Science                | 37%   |
| History-Social Science | 26%   |

## Academic Progress

| Indicator   | Result    |
|---|-----------|
| 2009 Growth API Score (from 2009 Growth API Report) | 726       |
| Statewide Rank (from 2008 Base API Report)          | 4         |
| 2009-10 Program Improvement Status (PI Year)        | Not in PI |

## School Facilities

## Summary of Most Recent Site Inspection

Lighthouse is currently located in newly refurbished facility that hosts both the K-8 and 9-12 campuses. The new facility recently passed the final fire safety walkthrough. Lighthouse also possesses a current certificate of occupancy.

## Repairs Needed

None.

## Corrective Actions Taken or Planned

None needed.

## 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 | \$ 6,500   |
| District    |  |
| State       | \$5,512  |

## School Completion

| Indicator       | Result |
|-----------------|--------|
| Graduation Rate | 95%    |

## 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 or California State University Admission | 95%     |

## NAEP Reading, Grade 4

| Level                          | Result |
|--------------------------------|--------|
| Average Scale Score - State    | 209    |
| Average Scale Score - National | 220    |
| Achievement Level - Basic      | 30%    |
| Achievement Level - Proficient | 18%    |
| Achievement Level - Advanced   | 5%     |

## NAEP Reading, Grade 8

| Level                          | Result |
|--------------------------------|--------|
| Average Scale Score - State    | 251    |
| Average Scale Score - National | 261    |
| Achievement Level - Basic      | 41%    |
| Achievement Level - Proficient | 20%    |
| Achievement Level - Advanced   | 2%     |

## NAEP Mathematics, Grade 4

| Level                          | Result |
|--------------------------------|--------|
| Average Scale Score - State    | 232    |
| Average Scale Score - National | 239    |
| Achievement Level - Basic      | 72%    |
| Achievement Level - Proficient | 30%    |
| Achievement Level - Advanced   | 5%     |

## NAEP Mathematics, Grade 8

| Level                          | Result |
|--------------------------------|--------|
| Average Scale Score - State    | 270    |
| Average Scale Score - National | 282    |
| Achievement Level - Basic      | 59%    |
| Achievement Level - Proficient | 23%    |
| Achievement Level - Advanced   | 5%     |

## School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 [AYP]), 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 libraries 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 2009-10)

This section provides the schools contact information.

| School           |  | District       |                           |
|------------------|--|----------------|---------------------------|
| School Name      | Lighthouse Community Charter High School | District Name  | Oakland Unified           |
| Street           | 444 Hegenberger Road                     | Phone Number   | 510-879-8582              |
| City, State, Zip | Oakland , CA 94621                       | Web Site       | www.ousd.k12.ca.us        |
| Phone Number     | 510-562-8225                             | Superintendent | Anthony Smith             |
| Principal        | Stephen Sexton                           | E-mail Address | tony.smith@ousd.k12.ca.us |
| E-mail Address   | steve@lighthousecharter.org              | CDS Code       | 01- 61259- 0108944        |

### School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

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

## Opportunities for Parental Involvement (School Year 2008-09)

### Opportunities for Parental Involvement (School Year 2008-09)

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.

## Student Enrollment by Grade Level (School Year 2008-09)

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             | 60                 |
| Grade 10            | 54                 |

|                    |     |
|--------------------|-----|
| Grade 11           | 39  |
| Grade 12           | 23  |
| Ungraded Secondary | 0   |
| Total Enrollment   | 176 |

### Student Enrollment by Group (School Year 2008-09)

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                 | 17.05 %                     |
| American Indian or Alaska Native | %                           |
| Asian                            | 2.84 %                      |
| Filipino                         | 1.70 %                      |
| Hispanic or Latino               | 77.84 %                     |
| Pacific Islander                 | %                           |
| White (not Hispanic)             | 0.57 %                      |
| Multiple or No Response          | %                           |
| Socioeconomically Disadvantaged  | 90.00 %                     |
| English Learners                 | 68.00 %                     |
| Students with Disabilities       | 4.00 %                      |

### 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        | 2006-07         |                      |       |     | 2007-08         |                      |       |     | 2008-09         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | 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        | 24              | 0                    | 4     | 0   | 22              | 2                    | 1     | 0   | 23              | 7                    | 2     | 0   |
| Mathematics    | 24              | 0                    | 4     | 0   | 20              | 7                    | 0     | 0   | 20              | 11                   | 0     | 0   |
| Science        | 24              | 0                    | 4     | 0   | 26              | 0                    | 4     | 0   | 20              | 4                    | 4     | 0   |
| Social Science | 24              | 0                    | 4     | 0   | 22              | 2                    | 1     | 0   | 23              | 7                    | 2     | 0   |

## III. School Climate

## School Safety Plan (School Year 2008-09)

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.

## 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 |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 |
| Suspensions | 1.4     | 0.57    | 0.25    | 15.9     | 4.1     | 12.7    |
| Expulsions  | 0.01    | 0.00    | 0.01    | 0.1      | 0.1     | 0.1     |

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

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 is currently located in newly refurbished facility that hosts both the K-8 and 9-12 campuses.*

### School Facility Good Repair Status (School Year 2009-10)

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

|   | Exemplary | Good | Fair | Poor | or Planned |
|---|-----------|------|------|------|------------|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X         |      |      |      |            |
| <b>Interior:</b> Interior Surfaces                                      | X         |      |      |      |            |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | X         |      |      |      |            |
| <b>Electrical:</b> Electrical   | X         |      |      |      |            |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | X         |      |      |      |            |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X         |      |      |      |            |
| <b>Structural:</b> Structural Damage, Roofs                             | X         |      |      |      |            |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |      |      |      |            |
| <b>Overall Rating</b>   | Exemplary |      |      |      |            |

## 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 on the CDE [DataQuest](#) Web page.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2006-07 | 2007-08 | 2008-09 | 2008-09  |
| With Full Credential                        | 5       | 5       | 9       | 2237     |
| Without Full Credential                     | 2       | 2       | 1       | 408      |
| Teaching Outside Subject Area of Competence | -       | -       | 1       | N/A      |

### 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                                      | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | -       | -       | -       |
| Total Teacher Misassignments                   | -       | -       | -       |

|                          |   |   |   |
|--------------------------|---|---|---|
| Vacant Teacher Positions | - | - | - |
|--------------------------|---|---|---|

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

| Location of Classes              | Percent of Classes In Core Academic Subjects |                                       |
|----------------------------------|--|---------------------------------------|
|                                  | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| This School                      | 85.7   | 14.3                                  |
| All Schools in District          | 80.8   | 19.2                                  |
| High-Poverty Schools in District | 84.7   | 15.3                                  |
| Low-Poverty Schools in District  | 97.4   | 2.6                                   |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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                 | 1.0                              | 80  |
| Library Media Teacher (Librarian)  |                                  |   |
| Psychologist                       | 1.0                              | 35  |
| Social Worker                      |                                  |   |
| Nurse                              |                                  |   |
| Speech/Language/Hearing Specialist |                                  |   |
| Resource Specialist (non-teaching) | 1.0                              | 26  |

|       |  |  |
|-------|--|--|
| Other |  |  |
|-------|--|--|

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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                      | Good   | 0%  |
| Mathematics                                | Good   | 0%  |
| Science                                    | Good   | 0%  |
| History-Social Science                     | Good   | 0%  |
| Foreign Language                           | Good   | 0%  |
| Health                                     | -  | -   |
| Visual and Performing Arts                 | Good   | 0%  |
| Science Laboratory Equipment (grades 9-12) | Good   | 0%  |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Level | Total Expenditures Per | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher |
|-------|------------------------|--|---|-----------------|
|-------|------------------------|--|---|-----------------|

|   | Pupil   |         |         | Salary       |
|---|---------|---------|---------|--------------|
| School Site                                   | \$8,400 | \$1,900 | \$6,500 | \$50,000     |
| District                                      | N/A     | N/A     |         | \$54,158     |
| Percent Difference – School Site and District | N/A     | N/A     |         |              |
| State   | N/A     | N/A     | \$5,512 | \$67,049     |
| Percent Difference – School Site and State    | N/A     | N/A     | 18%     | LEA Provided |

## Types of Services Funded (Fiscal Year 2008-09)

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 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$39,456        | \$42,065                                     |
| Mid-Range Teacher Salary                      | \$54,328        | \$67,109                                     |
| Highest Teacher Salary                        | \$70,934        | \$86,293                                     |
| Average Principal Salary (Elementary)         | \$91,708        | \$107,115                                    |
| Average Principal Salary (Middle)             | \$91,396        | \$112,279                                    |
| Average Principal Salary (High)               | \$97,724        | \$122,532                                    |
| Superintendent Salary                         | \$255,000       | \$216,356                                    |
| Percent of Budget for Teacher Salaries        | 27.80 %         | 39.40 %                                      |
| Percent of Budget for Administrative Salaries | 6.60 %          | 5.50 %                                       |

## IX. Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten 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.

## Standardized Testing and Reporting 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   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts  | 23      | 30      | 35      | 29       | 33      | 38      | 43      | 46      | 50      |
| Mathematics            | 10      | 3       | 16      | 30       | 34      | 39      | 40      | 43      | 46      |
| Science                | 0       | 37      | 42      | 24       | 33      | 34      | 38      | 46      | 50      |
| History-Social Science | 0       | 16      | 20      | 17       | 19      | 25      | 33      | 36      | 41      |

*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 any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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                              | 42  | 10          | *       | *                      |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   | *   | *           | *       | *                      |
| Filipino                                      | *   | *           | *       | *                      |
| Hispanic or Latino                            | 32  | 17          | 38      | 19                     |
| Pacific Islander                              | *   | *           |         |                        |
| White (not Hispanic)                          | *   | *           | *       | *                      |
| Male  | 30  | 13          | 43      | 17                     |
| Female  | 41  | 19          | 40      | 22                     |
| Economically Disadvantaged                    | 31  | 16          | 42      | 21                     |
| English Learners                              | 31  | 18          | 40      | 18                     |
| 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 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 any individual student.*

## California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are

not shown when the number of students tested is ten 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 High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject               | School  |         |         | District |         |         | State   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 42.9    | 36.6    |         | 31.9     | 33.5    |         | 48.6    | 52.9    |         |
| Mathematics           | 54.3    | 45.0    |         | 32.4     | 33.3    |         | 49.9    | 51.3    |         |

*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 High School Exit Examination 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 testing period.

| Group                            | English        |            |          | Mathematics    |            |          |
|----------------------------------|----------------|------------|----------|----------------|------------|----------|
|                                  | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students                     | 63.4           | 34.1       | 2.4      | 55.0           | 35.0       | 10.0     |
| Male                             | 68.2           | 27.3       | 4.5      | 52.4           | 38.1       | 9.5      |
| Female                           | 57.9           | 42.1       | 0.0      | 57.9           | 31.6       | 10.5     |
| African American                 | *              | *          | *        | *              | *          | *        |
| American Indian or Alaska Native | *              | *          | *        | *              | *          | *        |
| Asian                            | *              | *          | *        | *              | *          | *        |
| Filipino                         | *              | *          | *        | *              | *          | *        |
| Hispanic or Latino               | 61.5           | 35.9       | 2.6      | 55.3           | 34.2       | 10.5     |
| Pacific Islander                 | *              | *          | *        | *              | *          | *        |

|   |      |      |     |      |      |     |
|---|------|------|-----|------|------|-----|
| White (not Hispanic)                          | *    | *    | *   | *    | *    | *   |
| English Learners                              | 63.9 | 33.3 | 2.8 | 57.1 | 37.1 | 5.7 |
| Socioeconomically Disadvantaged               | 67.6 | 32.4 | 0.0 | 58.3 | 33.3 | 8.3 |
| 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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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 any individual student.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                             | Five of Six Standards | Six of Six Standards |
| 5           |   |                       |                      |
| 7           |   |                       |                      |
| 9           |   |                       |                      |

## 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 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

## Academic Performance Index Ranks – Three-Year Comparison

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

| API Rank        | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide       | 2 *  | 2 *  | 4    |
| Similar Schools | N/A  | N/A  | 8    |

|       |   |
|-------|---|
| "N/A" | means a number is not applicable or not available due to missing data.  |
| "B"   | means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs. |
| "C"   | means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.  |
| " * " | means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.  |

## Academic Performance Index Growth 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 |         |         | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
|                                  | 2006-07           | 2007-08 | 2008-09 | 2009             |
| All Students at the School       | -11               | 75      | 45      | 726              |
| African American                 |                   |         |         |                  |
| American Indian or Alaska Native |                   |         |         |                  |
| Asian                            |                   |         |         |                  |
| Filipino                         |                   |         |         |                  |
| Hispanic or Latino               |                   | 98      | 31      | 717              |
| Pacific Islander                 |                   |         |         |                  |
| White (not Hispanic)             |                   |         |         |                  |
| Socioeconomically Disadvantaged  |                   | 74      | 51      | 719              |
| English Learners                 |                   | 115     | 36      | 720              |
| 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 test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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                                    | Yes    | No       |
| Participation Rate - English-Language Arts | Yes    | No       |
| Participation Rate - Mathematics           | Yes    | Yes      |
| Percent Proficient - English-Language Arts | Yes    | No       |
| Percent Proficient - Mathematics           | Yes    | No       |
| API  | Yes    | Yes      |
| Graduation Rate                            | Yes    | Yes      |

"Yes"

"No"

Met 2009 AYP Criteria

Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2004-2005 |
| Year in Program Improvement                         |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 70        |
| Percent of Schools Currently in Program Improvement | N/A       | 49.0      |

## 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 the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

### California State University

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

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

| Indicator             | School  |         |         | District |         |         | State   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2005-06 | 2006-07 | 2007-08 | 2005-06  | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) |         | 1.0     | 4.1     |          |         |         | 3.5     | 4.4     | 3.9     |
| Graduation Rate       |         | n/a     | 95%     |          |         |         | 83.4    | 80.6    | 80.2    |

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

| Group                            | Graduating Class of 2009 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 95%                      |          | N/A   |
| African American                 | 100%                     |          | N/A   |
| American Indian or Alaska Native | -                        |          | N/A   |
| Asian                            | 100%                     |          | N/A   |
| Filipino                         | -                        |          | N/A   |
| Hispanic or Latino               | 93%                      |          | N/A   |
| Pacific Islander                 | -                        |          | N/A   |
| White (not Hispanic)             | -                        |          | N/A   |
| Socioeconomically Disadvantaged  | 96%                      |          | N/A   |
| English Learners                 | 95%                      |          | N/A   |
| Students with Disabilities       | 100%                     |          | N/A   |

## Career Technical Education Programs (School Year 2008-09)

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 2008-09)

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

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of the school's pupils participating in CTE  |                           |
| Percent of the school's pupils completing a CTE program and earning a high school diploma                               |                           |
| Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education |                           |

## 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 on the CDE [DataQuest](#) Web page.

| UC/CSU Course Measure   | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission        | 100     |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 95      |

## 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 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 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.

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.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

| Subject and Grade Level   | Average Scale Score |          | State Percent at Achievement Level |            |          |
|---------------------------|---------------------|----------|------------------------------------|------------|----------|
|                           | State               | National | Basic                              | Proficient | Advanced |
| Reading 2007, Grade 4     | 209                 | 220      | 30                                 | 18         | 5        |
| Reading 2007, Grade 8     | 251                 | 261      | 41                                 | 20         | 2        |
| Mathematics 2009, Grade 4 | 232                 | 239      | 41                                 | 25         | 5        |
| Mathematics 2009, Grade 8 | 270                 | 282      | 36                                 | 18         | 5        |

### National Assessment of Educational Progress Reading and Mathematics Results for Students with

## Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level   | State Participation Rate   |                           | National Participation Rate |                           |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
|                           | Students With Disabilities | English Language Learners | Students With Disabilities  | English Language Learners |
| Reading 2007, Grade 4     | 74                         | 93                        | 65                          | 80                        |
| Reading 2007, Grade 8     | 78                         | 92                        | 66                          | 77                        |
| Mathematics 2009, Grade 4 | 79                         | 96                        | 84                          | 94                        |
| Mathematics 2009, Grade 8 | 85                         | 96                        | 78                          | 92                        |