

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office

Jul 21, 2014



# ARKANSAS DEPARTMENT OF EDUCATION

## 2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.

**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Capitol City Lighthouse Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2014 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Capitol City Lighthouse Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 750

Name of Sponsoring Entity: Lighthouse Academies of Central Arkansas, Inc.

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Dr. Phillis Nichols Anderson

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001 FAX: ( 501 ) 374-5010

Email: pnicholsanderson@lhacs.org

**Charter Site**

Address: 3901 Virginia Avenue City: North Little Rock

ZIP: 72117 Date of Proposed Opening: August 12, 2015

**Chief Operating Officer**

of Proposed Charter (if known): Dr. Phillis Nichols Anderson Title: Senior Vice President

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001

The proposed charter will be located in the North Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

- Name:Dr. Phillis Nichols Anders Position:Senior Vice President, Light State of Residence:AR
- Name:Lenisha Broadway Position:Regional Vice President, Lig State of Residence:AR
- Name:Michael Ronan Position:President & CEO, Charter S State of Residence:MA
- Name:Joel Scharfer Position:Vice President, Charter Sch State of Residence:MD
- Name:Lisa Clay Position:Community Development A State of Residence:MA
- Name:Khori Whittaker Position:President & CEO, Lighthou State of Residence:FL
- Name:Chris Bell Position:President, Complete Consu State of Residence:AR
- Name:Susan Forte Position:President, HOUSEABOUT State of Residence:AR
- Name:Kara Smith Position:Director of Community Part State of Residence:AR
- Name:Tommy Norman Position:North Little Rock Police Offi State of Residence:AR
- Name:Rev. Charles Caradine Position:Senior Pastor, King Solom State of Residence:AR
- Name:Dr. John Kuykendall Position:Assistant Professor, Univer State of Residence:AR
- Name:Marsha Davis Position:Vice President, Centennial State of Residence:AR
- Name:\_\_\_\_\_ Position:\_\_\_\_\_ State of Residence:\_\_\_\_\_

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

8553 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

- North Little Rock Little Rock Pulaski County Special Sch
- \_\_\_\_\_
- \_\_\_\_\_

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Capitol City Lighthouse Charter School (CCLCS) is to prepare our scholars for college through a rigorous arts-infused program. All students enrolled at CCLCS will be taught by highly effective teachers whose students make average gains of 20% more per year than average typical growth as measured by Northwest Education Association (NWEA) Measures of Academic Progress (MAP). Students will learn in a nurturing environment that will help them achieve at high levels. Each student will develop the knowledge, skills and values necessary for success in college, responsible citizenship and life-long learning.

When fully enrolled, CCLCS will be a thriving K-12 school providing a rigorous academic program that will integrate the arts with science, technology, mathematics and engineering - STEAM. Students enrolled at the school will contribute to their local community through service learning as they prepare for college.

CCLCS will focus on two overarching goals. Academically, the school will seek to increase each year the number of scholars who are proficient on the state-approved Next Generation Assessment. In January of 2014, the University of Arkansas conducted a twin analysis of like scholars attending JLCS and Pulaski County Special School District (PCSSD) and found that JLCS scholars grew more than PCSSD scholars did in math and literacy. In addition, results from the ACT Explore exam show that over half of JLCS 8th graders are college ready in at least one subject area. Secondly, the school will prepare its scholars for college as stated in the school's goals.

The best practices from JLCS that yielded these results will be replicated at CCLCS including more learning time, integrating the arts into core subjects to engage scholar, developing scholars socially and emotionally and investing in developing teachers through 160 hours of professional development.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

CCLCS will follow the Lighthouse Academies (LHA) model including STEAM, a program that builds on the existing Lighthouse arts-infusion strategies by integrating science, technology, engineering and math as well as a longer school day and a longer year, investment in teacher development by providing 160 hours of annual professional development, social and emotional development, and a rigorous standards-based curriculum. CCLCS will use a combination of carefully researched curricula and instructional practices to help all scholars master the Arkansas State content standards and the Arkansas Common Core State Standards for Mathematics, English Language Arts, Literacy in History/Social Studies and Science.

CCLCS will engage scholars by infusing the arts into a program that includes science, technology, engineering, mathematics and all other areas of the curriculum. A rigorous and engaging academic program coupled with a strong school culture will ensure that all scholars achieve at high levels. Scholars will care deeply about what they are doing and internalize how academics connect to their own lives. CCLCS will be a safe and nurturing environment that allows scholars to feel emotionally and physically safe to take risks and learn.

CCLCS will value the social development of our scholars and the school communities. The social development program is based on the five character traits of the Lighthouse Academies SHINE program (Self-Discipline, Humility, Intelligence, Nobility and Excellence) and the supporting actionable skills known as our Habits of Scholars. Together, these attributes and actions foster excellent work among staff and scholars, and inspire meaningful contribution to the learning community. In all CCLCS classrooms, college-readiness skills will be intentionally and consistently practiced and linked to scholars' potential for success in school, work, and life. When CCLCS Scholars graduate in 12<sup>th</sup> grade with at least one college acceptance letter in hand, they will have learned to be effective communicators, self-directed, critical thinkers, and active community members.

### C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on July 7, 2014 at 6:00 P.M. at the First Baptist Church on Main Street in North Little Rock. Approximately 35 people attended at the meeting. The meeting was presided over by Ms. Susan Forte, CCLCS Board Chairman, and included a presentation on the Lighthouse school model by the Lighthouse national and regional leadership and the school leadership teams from Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. The presentation focused on the LHA's school model and included a 45-minute question and answer session. The questions during this time included a request for more information about arts infusion, funding for the school, parent participation, and the school's proposed location. At the conclusion of the question and answer session, Ms. Forte asked the audience if they felt more information was needed to make a decision regarding their support of the proposed school. No further information was requested and all of those in attendance signed the petition in favor of opening the Capitol City Lighthouse Charter School. No one present spoke in opposition to the proposed school.

The notice of the public hearing was published in the Arkansas Democrat Gazette on June 16, June 23, and June 30 in the Arkansas news section. See **Attachment B** for ad copies reflecting publication dates. Emails were sent to superintendents of affected school districts notifying them of the hearing. Copies of these emails are included in **Attachment B**.

Additional supporting documentation is also included in **Attachment B**.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
  - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Lighthouse Academies of Central Arkansas, Inc. was incorporated as a nonprofit on June 9, 2011, applied for 501 (c) 3 status on December 19, 2012 and will do business as Capitol City Lighthouse Charter School (CCLCS). Note: the articles were first filed as Lighthouse Academies of Little Rock, and then on November 13, 2012, the name was officially changed to Lighthouse Academies of Central Arkansas, Inc.

**Composition of the Board of Directors:** A Board of Directors will govern the school. The founding board represents a wide range of experience in education, business, nonprofit management and community development. Founding Board members were selected from interested citizens in the Central Arkansas area. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finance, fund-raising and school operations. The founding board members are:

**Susan Forte** is the President/CEO of HOUSEABOUTIT, INCORPORATION. Ms. Forte provides rural communities in Arkansas support in economic and educational development. She administers Community Development Block Grant funds for small cities in Arkansas, training to/for small cities, aids in workforce development and assists small and emerging businesses. She works closely with the Board of Directors on all administrative decisions and with staff to develop and establish individual goals and objectives.

**Kara Smith** currently serves as the Director of Community Partnerships for the Arkansas Region of Teach For America-Arkansas. In this role, she works closely with district administrators, community partners and local organizations, as well as many Teach For America supporters across the Arkansas Delta. Prior to joining Teach For America staff, Kara attended the University of Tennessee and received a bachelor's degree in Public Relations. After quickly learning that education is her passion and life's work, Kara moved to New York City to teach fourth and fifth grades in the South Bronx. She eventually made her way back to the south and is now proud to call Arkansas her home. Kara holds a Masters of Teaching from Pace University and is currently completing the Walton Leader Scholar educational leadership program through Arkansas Tech University.

**Tommy Norman** is a Community Police Officer, North Little Rock Police Department. Officer Norman began his career as a North Little Rock Police Officer in 1998 and is a graduate of North Little Rock Ole Main high school. Officer Norman is credited with starting community based programs such as Shop With A Cop, Season of Giving, Back to School, and Star Student. Officer Norman is currently assigned to the Downtown Patrol Division. He has worked Patrol in all four areas of the city and can be found at a number of schools within North Little Rock rewarding students through the Star Student Program. Officer Norman has received many accolades throughout his career including, Arkansas Public Servant Award, Arkansas Attorney General District 2 Outstanding Officer of the Year, North Little Rock Volunteer of the Year, and the Arkansas Democrat Gazette's "Do Gooder " award. He has also been recognized nationally as America's Most Wanted/Sprint National Police

Officer of the year and was awarded \$10,000.00 that he donated to four Central Arkansas charities.

**Rev. Charles Caradine** is the Senior Pastor, King Solomon Baptist Church in North Little Rock, AR. Pastor Charles Caradine is the ordained Pastor of the King Solomon Baptist Church. He was born and raised in Little Rock. Upon graduation from High School, he enlisted in the United States Army. He was called into ministry in October 1993 in Wildflecken, Germany. During his time in the Army, he has served in various countries around the world and in the United States. His experience in the military afforded him the opportunity to serve in and minister in various denominational settings including Full Gospel, Full Gospel Baptist, Pentecostal, Pentecostal Apostolic Worship and the Church of God in Christ. These diverse opportunities have been invaluable in enabling him to be the minister he is today. Prior to beginning his ministry at King Solomon, he served as Youth Pastor for the Greater Second Baptist Church in Little Rock for nine years. He retired from the Army in 2007 after 23 years of Active Service.

**Dr. John Kuykendall** is an Assistant Professor of Higher Education at the University of Arkansas at Little Rock. He is responsible for coordinating the Master's program in College Student Affairs and serves as the content expert for the doctoral concentration in Student Affairs Administration. Dr. Kuykendall came from Marquette University, where he served as co-director of the College Student Personnel Administration (CSPA) program engaging in such functions as assisting with the recruitment, admission, and orientation of incoming cohorts of Master's students as well as teaching graduate courses in the CSPA program.

**Marsha R. Davis** is a Vice President with Centennial Bank and has served as a financial officer in banking for 34 years. Ms. Davis is a member of Mt. Zion Baptist Church, where she interprets for the non-hearing. She is the mother of two children, a rising junior at the University of Arkansas and a daughter who recently graduated from Agnes Scott College in Decatur, GA. She has served in past years on the board of Youth Home, UALR Alumni Association, and Horace Mann Magnet PTSA. She also serves as Board Treasurer for Arkansas Commitment.

**Lenisha Broadway** is the Regional Vice President for Lighthouse Academies Inc. (LHA) in Arkansas. She served as the Regional Director of the Southern Region for two years. Ms. Broadway served as the Principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

**Phillis Nichols.Anderson, Ed.D** has been an educator since 1986. Dr. Nichols.Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications teacher for over a decade. Dr. Nichols.Anderson also served as a middle and high school administrator in the Little Rock School District, District of Columbia Public Schools, in Washington, D.C., Prince George's County Public Schools in Maryland and in the Pulaski County Special School District. Dr. Nichols.Anderson is a Senior Vice President for Lighthouse Academies, Inc. and oversaw the opening of the Southern region including the opening of JLCS, JLCS-Flightline, and PBLCS.

### **Responsibilities of the Board of Directors**

The Board of Directors is a group of volunteers who have legally established themselves as an organization for the purpose of creating and operating an open enrollment charter school. The Board of Directors is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's scholars and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate governing authority over the operation of the school.

### **Governance**

The Board of Directors exercises its responsibility and authority over school operations through the function of "governance" - the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

### **Shared Authority**

The nature of the Board's governance role must be understood in the context of an institutional partnership with Lighthouse Academies Inc. (LHA), a national nonprofit network of charter schools. Each school contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles. A summary of each party's responsibilities is below.

### **Board of Directors**

The Board's governance role requires that the Board perform the following functions:

- *Strategic Oversight:* Through the charter application, the Board adopts and upholds the LHA mission and vision for the school.
- *Operational Oversight:* The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA.
- *Financial Oversight:* The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- *Personnel:* The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- *Contracts:* The Board, in consultation with LHA, approves all major contracts.
- *Consultant Support:* Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- *Community Relationships:* The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

### **Required Attributes of Directors**

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. Directors with the following attributes will be able to work most effectively amongst themselves, and with LHA and the school leadership, to meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the LHA school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Willingness to participate in annual Board development training.
- Specific knowledge, experience, and/or interest in at least one element of governance for the school.

- Focus on results.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and LHA.

### **Meetings of the Board of Directors**

Meetings of the Board shall be open to the school community and the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings.

Any person may speak at an open meeting of the Board. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Directors. Each Director shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting. If such a document is delivered to the Secretary in a language other than English, the Secretary shall arrange for its translation within a reasonable amount of time.

The Director shall discuss any feedback regarding the governance, operations, or policy of the school. The Director shall make a determination whether or not a change is needed at the school. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

### **Lighthouse Academies Inc. (LHA)**

LHA is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any LHA school depends on a true partnership between the Board and LHA. In this partnership, LHA works closely with both the Board and the principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- *Principal Recruitment and Management:* LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate. LHA develops, manages, and evaluates the school leader.
- *Staff:* LHA supports the Board in hiring, determining compensation and bonus, assigning persons to roles and terminating staff.
- *Curriculum:* LHA provides the school with the LHA Scope and Sequence, list of recommended curriculum, and planning resources such as curriculum map and unit plan templates. LHA provides the school with interim assessments and an assessment system.
- *Manuals and Handbooks:* LHA provides the school with Procedures and Policies via the web. In addition, LHA provides a School Culture Guidebook, a Personnel Handbook, a School Safety Handbook and a Student and Family Handbook.
- *Evaluation & Assessment:* LHA creates an accountability plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the scholars and the school.
- *Operations Assistance and Oversight:* LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- *Administrative Support:* LHA provides administrative support including purchasing, financial management and human resources services.
- *Budget:* LHA develops the annual school budget with the principal for approval by the Board.
- *Professional Development:* LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- *Marketing:* LHA develops an initial marketing plan for recruiting and enrolling scholars using methods best suited to the local community.

### **Role of Administrators and Others**

**The Principal** will function as the school's instructional leader, freed up from much of the bureaucratic and financial "legwork" of running a school due to the partnership with LHA. This role will set the tone for the entire school. The principal is also responsible for the day-to-day management of the school, and reports to the Regional Vice President of the region. The principal will deal with employee issues, advise, and make

recommendations to the Board concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the Board and staff to determine a budget that will provide the greatest benefit for the scholars. The principal will meet with and counsel parents and scholars on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the Board.

**The Director of Teacher Leadership (DTL)** will be responsible for leading professional development and teacher development. Working closely with the principal to develop the vision and plan for professional development, the DTL will lead the day-to-day implementation of ongoing, on-site professional development activities. This person will spend the majority of his or her day in classrooms, meeting with teachers to discuss classroom data and giving feedback on how to improve the delivery of instruction. By focusing on in-classroom activities and feedback, the DTL will create and develop a rigorous and engaging teaching staff. The DTL will encourage, observe, and coach teachers. The DTL, as a key member of the school leadership team, reinforces the tone set by the principal and the focus on instruction.

**Teachers and parents** can always speak to the principal and DTL about leadership, curriculum, professional development, or other operational decisions. The principal will have the final say about the management of the school, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school - scholars, parents, and teachers alike. The principal and DTL may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Capitol City Lighthouse Charter School (CCLCS) is to prepare our scholars for college through a rigorous arts-infused program. All students enrolled at CCLCS will be taught by highly effective teachers whose students make average gains of 20% more per year than average typical growth as measured by Northwest Education Association (NWEA) Measures of Academic Progress (MAP). Students will learn in a nurturing environment that will help them achieve at high levels. Each student will develop the knowledge, skills and values necessary for success in college, responsible citizenship and life-long learning.

When fully enrolled, CCLCS will be a thriving K-12 school providing a rigorous academic program that will integrate the arts with science, technology, mathematics and engineering - **STEAM**. Students enrolled at the school will contribute to their local community through service learning as they prepare for college.

CCLCS will focus on two overarching goals. Academically, the school will seek to increase each year the number of scholars who are proficient on the state-approved Next Generation Assessment. In January of 2014, the University of Arkansas conducted a twin analysis of like scholars attending JLCS and Pulaski County Special School District (PCSSD) and found that JLCS scholars grew more than PCSSD scholars did in math and literacy. In addition, results from the ACT Explore exam show that over half of JLCS 8th graders are college ready in at least one subject area. Secondly, the school will prepare its scholars for college as stated in the school's goals.

The best practices from JLCS that yielded these results will be replicated at CCLCS including more learning time, integrating the arts into core subjects to engage scholar, developing scholars socially and emotionally and investing in developing teachers through 160 hours of professional development.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	NLRSD		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	71.76	66.31	69%
Targeted Achievement Gap Group	62.74	57.31	62.2%
African American	61.65	54.04	62.8%
Hispanic	67.63	67.74	62.8%
White/Caucasian	89.11	84.48	81.2
Economically Disadvantaged	63.50	57.67	61.7
English Language Learners/ Limited English Proficient	57.73	61.21	60
Students with Disabilities	26.64	29.12	53

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	NLRSD	
Campus Name	Boone Park	
Grade Levels	K-5	
Campus Status	Achieving	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	73.13	62.22
Targeted Achievement Gap Group	72.73	63.16
African American	72.00	61.11
Hispanic	NA	NA
White/Caucasian	NA	NA
Economically Disadvantaged	72.52	63.64
English Language Learners/ Limited English Proficient	NA	NA
Students with Disabilities	26.67	25.00

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	NLRSD	
Campus Name	RidgeRoad	
Grade Levels	6-8	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	53.85	56.80
Targeted Achievement Gap Group	51.99	53.60
African American	50.73	53.83
Hispanic	55.70	63.75
White/Caucasian	71.05	68.75
Economically Disadvantaged	52.02	53.83
English Language Learners/ Limited English Proficient	45.61	52.63
Students with Disabilities	22.50	22.50

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	NLRSD		
Campus Name	North Little Rock High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	75.04	56.44	69.00
Targeted Achievement Gap Group	59.04	50.65	62.2
African American	59.21	51.33	62.8
Hispanic	78.12	33.33	62.8
White/Caucasian	93.0	77.23	81.2
Economically Disadvantaged	61.01	50.68	61.7
English Language Learners/ Limited English Proficient	40.0	24.12	60
Students with Disabilities	34.69	61.90	53

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Capital City Lighthouse Charter School (CCLCS) is being developed to serve scholars who live in North Little Rock. However, it will be an Open Enrollment Charter school, and scholars may enroll from other districts. In North Little Rock where the school will be located, several areas have traditionally been left behind both economically and educationally. Currently, downtown North Little Rock and the neighborhoods immediately to the east, west and north of downtown are the most neglected parts of the city with corresponding poverty and low academic achievement for economically disadvantaged scholars.

The area of North Little Rock with the most need is encompassed within the zip code 72114. That zip code is in essence downtown North Little Rock, south of I-40. Within this area, 43% of the residents live below the poverty level. Furthermore, almost half (45%) of adults in the area have less than high school education.

Other areas of need in North Little Rock are included in the 72117 and 72118 zip codes. In all three of these zip codes, elementary schools have recently been closed or are in the process of closing.

In zip code 72117, 1/3 of the residents live below the poverty level and only 10% of the population has a bachelor's degree or higher. In zip code 72118, only 14 % of the residents have a bachelor's degree or higher and 1/5 of the residents live below the poverty line.

A compounding factor in the demise of these North Little Rock neighborhoods is the current or impending closure of several neighborhood elementary schools. CCLCS will be located in this area to provide a free public school choice. In addition, the location will allow CSSS to capitalize on connections with the existing arts and technology district being incubated in downtown North Little Rock and to provide residents of that area of the city with a viable educational option that will enhance the academic performance of their children.

The analysis of the educational need in this area is based on five factors: student performance, achievement gap, college readiness, poverty, and the lack of school choice.

### Student Performance

In 2013, the North Little Rock School District made little progress in strengthening academic outcomes for its scholars, particularly low-income scholars of color. The district did not meet AMO in any areas, for any sub-groups. North Little Rock School District was rated “Needs Improvement” in both Literacy and Math in 2013.

North Little Rock High School was rated “Needs Improvement” in 2013. The high school missed AMO in Literacy for TAGG, African American, Economically Disadvantaged and ELL scholars. The High School missed AMO in math for all students except for Students with Disabilities.

North Little Rock has two middle schools. Ridgeroad Middle School, the school closest to the proposed charter area was also rated “Needs Improvement” in 2013. Ridgeroad missed AMO in both Literacy and math by nearly 20% in both cases for all scholars. The AMO shortfall for subgroups in Literacy ranged from 11.5% for African American students to a high of almost 20% for ELL students. The AMO shortfalls were also significant in math ranging from approximately 7% for African American students to almost 20% for White students.

There are six elementary schools that pull students from the general area of the proposed charter. Of those six schools, four are in “Needs Improvement” status for math and two are in “Needs Improvement” status for Literacy. Three have an overall status as “Focus” schools, two have overall status as “Needs Improvement” and only one has been tagged as “Achieving”.

Based on a comparison of data from 2012 and 2013, many students are losing academic ground in the North Little Rock District. In 2012, 65.88% of TAGG students scored proficient or advanced in Literacy. In 2013, that percentage had dropped to 59.04%. The decline was most pronounced in African American and Economically Disadvantaged students whose proficiency rate fell by approximately 5%. In math, the decline was even more pronounced. In 2012, 58.89% of TAGG students scored proficient or advanced in math. In 2013, only 50.65% scored proficient or advanced. Again, African American and Economically Disadvantaged students were the bulk of this decline. Performance for African American students fell by about 5% (56.19% to 51.33%) and performance for Economically Disadvantaged students fell by almost 9% (59.44% to 50.68%)

### Achievement Gap

There is a significant achievement gap within the NLR school district. There is a 20% gap between the graduation rates of Caucasian students and African American and Economically Disadvantaged Students. The graduation rate gap is not surprising based on the gaps evident in nearly every academic area.

The EOC Algebra achievement rate for Caucasian students is over 35% higher than for African American and Economically Disadvantaged Students. Those same gaps in math performance start much earlier, being evident from 3<sup>rd</sup> grade throughout high school graduation. In 3<sup>rd</sup> grade, the gap is 15%, in 7<sup>th</sup> grade, the gap is almost 30% and in 8<sup>th</sup> grade, the gap is 40%.

Performance in Literacy shows the same pattern. The gaps start early and persist or widen across the grades. In 3<sup>rd</sup> grade, Caucasian students outperform African American and Economically Disadvantaged students by about 20%. By 11<sup>th</sup> grade, the performance gap has widened to over 30%. Performance at 7<sup>th</sup> and 8<sup>th</sup> grade in literacy shows the same 30% or greater gap.

### College Readiness

Less than half of NLR students graduate from High School and are prepared for college. Of the 69% of NLR students who graduate, 40% require some type of remedial education. This shows that 1/3 of NLR students do not graduate (or do not graduate on time) and of those that do, over 1/3 are not fully prepared.

Overall, North Little Rock families have a limited choice of high quality schools. In NLRSD, 13 of 16 schools reported are in some facet of Needs Improvement status. School closures in NLR have disproportionately affected low-income and minority students and their families. Through this consolidation effort, many students are now being transported across town and their communities are left without important educational anchors.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The Little Rock and Pulaski County School districts are adjacent to the home district of the proposed charter. According to data provided by the Arkansas Department of Education, both of these districts were in Needs Improvement Status in 2013. Both districts missed their AMOs in both math and Literacy for all students and for TAGG students. Neither district met their Growth AMOs in either math or Literacy.

Both Little Rock and Pulaski County School District are also dealing with significant achievement gaps. In Little Rock, Caucasian students graduate at rates at least 10% higher than African American, Latino and Economically Disadvantaged students. Proficient and Advanced rates for Caucasian students for EOC Algebra and EOC Literacy are over 30% higher than the Proficient and Advanced rates for students of color and poor students.

The Pulaski County district shows the same gaps to a lesser degree. Caucasian students score Proficient or Advanced at rates between 15% and 20% higher than students of color and poor student in EOC Algebra. The gap is more pronounced in EOC literacy where Caucasian student score Proficient and Advanced at rates between 17% and 26% higher than student of color and poor students. Both districts have college remediation rates above 50%.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

CCLCS will use **STEAM** as a framework for teaching across the disciplines. STEM education is the purposeful integration of Science, Technology, Engineering, and Mathematics that allows scholars to learn contextually. It reflects the natural way to learn, addresses multiple intelligences, fosters innovation, and is highly engaging for scholars. By infusing the Arts into this approach, STEM becomes **STEAM** expanding the options for scholars to engage, make connections, communicate and demonstrate their understanding. STEAM learning encourages inventive and original thinking while promoting effective oral and written communication of ideas. It also develops students' understanding of the past and present through the use and exploration of the arts.

#### **Lighthouse Academies Model**

The Lighthouse Academies STEAM approach represents an intersection of the three tenets of our existing education model: rigorous academics, social-emotional development, and arts infusion. It is centered on discovery and innovation, promoted through self-directed, experiential learning, and is a powerful way to develop our students for the 21<sup>st</sup> century and a wide variety of careers.

#### **LHA STEAM Approach: Pillars of Practice**

There several unique Pillars of Practice that make our approach to STEAM distinctively Lighthouse. They include:

- Arts Infusion
- Project Based Learning
- Informational Literacy
- Standards Based Backwards Design
- College and Career Readiness
- Ongoing Assessment
- Coaching and Development
- Parental and Community Engagement

*Arts Infusion*

The mission of Lighthouse Academies is to prepare all students for college through a rigorous, arts-infused program. Educators in our schools receive training and support in how the arts can help students access content, show what they know, reflect, and make connections within and across disciplines. Additionally, schools are committed to building strong arts partnerships in the community and hiring teaching artists who collaborate with core area teachers to advance rigorous arts infusion practices across all contents and grade levels. This existing priority on arts infusion sets a firm foundation on which STEAM practices can build.

#### *Project Based Learning*

Our approach to STEAM will leverage the strengths of project-based learning, where rigorous content and problem solving come together with design challenges, hands-on practice, and authentic purposes and audiences. Through project-based learning, students engage in the process of *being* scientists, mathematicians, engineers, artists, and technological entrepreneurs while developing essential 21<sup>st</sup> century skills: creativity, collaboration, critical thinking, and communication. The work exposes students to a wide range of skill sets and career options through real-world projects that require research and development.

#### *Informational Literacy*

STEAM aligns with the Common Core State Standards for both Math and English Language Arts. It promotes deep understanding and analysis of content, facilitates the transfer of knowledge across subjects, and requires the kind of critical thinking students need to be successful in school and life. Our approach also places extra emphasis on informational literacy to build scholars' capacities to read and write to learn across math and science disciplines.

On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Performance Annual Measureable Objective set by the state or Growth Annual Measureable Objective Lit.	State-approved Next Generation Assessments	set by ADE	Annually Baseline data SY2015-16
Reading Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels in reading	NWEA's MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually
Performance Annual Measureable Objective set by the state or Growth Annual Measureable Objective Math	State-approved Next Generation Assessments	set by ADE	Annually Baseline data SY2015-16
Math Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels	NWEA's MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually
Scholars will take rigorous courses.	Each scholar will take a minimum of 2 AP courses over the course of their high school career.	100% of 10th -12th graders will take a PreAP or AP course annually.	Annually
100% of scholars are College Ready	College readiness tracked progressively from 7th grade through assessments.	100% of 12th grade graduates are accepted to at least one four-year college	Annually Baseline data: Class of 2022
100% Graduation	Graduation rate	100% of scholars enrolled since at least 9th grade will graduate high school in 4 years;	Annually Baseline data: Class of 2022
Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey	Survey will be administered at least once annually at the third quarter Student/Family/Teacher Conferences	The school will receive an overall rating of good, excellent with a survey return rate of 75%, or higher.	Annually Spring 2016 will be the first administration of the CCLCS Family Survey.

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The goals developed for CCLCS reflect our providing an educational program in partnership with families and communities who have not had success in or been well served by existing educational options. Our goals recognize that for those families and communities, we must be focused on accelerating achievement in academic areas that are at the foundation of learning, and, at the same time, provide for a level of rigor that fully prepares our scholars for success in higher education.

Two foundational aspects of our educational focus is the performance of our scholars in literacy/reading and their performance in math. It is clear that the mastery of these skills in the early grades are an important factor in continued academic success through the secondary years. CCLCS has chosen to examine both the state objectives set for the performance of our scholars and for the growth of our scholars. Both indicators are important, and by linking our goals to meeting the state benchmark set for one or the other, we are acknowledging that in all likelihood, based on our mission and our target community, CCLCS will start with a student population that has already struggled in existing schools or in the case of our primary grades, a population that has not had strong Pre-K or early care experiences. If CCLCS is not meeting the performance benchmarks based on where our scholars are when they join us, we will have to meet the growth objectives in order to ensure our scholars are progressing at an accelerated pace.

Similarly, CCLCS has chosen to also gauge our impact based on our scholar's growth by using the NWEA Measures of Academic Progress (MAP) interim assessment. The MAP test measures a student's growth in math and reading through fall, winter and spring assessments that are administered on computers. MAP is an interim assessment, designed to be given two or three times per year to measure a student's academic achievement and calculate academic growth. Teachers use the data to guide instruction in the classroom. MAP provides an immediate snapshot of where a student is performing today, irrespective of the grade level, as opposed to the state summative test that only provides a grade level view, annually. MAP adaptive assessments provide a balanced approach for measuring a student's academic status and growth. As students answer questions correctly, they receive more challenging questions related to the state standards. Should a student answer a question incorrectly, he or she will get an easier question aligned to the state standards. This ensures a fairer process for measuring actual student knowledge, with a focus on standards. Additionally, unlike summative exams that only offer a measure of student proficiency at grade level, MAP generates precise estimates of achievement regardless of whether a student is performing at grade level, far above, or far below. Students in grades K-7 on average gaining at least 1.25 grade levels indicates that the school is bringing students who are behind to grade level and provides the teacher with information to differentiate instruction and employ the characteristics of rigor in the classroom which will better prepare students for college.

Our additional goals are linked to the other most important pieces of our educational model; our focus on college attainment and our commitment to family/community involvement. In terms of college attainment, the final goal is the most important. CCLCS is committing to our scholars realizing the strong early literacy and math skills that are precursors to high levels of performance in the secondary coursework needed to be fully prepared for college. Our additional goals related to enrollment in AP courses for all scholars and high school graduation targets are designed to ensure that CCLCS scholars are prepared for not only enrollment in college but for success. . By making the commitment that 100% of our scholars will enroll in and attend college, CCLCS is locked into providing a level of course rigor that goes beyond what would traditionally happen only at the secondary level.

Our final goal recognizes that our other ambitious goals cannot be achieved without a genuine partnership between CCLCS, the families of our scholars and the community that they represent. Surveying parents reflects our commitment to work with parents as our partners and that we value their feedback about our educational program. Our annual parent survey measures satisfaction with all aspects of the school environment, operations, academic programs and student/family supports. CCLCS understands that full parental engagement across each of these domains will strengthen our collective impact on student achievement.

## 6. Describe the educational program to be offered by the charter school

### Applicant Response:

We have developed a research-based program founded on these essential elements of the LHA Education Model to ensure all students are prepared to graduate from college. The Lighthouse Academies STEAM approach represents an intersection of the three tenets of the LHA education model: rigorous academics, social-emotional development, and arts infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of this design that foster high student achievement and success include: College and Career Readiness, More Time on Instruction, Assessment and Data-Driven Instruction, Standards-Based Planning and Delivery, Project Based Learning, Informational Literacy and Coaching and Development.

The Lower Academy (K-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the rigorous Upper Academy (5-8) and College Prep (9-12) programs. Once students enter the Upper Academy and continue into the College Prep Academy, the focus is on application of skills and developing their ability to collaborate, solve more complex problems, and more expansive complete projects.

CCLCS will use Arkansas Content Frameworks and Common Core Learning Standards to guide instruction for all content areas. These frameworks will be supplemented by other resources such as the state Released Items for Math and English, Language Arts, and PARC released items. CCLCS will use a curriculum that has a natural progression from the elementary grade levels to the middle school grades; is closely aligned to the Common Core Standards for math and reading; offers the criterion outlined in the K-8 Publishers Criteria for the Common Core State Standards for Mathematics; and offers a balanced approach to instruction.

CCLCS will use a Social Studies program that integrates Language Arts and literacy standards and has online curriculum support. These programs will provide support materials for students that require extension opportunities as well as support materials for students that struggle. The programs include quality professional development for teachers that strengthens teachers' knowledge and pedagogy of Common Core State Standards. Teachers will engage in professional development to increase their effectiveness in differentiation and creating lessons that offer rigor and relevance.

**College and Career Readiness:** For many students who will attend CCLCS, college has not been a reality. It will be our job at CCLCS to make college real and attainable for all of our scholars. The rigorous curriculum will provide students with an academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities attended by the class' teacher. Upper and College Prep Academy students will participate in annual college visits. All students will have formal and informal ways to learn about college including the planned partnerships with local colleges and universities. Upper and College Prep Academy students will participate in annual college visits. In all Lighthouse Academies classrooms, college-readiness skills are intentionally and consistently practiced and linked to scholars' potential for success in school, work, and life. To set vision for students of postsecondary success, schools engage multiple, strategically established university and community partnerships that interface with students at all levels. The STEAM approach calls upon local mathematics, science, engineering, arts and technology industry experts to serve as mentors and models for our scholars. Grade level College Readiness Performance Indicators will guide teachers in insuring that scholars are on track to perform in college.

**More Time on Instruction:** CCLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 350 more hours of instruction for the students at CCLCS each year.

**Assessment and Data-Driven Instruction:** Data from assessments and teacher observations will drive instruction in the classroom at CCLCS. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities for each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year - both curricular and standardized - are utilized to monitor individual student and classroom progress.

Teachers at CCLCS will use interim assessments and Next Generation Assessments adopted by the state, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental

instruction to meet the needs of all students.

In order to ensure our students meet their learning goals, the Lighthouse Academies model includes varied assessments that provide valuable information about student achievement. These include (but are not limited to) daily checks for understanding, frequent teacher-created assessments, network-wide interim assessments and state assessments. Ongoing analysis of data is a regular practice of CCLCS teachers and leaders.

**Standards-Based Planning and Instructional Resources:** Standards guide instructional planning and delivery at Lighthouse Academies' schools. LHA provides schools with a common scope and sequence upon which teachers develop unit and lesson plans. Teachers use the Understanding by Design framework, which supports the backwards planning process. Through this process, teachers design units by identifying the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery. Then, teachers strategically plan learning activities to support students' ability to reach the major unit goals.

LHA teachers use various instructional resources to ensure students can learn the content and skills they need to meet the standards. Teachers collaboratively develop their own curricular materials. At times, teachers may use programs to supplement these materials. These secondary resources may include National Geographic's Reach for Reading, Pearson's Reading Street, McGraw Hill My Math, Big Ideas Learning's Big Ideas Math, College Board's Springboard for ELA and Math as well as high-quality online resources.

**Coaching and Development:** Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 160 hours will be scheduled into the teacher work year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence. The emphasis on professional development stems from research that states that "the most effective way to increase the achievement of our students is to improve the quality of teaching" (Sparks and Hirsh, 2000, p.4).

**Social-Emotional Development and Engagement:** LHA believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (SHINE qualities) and competencies that all children need in order to be successful through college and life. The SHINE qualities are: Self-Discipline, Humility, Intelligence, Nobility, Excellence. The Core Competencies are: 1. Effective Communication demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains; 2. Self-Direction and Self-Management demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understand that they are ultimately responsible for their future; 3. Critical Thinking as demonstrated by their ability to problem solve, make decisions and consider multiple strategies and perspectives when answering questions, approaching challenges and interacting with others; and 4. Active Community Membership demonstrated by their ability to identify and make positive contributions to the many different kinds of communities of which they are a part.

The foundation of the social curriculum is the school-wide use of the Responsive Classroom® (K-4); Developmental Designs (DD) (5-8) and Advisory (CPA) approaches. The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Haledon, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara Social and Academic Learning Study on the Contributions of Responsive Classroom 2006). The RC/DD approach is comprised of six basic components: morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting. Each of which play a specific role in making each classroom and the overall school safe and productive.

**Arts Infusion:** Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. As a stepping stone to college readiness, integrated arts learning fosters critical literacies- reading, writing,

speaking, listening, interpreting, observing, and research skills- while providing historical, cultural, and spatial context for core content experiences. Students' artistic literacies are also nurtured through opportunities to experience great art and artists while learning to conceptualize, synthesize, work as part of an ensemble, compromise, give and respond to feedback, and explore diverse perspectives. Every day at CCLCS, we will infuse art activities and techniques into the teaching of all core subjects. Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. We will work collaboratively with local arts partners and identify a school-based arts infusion specialist to support this element of the design.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are need of additional academic support or just learning English, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. With the arts, the focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children. Studies show that art increases student engagement in education (E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership, available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>). The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development (Sylvester, Robert. "Art for the Brain's Sake." Educational Leadership. Volume 56, Number 3. November 1998. Page 32., Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas) and the College Entrance Examination Board reports that students who participate in art do better in academics than other students (See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>). Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school (Ibid).

CCLCS will collaborate with local providers to infuse art activities and techniques into teaching. The school will collaborate with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful. These links also serve as ways to get to know more parents since they help CCLCS become a true member of the arts community in North Little Rock.

The Lighthouse Academies STEAM approach represents an intersection of the three tenets of our existing education model: rigorous academics, social-emotional development, and arts infusion. It is centered on discovery and innovation, promoted through self-directed, experiential learning, and is a powerful way to develop our students for the 21st century and a wide variety of careers. The external resources available to support STEAM in our schools include:

- **Project Lead the Way-** For secondary classrooms- PLTW is the nation's leading science, technology, engineering, and math (STEM) solution in over 5,000 schools across the U.S. The project-based approach ensures students are actively engaged in their learning and have full understanding of how what they are learning connects to the bigger picture of college and career readiness.
- **Engineering is Elementary- For elementary classrooms-** This research-based, cross-disciplinary curriculum integrates engineering with standards-based science content with an emphasis on fun, engaging challenges to boost student interest in all things engineering while building engineering and technological literacy skills.
- **ArtsEdge-** For all classrooms- This comprehensive site sponsored by the Kennedy Center for the Arts provides lesson plans and resources to support arts integration across disciplines.
- **Arkansas Advanced Initiative for Math and Science, Inc.** The goals of the program are to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.
- **GirlCode** - this program that exposes girls to computer science at a young age that will lead to more women working in the technology and engineering fields. GirlCode participants will explore the intersection of computer coding, the arts, engineering and community service by creating team based solutions to school and community challenges. GirlCode will address address the lack of female computer coders and at the same time strengthen the applied science and technology skills of female scholars at CCLCS. GirlCode supports the acquisition of high-level math and critical thinking skills.
- **STEMulated to Create (StC)** - a project based learning program that will enhance writing, reading, and

promote creativity in producing films, plays, and other productions by exposing scholars to writers, field experiences, plays, documentaries, musical performance. StC participants will be provided with the opportunity to use a variety of artistic media while creating entertaining and information project for CCLCS and the surrounding community. StC will participants will be training in screenplay writing, documentary development, film production, audio engineering, lighting and community theater production using state of the art equipment and in partnership with local media, film and entertainment professionals. StC supports the acquisition of high level writing, science, critical analysis and critical thinking skills.

**Curriculum and Instruction:**The LHA model is anchored in the grade level state standards, grade level expectations, and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects), which define what students should know and be able to do at each particular grade level. The standards are the destination for the year. Teachers will use AR State grade level expectations and state standards with the Common Core State Standards in instructional planning. Upon approval of the charter, a comprehensive scope and sequence aligning Arkansas and Common Core State Standards with the Lighthouse programs will be completed.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The Lighthouse Academies (LHA) curriculum is aligned with national standards. The LHA curriculum has been aligned to the Arkansas Common Core Standards and Arkansas Curriculum Frameworks at Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. These guides will be used by staff at Capitol City Lighthouse Charter School (CCLCS). The three schools will collaborate on curriculum and professional development. New leaders and teachers at CCLCS will be paired with a “thought partner” at Jacksonville and Pine Bluff Lighthouse schools through in person meetings and web based tools.

The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers `unpack' the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using LHA Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the LHA Education Team help put it all together.
- Ongoing professional development and coaching by the Director of Teacher Leadership is used to support teachers in the implementation of the education program.

Here is a sample from our grade 3 English Language Arts crosswalk:

Arkansas Common Core Standard CC.3.R.L.1, Key Ideas and Details:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Matches to five AR State standards including AR.3.R.9.6 (R.9.3.6), Using questioning and monitoring to make meaning: Question the author's purpose.

Crosswalk matches all standards for each grade.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. The school will employ a full time counselor. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Our school design, which calls for enrolling students in Kindergarten and having them remain enrolled in the school through 12th grade, is intended to give CCLCS greater control over each student's preparation for the subsequent grade and college. In addition, our strong academic program and talented, caring teachers coupled with a culture that values academic focus and achievement, will close some gaps that our entering students may have in academic or social development.

We will ensure that each new student completes relevant standardized and school-specific assessments upon enrollment, to help teachers know what that student has learned already. CCLCS will also carefully review any data available in students' files from their previous schools and talk with parents or guardians to supplement this information.

The social curriculum, as guided by the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS), is the core of our guidance program. This approach to teaching and learning supports schools in becoming caring communities in which social and academic learning are fully integrated throughout the day, and in which students are nurtured to become strong and ethical thinkers.

Each day begins in a morning meeting, which serves as a transition from home to school, helps students to feel welcome and known and sets the tone for the day. Over time, this meeting also creates a climate of trust, increases students' confidence and investment in learning, provides a meaningful context for teaching and practicing academic skills encourage cooperation and inclusion and improves children's communication skills. In the upper academy, these meetings take place during an `advisory' period each day and can be focused on certain themes such as friendship, safety, making choices or our SHINE qualities.

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher, 2008, *Developmental Designs*. Minneapolis, MN p.8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*.). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships. (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April 2009).

The advisory period provides opportunities for every student to be known well by at least one adult in the

building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement.

#### **B) Health services;**

Applicant Response:

The school will comply with all state laws regarding staffing in this area. A full time nurse will be employed. The nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies. The school nurse will work daily and will coordinates delivery of health services and will contribute to the professional development of school personnel as colleagues. The school's health service program shall insure administrative and office staff members will be trained in emergency procedures, first aid, CPR and administration of medicine.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

#### **C) Media center;**

Applicant Response:

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the internet for basic research. Each classroom will have a library of leveled books that support the LHA curriculum. The Curriculum provides leveled readers for each classroom. Leveled Readers for Fluency is structured to increase fluency and accuracy by providing students with the opportunity to practice reading at their own level. Theme related books at three readability levels; Easy, Average, or Challenge address the individual needs of all students. Whether used for independent reading or in small, flexible groups, Leveled Readers for Fluency builds fluency and strengthens students' reading and comprehension skills. Spanish Leveled Readers are also available for ESL students.

#### **D) Special education;**

Applicant Response:

CCLCS will adhere to all Arkansas and federal requirements regarding Child Find to meet the State's requirements. A full time special needs educator and aide will be employed. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending CCLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), CCLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services. To this end, we will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

CCLCS will implement Response to Intervention (RTI) as our method to identify students who are under

performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions. RTI does not replace referrals for special education services but offers a systemized process for progressive interventions to be developed and implemented to address students' needs.

RTI is a system of tiered interventions for students who are not meeting standards. Tier 1 is universal intervention, or an agreed upon set of interventions for all students that are employed to assist with learning differences that are represented in every classroom. If students do not demonstrate adequate progress, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established checkpoints to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support because of a special learning need and should be referred to testing for possible disabilities. If progress is made, a committee will ascertain whether the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include (but are not limited to):

- ***Kaleidoscope- Literacy INTERVENTION PROGRAM*** used in place of core reading program for students in 2nd - 6th. Published by SRA and aligned with Open Court. For students that are two or more years behind grade level.
- ***Read Naturally: Grades 3-8: Computer based Supplemental - in addition to core program.*** Specifically for fluency and comprehension development
- **AIMS Math Resources**
- **Online instructional support programs such as IXL and Khan Academy.**

Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions.

#### E) Transportation;

Applicant Response:

LHA has significant experience with all phases of the RFP and contracting processes. LHA will lease one bus and employ a driver(s) for the purposes of providing transportation for field study. The school may decide to provide daily transportation to and from school in the future. We will, at all times, comply with any requirements for transportation written into our students' IEPs.

#### F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help.

If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected. A waiver is being requested.

## G) English Language Learner (ELL) instruction

### Applicant Response:

CCLCS will offer a program that serves students identified as students of limited English proficiency in English. A full time ELL teacher will be employed. All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English.

All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension). Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.

## H) Gifted and Talented Program.

### Applicant Response:

CCLCS will offer a Gifted and Talented Program in compliance with state standards. A part time staff member will be employed for this program. It will be an academic program that is rigorous in nature and will meet the needs of all learners through high expectations for all. The school will address the varied needs of all students through differentiation built into the master schedule. Students will receive intervention or enrichment based on a variety of measures including their Next Generation Assessments, NWEA, norm referenced assessments and formative assessments. Enrichment differentiation will exceed or meet the state's instructional minute requirement. Teachers will receive appropriate training in gifted education and rigor and relevance. Scholars who performs at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who exhibits high performance capability in an intellectual, or excels in a specific academic field will be identified as gifted and talented. The school will utilize its School Support Team to review referrals that can be made by the parent, teacher or the student. The team will review several measures including assessments and student work. A number of strategies will be utilized by teachers, counselors, parents and students to accommodate the varied needs of scholars. Scholars will have access to counseling and the schools will develop alternative arrangements to permit students' affective needs to be addressed. Strategies will be designed by school teams who know the young person and who work cooperatively with the student's parents to create a plan for matching school provisions and services with identified student needs; and contain clearly articulated goals and objectives stated so that progress in attaining them can be evaluated. The school plans to collaborate with the Arkansas Advanced Initiative for Math and Science to provide formal support in preparing students for Advanced Placement courses.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

CCLCS will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of North Little Rock, and will be located within the boundaries of the North Little Rock School District. The contiguous school districts are the Little Rock School District and the Pulaski County Special School District. The maximum enrollment in the first five (5) years of the charter will be 544 students.

The school will implement the enrollment criteria and procedures outlined in the application. (Section 11).

According to the 2013-2014 enrollment information housed on the Department of Education Data Center's website, there were 23,676 students enrolled in the Little Rock School District, 8,553 students enrolled in the North Little Rock School District, and 17,060 enrolled in Pulaski County Special School District. The school will enroll approximately 344 students in 2015-16; of those 344 students, it is estimated that up to 194 students would come to CCLCS from the North Little Rock School District, and up to 75 students each from the Little Rock and Pulaski County Special School Districts. At its five (5) year maximum enrollment, it is estimated that up to 306 students could come to CCLCS from the North Little Rock School District and up to 119 students each from the Little Rock and Pulaski County Special School Districts.

There are several private schools in North Little Rock serving approximately 2,000 students. It is possible that CCLCS will draw from this population as well, along with home schooled students, thus further reducing the impact to the North Little Rock School District, Little Rock School District and Pulaski County Special School District.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Accountability is of vital importance to a high-functioning school. CCLCS will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments.

The principal will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include progress toward annual goals, including test data from the school and will compare each year's efforts and progress to the school's earlier marks. The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

In accordance with federal laws, no student will be denied admission to CCLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated under the terms of the charter, CCLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Directors. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest-grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step siblings will be considered siblings as well.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

The student applications will be made available to the public in January of each year and the deadline to submit an application will be set for early April. The lottery date and location will be indicated on the application and posted on the school's website. A lottery date reminder will be mailed to each applicant.

A lottery card for every applicant will be entered in the lottery. Each card will indicate student name, grade, phone number and any siblings also applying to school with their name and grade. All siblings applying are noted by name and grade on each child's application. Each grade will have a blank sheet of paper that says, "Accepted for Grade" and have the sheet numbered one through 50 on the left hand column. Each grade should have a blank sheet of paper that says, "Wait Listed for Grade and have the sheet numbered 1 through 50 or the number of anticipated students for the waitlist on the left hand column.

The lottery procedure will be explained to parents indicating that the process will begin with either the lowest grade or the highest grade, and then proceed in ascending or descending order. The sibling priority policy will be reviewed indicating that if any open spots for that grade have already been given to siblings, announce the names of those siblings that have been given a spot before the lottery begins.

The sibling priority placement will be explained as well.

Two members of the CCLCS Board of Directors will call out the names of the students. An assistant or administrator of the school to help organize lottery cards as they are pulled out of container. Another assistant or administrator will write the name of each child that is called from container on the blank, numbered sheet of paper.

As the lottery is underway and a child is selected, if the child selected has a sibling included in the lottery that sibling will be placed in an open spot. If that sibling's grade has been completed in the lottery process, and there are no open spots that child is placed at the top of the waitlist for that grade in the order selected. As more siblings are added to the waitlist, siblings will be added to the top of their grade in the order they are selected.

A nonpartisan individual will be engaged to observe and ensure that procedure is run properly.

After all names have been called for all grades, an announcement will be made that accepted parents report to a designated area to receive their acceptance letter and New Student Registration Folders. One person should hand out folders and acceptance letter while the other checks the student name off the list showing the letter was handed out.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

A weighted lottery is not necessary.

12. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

The following individuals have had prior involvement in the operation of charter schools:

Dr. Phillis Nichols Anderson, Senior Vice President, Lighthouse Academies, Inc.

Lenisha Broadway, Regional Vice President, Lighthouse Academies, Inc.

Reverend Charles Caradine, Senior Pastor, King Solomon Baptist Church

Prior Involvement templates for these individuals can be found in **Attachment I**.

13. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

In the first year of operation, the school will hire the following key managerial and operational personnel: Principal (PAL), Director of Teacher Leadership (DTL), School Operations Manager (SOM), Business Manager, and Counselor.

In subsequent years, an additional Director of Teacher Leadership and administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong records of accomplishment who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The CCLCS Board of Directors has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To insure appropriate controls, the Board will contract with an independent auditor to conduct an annual audit.

### **Day-to-Day Roles and Responsibilities**

The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

#### ***Principal***

The principal of CCLCS will be an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains, each year, with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually.

#### ***Director of Teacher Leadership***

The director of teacher leadership (DTL) will be the instructional coach of the school. The DTL will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DTL will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff. The DTL is charged with supporting teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DTL will also monitor all student data from internal and external assessments in order to help plan future training or curriculum modifications.

#### ***School Operations Manager***

The school operations manager (SOM) will be more than operational managers and administrative support. The SOM will work to create and enhance a culture of achievement and respect where high expectations and results are the norm. The essential functions for our SOMs are administrative and operational support as well as family and community relations. The SOM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to: maintaining student information data (and data management systems), human resource data, management of payroll and payroll

systems as well as record keeping such as managing invoices, cash management and procurement of supplies and resources necessary for operations. The SOM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The SOM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

### **Business Manager**

The Business Manager will meet the requirements as outlined in ADE Rules Governing Qualification for Business Managers, will have completed the required course of study, and received a certificate issued by the Arkansas Department of Education.

### **Counselor**

A Lighthouse Academy school counselor provides support services to students. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site. All school counselors' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our school counselors are as follows: Completes assessments, referrals, and counseling with students; consults with other professional staff, outside agencies and other organizations; serves as a member of school based teams to provide support to students and confidential guidance to staff; counsels students individually or in groups; meets with staff to discuss strategies for certain student(s); communicates progress and developments with parents as needed; serves on the school 's Response to Intervention Team. The counselor will develop and manage programs to increase family involvement in the education program including a parent resource center, communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. He/she will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and conducting home visits as needed.

### **Qualifications**

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and hiring instructional support staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience
- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

The hiring team will employ a standard interview and hiring protocol. The Regional Vice President will work closely with the Lighthouse Academies regional talent recruiter to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment Team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled they, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of record of accomplishment of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to plan the selection process from a refined and clearly articulated vision of our ideal candidate that is captured in the Principal Vision of Excellence and the Principal Position Description. They also work closely with hiring managers to coordinate the interview process and provide feedback.

14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The school will hire a full-time School Operations Manager (SOM). Business Manager services will be provided through LHA. The essential functions of these positions are detailed above in Question 13. LHA provides a detailed procedure manual that describes processes and internal controls for all of the school's business functions including procurement, contracting with 3rd parties, payroll and benefit management. Many of these systems are web based and are accessed through the LHA intranet. The SOM focuses more on the day-to-day operations of the school while the business manager provides an oversight role and financial management functions to maintain, accurate, and compliant financial records within the framework of the Arkansas Financial Accounting Handbook, chart of accounts as allowed within APSCN.

The required budget has been prepared and is included in **Attachment F**. The budget for 2015-16 will be reviewed each month by the Board of Directors as part of the school's financial report. Going forward, annual budgets will be drafted by LHA and approved by the CCLCS Board of Directors each year at the May Board meeting.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

The budget in **Attachment F** is for the fully enrolled school of 344 students. For the school to be financially viable, the school must enroll at least 219 students. The 219 student number was determined by performing a break-even analysis utilizing the following steps:

- Categorize each source of revenue as either fixed or variable,
- Categorize each expenditure as either fixed or variable,
- Review *Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts* and the charter application and remove or reduce all expenditures not required by the Standards or deemed a program priority per the application,
- Calculate the contribution margin per student by subtracting variable expenditure per student from the variable revenue per student,
- Calculate break-even point by subtracting fixed revenue from fixed cost (expenditures are legal under source of fund) and dividing the difference by the contribution margin per student.

The calculations were completed by Christopher Bell of Complete Consulting. Mr. Bell is a certified public accountant, a chartered global management accountant and a certified general business manager with eight years of experience managing the finances of charter schools in Arkansas. Mr. Bell will serve as the school's Business Manager.

Should fewer students than necessary for financial viability enroll before the first day of school or in the event that enough students enroll and are admitted, but fail to arrive when school begins, the school would leverage a combination of the following actions to balance the school's budget:

- Based on the demands of the community as demonstrated by actual enrollment/attendance numbers, the school may exercise a level of flexibility in its grade configuration. For example, if the school has 60 kindergartens enrolled and no 6<sup>th</sup> graders the school would offer three sections of kindergarten and only serve grades K-5 in its first year.
- Lighthouse Academies, Inc. has agreed to provide the school with a loan of up to \$250,000 to offset any

under enrollment in FY16.

- Lighthouse Academies, Inc. has agreed to defer its service fee in the event that the school is under enrolled.

The school has developed a detailed recruitment plan with monthly enrollment targets. Should the school not enroll 219 students by August 1, 2015, it will exercise the options mentioned above. Furthermore, should the school enroll and admit 219 students or more, but fewer than 219 students arrive when school begins, the school will exercise the options mentioned above within two weeks of the school opening.

15. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

An annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; Lisa Stephens and Company, 715 Front St., P.O. Box 1978, Conway, AR 72033; 501-327-2834; Fax: 501-327-6663 is the preferred auditor. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas State Board of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

- Yes
- No

17. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Lighthouse Academies of Central Arkansas, Inc. an Arkansas nonprofit, that has applied for 501 (c) 3 status from the IRS, has signed a Facilities Utilization Agreement (Attachment G) with Ghan Properties LLLP.

The proposed leased facility is the former Belwood Elementary School located at 3901 Virginia Avenue, North Little Rock, 72117. The facility is a one story, 17,135 square foot structure with additional portable classrooms on five acres of land. As improved by GP LLLP, it will include general purpose classrooms and specialty rooms for art and music. A multipurpose room and playground will be used for physical activities, assemblies and lunch. A warming kitchen will be added for the food service program. Administrative office space will be provided. The building will be wired for administrative instructional use. As the site is located on five acres, there is adequate room for future addition of instructional space to accommodate new enrollment through grade 12.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The facility is owned and leased by Ghan Properties LLLP as per the Facilities Utilization Agreement.

No members of the Board have an interest or relationship with the lessor. No employees of the public school district, the open enrollment charter school, or the sponsoring entity have any relationship with the lessor.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The building will meet ADA and life safety codes. The work required includes addition of handicapped accessible bathrooms and water fountains. A new fire alarm and horn light system is needed. Although not required, an in room phone/PA system will be added.

The property is located within the city limits of North Little Rock and is therefore required to adhere to the zoning requirements set forth by the City of North Little Rock Planning and Development department. The subject property is currently zoned 'O-1; Open Space District' as confirmed in a July 14, 2014 letter from the City of North Little Rock Office of Community Planning. As described within the city zoning code, permissible uses include public schools. The site has been occupied by the North Little Rock School District since the early 1950's when it was constructed.

There are no establishments that sell alcohol within 1,000 feet of the site.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
  - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
  - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Not Applicable for any individuals mentioned in Section A.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

A “conflict of interest” is a situation in which financial or other personal considerations may compromise, or have the appearance of compromising, a Director's judgment in administration and oversight of the charter school. All decisions made by the Board of Directors must be free of the undue influence of outside interests.

The mere appearance of a conflict may be as serious and potentially damaging as an actual affectation of judgment. Reports of conflicts based on appearances can undermine public support of the Academy in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

Full disclosure is vital to preventing and resolving conflict situations. Full disclosure of relevant information and the establishment of a public record are in the best interest of both the Academy and the Director. Such disclosure must occur immediately upon learning of a real or perceived conflict of interest, and disclosure of all relevant facts must continue as long as the matter remains pertinent to the well-being of the Academy.

Each Director is responsible for disclosing potential conflicts of interest. Disclosure shall be made to the other Directors, to the Principal of the Academy and to the Charter Management Organization (CMO), if any. If a Director learns of a conflict of interest more than forty-eight hours prior to a regular meeting of the Board of Directors, the Director should make the full disclosure via other written means at once. Such written means may be via electronic mail, facsimile or mail. Disclosure shall include the type of potential conflict, a description of all parties involved, the potential financial interests and rewards, possible violations of state and federal requirements, and any other information, which the Director feels necessary to evaluate the disclosure.

The information shall then be evaluated by the other Directors, the Principal and the CMO. The President of the Board, or other officer if the conflict is presented by the President, may seek legal counsel from the CMO or other attorney regarding the situation. The evaluation should include a consideration of state and federal requirements. No decisions regarding the matter about which there may be a conflict may be made until a vote is taken by the Directors regarding the conflict of interest.

Presented below are sample questions for use in evaluating potential conflicts of interest. The list is not inclusive and other questions related to special circumstances should be added as appropriate.

- Has all relevant information concerning the conflict of interest been acquired (i.e., has there been full disclosure)?
- Do the Director's relevant financial interests suggest the potential for conflicts or the appearance of conflicts or bias?
- Is there any indication that the Director in his or her role as a Director has improperly favored any outside entity or appears to have incentive to do so?
- Has the Director inappropriately represented the Academy to outside entities?
- Is the Director involved in a situation that might raise questions of bias, inappropriate use of Academy assets, or other impropriety?
- Could the Director's circumstances represent any possible violation of federal or state requirements?
- Could the situation withstand public scrutiny?

At the next Board meeting or by unanimous written consent, the Directors shall vote as to the resolution of the conflict of interest. One situation may demand the use of more than one option listed below. This list of possible resolutions is not intended to be comprehensive:

- Public disclosure of all relevant information;
- Voting on a contract without any input from the Director with the conflict;
- Barring one or more vendors from servicing the Academy;
- Severance of outside relationships that pose conflicts;

- Resignation of the Director or removal of the Director from the Board; and
- Reimbursement by the Director to the Academy for excess expenses incurred and indirect costs incurred because of the conflict of interest.

After the vote by the Directors, the Secretary shall prepare and the President shall execute a final written decision which designates the conflict of interest and the resolution(s) to be taken and what further action is permissible, permissible with certain clearly specified conditions, or not permissible.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the RFP process approved by the Arkansas Department of Education. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility. A certified Lighthouse Academies Child Nutrition Director on staff serves all Lighthouse schools in Arkansas. Each school employs a staff member that manages meals on a daily basis under the supervision of the Child Nutrition Director.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

CCLCS is committed to involving each parent as a partner in his/her child's education. Maintaining family engagement on an ongoing basis throughout the year is an important part of a home-school connection that is essential for preparing students for success in college. CCLCS will support student success by aligning the expectations between the school and the home. CCLCS will employ a Coordinator of Family and Community Partnerships (CFCP) who will work collaboratively with the school leadership and staff to create and enhance a culture of achievement and respect where high expectations and results are the norm. The school will have an "open door" policy to encourage families to feel welcome and become active members of the school community. The school will provide multiple opportunities and varied structures to foster the family partnership. These include but are not limited to:

- A **Family, Student and School Compact** that details expectations for the school, families and students. The more aligned the school, students' homes are in regards to student expectations at school, the stronger the experience, and more successful the student will be.
- **Home Visits** welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An **Annual Summer Orientation** provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student-Family Handbook*. All new students, families and staff participate in an orientation to welcome them to the LHA community.
- **Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.
- **Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.
- **Quarterly Family-Student-Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the CCLCS board, volunteer in the school and organize school events. At least one parent will serve on the Board. Many other board members are members of the local community as well.

The CFCP will coordinate a minimum of three public performances each year as a strategy to showcase scholar achievements and build public support; develop a menu of support/volunteer opportunities for areas businesses, individuals and organizations that will allow them to utilize their unique assets in support of CCLCS scholars; and secure formal partnerships with support organizations such as Boys and Girls Clubs, Boys and Girl Scouts, local faith organizations, arts, science, technology, engineering organizations and colleges and social services organizations that will allow our scholars to benefit from their services and engage at CCLCS.

Our community involvement also relies on the CCLCS Board of Directors. Membership in the board is open to any community members committed to the success of our scholars and open access to all children (subject to the Board bylaws and recruitment cycle.) The board members also serve as community ambassadors for the school and are key in the establishment of partnerships with local businesses and other organizations. Families will be continually engaged to ensure that our mission is carried through into the home. The school will establish a parental involvement plan that outlines the school's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Collaboration with parents will be accomplished through School Based Management Team that will develop and implement the district-level school improvement plan. The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP). The ACSIP will be presented to parents during Back to School parent meetings, after board approval posted to the school's website, and filed with the Division of Learning Services. The Board of Directors will have a designated seat on the board for a parent representative. Parents are surveyed twice a year to provide feedback to school.

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

In order to implement the LHA school program fully and effectively, we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the CCLCS with the following waivers:

**1. We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-302 (concerning employment of principals) ;6-17-309 (concerning certification to teach particular grade of subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure.”**

CCLCS requests this set of waivers because we seek to provide a unique program. We will use an innovative, research-based program that builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their artisanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon.

Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and the fine and performing arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have received their experience in a private school or have taken a non-traditional path to the classroom.

All of our teachers will be Highly Qualified and will need to meet specific and rigorous LHA network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Accomplished Teacher (National Board); Smartbrief of Educators; Teachers of Color, and Special Education Teachers. For the 2013-14 school year, at Jacksonville Lighthouse Charter School, these efforts yielded over 300 applicants from 25 states. The school will participate in the state's Pathwise program that is designed to advance teacher learning and provides a series of professional development activities that will successfully prepare novice teachers to acquire a standard license. Working artists, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy compliment in-state hires at each LHA school, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

Additional waivers relating to payment of certified teachers are requests so that we are able to compensate non-certified but Highly Qualified teachers.

**2. We request a waiver from Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year); not necessary for longer school day.**

Lighthouse's model uses more time on instruction to accelerate student achievement. A longer school year, 190 instructional days, requires that the start date and end of date of school is extended. School will open on August 12, 2015. The 190th day is expected to be June 8, 2016.

**3. We request a waiver from Ark. Code Ann. § 6-13-601 et seq., (except sections §§ 6-13-619(a), (b) and (d), and 6-13-629) (school district boards of directors - generally) and Ark. Code Ann. § 6-14-101 et seq. (school board elections);**

The statutory sections quoted in this waiver request are largely inapplicable to open-enrollment public charter schools.

**4. We request a waiver from Ark. Code Ann. §§ 6-17-201 (c ) (2), 6-17-2201 et seq. and 6-17-2401 et seq. and Sections 6, 7 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.**

**Minimum teacher compensation schedule.**

We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the LHA compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in our budgeting.

**5. We request a waiver from the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts:**

**7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress....**

We intend to provide a great deal of information to our parents and community. However, a report published by November 15 of our first year would only have data based on roughly eight weeks of school. Given the demands of the start-up period and this lack of data, we request permission to publish the required reports referred to in 7.02.2 beginning in our second year of operation.

**7.03.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.**

We request a waiver from this rule because we have requested a waiver from the report to which it refers. Again, we will not have enough data by this time to draw any conclusions. We propose instead to hold a "State of the School" meeting at roughly the same time. At this meeting, the principal will share anecdotal reports on the school's progress towards implementing the CCLCS program as detailed in the charter. We propose to begin holding the specific meeting described in 7.03.1 in our second year.

**6. 8.01 Each school district shall form a coalition ... to develop and implement a ... plan for ... involvement in the delivery of ... youth services....**

We request a waiver from this rule because we will do the same work in a different way. CCLCS represents the coming together of parents, different agencies and institutions, and business and industry, as stated in the text of the rule, to improve options and support for youth in Pulaski County. Community members will sit on the school's board, and its existence will improve the delivery of services to children. It is our contention that forming an additional body would be redundant and could limit the effectiveness of that body as well as the board and management of the school.

**7. 10.02 CLASS SIZE AND TEACHING LOAD**

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 644 for grades K-12. Class size at CCLCS will not exceed 22 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.

**8. 15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred; Ark. Code Ann. §§ 6-13-609 and 6-17-427, and the ADE Rules Governing the Superintendent Mentoring Program.**

CCLCS will employ a full-time Principal, Director of Teacher Leadership and School Operations Manager. The School Leader will receive several months of professional development in the areas of assessment, instructional practices, STEAM curriculum, personnel management and school finance. This team will have a great deal of support from LHA and a local contractor for Business Management services. LHA regional staff will prepare documents for the Board and for the Arkansas Department of Education, conduct recruitment and fundraising efforts, and interface with the same stakeholders traditionally courted by superintendents. The position would be both costly and redundant to our model and we request a waiver from this rule.

**9. Ark. Code Ann. § 6-25-101 et seq. concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.”**

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with LHA, to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

**10. Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503 (a)(1)(C)(i), and 6-48-101 et seq., Section 19.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment.)**

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Rationale: It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

CLCS proposes to locate its open-enrollment public charter school within the boundaries of the North Little Rock School District (NLRSD). CLCS as an open-enrollment public charter school expects to obtain most of its students from within the boundaries of the NLRSD, with its remaining students coming from the Little Rock and Pulaski County Special School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of the NLRSD, Little Rock and Pulaski County Special School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. CCLCS has substantiated that the NLRSD and the Little Rock School District (LRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the NLRSD and the LRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for CCLCS cannot be said to have a negative impact on the NLRSD, LRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

CCLCS is asking for an enrollment cap of 544 students in the first charter term and 750 when the school reaches K-12; it is anticipated that approximately 344 students will be enrolled in CCLCS during its first year of operation. According to the 2013-2014 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the NLRSD had a student population of 8,553 students; the LRSD had a student population of 23,676 students, and the PCSSD had a student population of 17,060 students. At its maximum enrollment of 544 students, the student population of CCLCS would equal 6.4% of NLRSD's student population; 2.3% of LRSD's student population, and 3.2% of PCSSD's student population. Pursuant to Ark. Code Ann. § 6-23-306, CCLCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project the racial composition of CCLCS. Ark. Code Ann. § 6-23-105 requires that CCLCS's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. CCLCS's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts, and the student populations of such districts, shows that such negative effect is not present here.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words: "To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation."

In conclusion, CCLCS submitted that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The success and continuity of CCLCS will be based on several factors including solid long-term professional development for our teacher and leaders, the engagement of the community in which our scholars live, and CCLCS's contribution to the overall educational options in Central Arkansas. Our leaders and teachers receive 160 hours in professional development annually. This is beyond what is required by the state but is necessary for CCLCS to meet its goal of college ready scholars. CCLCS's focus on professional development will build a community of not just effective teachers but a cadre of engaged and committed teachers who interact consistently with students, parents, business leaders and build important relationship in support of the school. Our teachers, scholars and school leaders will all be important ambassadors for the school and will allow CCLCS to build a wide array of support necessary for the achievement of our scholars.

CCLCS will also be diligent in engaging the geographic community of which we will ultimately become part. Through consistent outreach to our neighbors, the development of off-site programs and strong partnerships with local non-profits, arts organizations and other important institutions, CCLCS will be able to marshal important community resources in support of our scholars. In addition, we will be able to extend our culture of achievement beyond the school walls and into the neighborhood where our scholars live. This strategy of extension will mean that our scholars will continue to receive the social and emotional support that is such a critical part of our model.

CCLCS intends to become an important example of quality public education in Central Arkansas and thereby build support for all public education outcomes. Our operation model, which focuses on administrative efficiency while increasing academic achievement, will stand in contrast to public perception about wasteful spending and questionable efficacy in the public education system. CCLCS wants to be a beacon and a model for others to emulate that that more scholars can succeed.

Our internal and external continuity strategies are supported by effective succession plans, policies and procedures that are in place to insure continuity of effective school operations. We have already identified an extensive pool of highly qualified applicants for many of our positions. The LHA Talent Recruiter has conducted intensive recruitment efforts that resulted in over 500 teacher and leader applications. In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Teacher Jobs; Accomplished Teacher (National Board); Smartbrief of Educators); Teachers of Color, Special Education Teachers.

Furthermore, the founding Board of Directors will be the governing Board of Directors and with the assistance of LHA will hire and evaluate the school leaders. In order to continue to be highly effective governing leaders, the Board will have a professional development plan that meets ADE rules governing required training for school board member and will ensure its ability monitor the academic and financial health of the school. The Board will employ an external auditor to monitor the school's financial well-being and review data on academic and non-academic goals monthly. Finally, the board retains the authority to make changes in the program, policies and procedures as may be needed to ensure the success of the school.

In order to ensure that the aforementioned strategies and goals are being met, the school will seek accreditation with AdvancED after its second year of operation, and will submit to an outside evaluation after year one.

## ATTACHMENT A: EVIDENCE OF ELIGIBLE ENTITY

An application (Form 1023) for Exemption under Section 501(c)(3) for Lighthouse Academies of Central Arkansas, Inc. was submitted In January 2013. The application was sent via UPS and received by the IRS on January 14, 2013. Proof of receipt from UPS is included below. Also attached is letter from Cox, Sargeant & Burns, P.C. indicating that the IRS confirmed by phone receipt of application. We have also submitted a request to have the application expedited.

COPY

### Form 1023 Checklist (Revised June 2006)

#### Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

**Note.** Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- Assemble the application and materials in this order:
  - Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
  - You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
  - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
  - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011

COPY

Form **1023**  
(Rev. June 2006)  
Department of the Treasury  
Internal Revenue Service

**Application for Recognition of Exemption  
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056  
**Note:** If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your organizing document)		<b>2</b> c/o Name (if applicable)	
Lighthouse Academies of Central Arkansas, Inc.		Lighthouse Academies, Inc.	
<b>3</b> Mailing address (Number and street) (see instructions)		Room/Suite	<b>4</b> Employer Identification Number (EIN)
251 North First Street			46-1471087
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Jacksonville, AR 72076		06	
<b>6</b> Primary contact (officer, director, trustee, or authorized representative)		<b>b</b> Phone: 501-374-5001	
a Name: Dr. Phillis Nichols Anderson		<b>c</b> Fax: (optional)	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>9a</b> Organization's website: The organization does not yet have a website.			
<b>b</b> Organization's email: (optional)			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		6 / 9 / 2011	
<b>12</b> Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.  Yes  No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.  Yes  No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.  Yes  No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.  Yes  No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust.  Yes  No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.  Yes  No

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 2, Article 5**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 6**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached			

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>None</b>			

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>Lighthouse Academies, Inc.</b>		<b>1661 Worcester Road, Suite 107 Framingham, MA 01701</b>	<b>See attached</b>

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship.  Yes  No
  - b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No
  - c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No
- 
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
  - b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No
- 
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
    - a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No
    - b** Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No
    - c** Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No

**e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

**f** Do you or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No

**g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

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**5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  Yes  No

**b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

**c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

**Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

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**6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

**b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

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**7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.  Yes  No

**b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.  Yes  No

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**8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  Yes  No

**b** Describe any written or oral arrangements that you made or intend to make.

**c** Identify with whom you have or will have such arrangements.

**d** Explain how the terms are or will be negotiated at arm's length.

**e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

**f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

---

**9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.  Yes  No
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.  Yes  No
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.  Yes  No
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.  Yes  No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.  Yes  No
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.  Yes  No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.  Yes  No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.  Yes  No
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.  Yes  No
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.  Yes  No
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

**4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)  Yes  No

<input type="checkbox"/> mail solicitations	<input type="checkbox"/> phone solicitations
<input type="checkbox"/> email solicitations	<input type="checkbox"/> accept donations on your website
<input type="checkbox"/> personal solicitations	<input type="checkbox"/> receive donations from another organization's website
<input type="checkbox"/> vehicle, boat, plane, or similar donations	<input type="checkbox"/> government grant solicitations
<input type="checkbox"/> foundation grant solicitations	<input type="checkbox"/> Other

Attach a description of each fundraising program.

**b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.  Yes  No

**c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.  Yes  No

**d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

**e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.  Yes  No

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**5** Are you **affiliated** with a governmental unit? If "Yes," explain.  Yes  No

**6a** Do you or will you engage in **economic development**? If "Yes," describe your program.  Yes  No

**b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

---

**7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.  Yes  No

**b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.  Yes  No

**c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

---

**8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.  Yes  No

---

**9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.  Yes  No

**b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  Yes  No

**c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  Yes  No

**d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).  Yes  No

---

**10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  Yes  No
- 
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  Yes  No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  Yes  No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  Yes  No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form.  Yes  No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  Yes  No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  Yes  No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  Yes  No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- |           |                                                                                                                                                                                                                    |                                                |                                               |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------|
| <b>15</b> | Do you have a <b>close connection</b> with any organizations? If "Yes," explain.                                                                                                                                   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>16</b> | Are you applying for exemption as a <b>cooperative hospital service organization</b> under section 501(e)? If "Yes," explain.                                                                                      | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>17</b> | Are you applying for exemption as a <b>cooperative service organization of operating educational organizations</b> under section 501(f)? If "Yes," explain.                                                        | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>18</b> | Are you applying for exemption as a <b>charitable risk pool</b> under section 501(n)? If "Yes," explain.                                                                                                           | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>19</b> | Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.                                           | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>20</b> | Is your main function to provide <b>hospital or medical care</b> ? If "Yes," complete Schedule C.                                                                                                                  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>21</b> | Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly</b> or <b>handicapped</b> ? If "Yes," complete Schedule F.                                                                      | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>22</b> | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |

**Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From 1/1/12 To 11/30/12	(b) From 7/1/14 To 6/30/15	(c) From 1/1/15 To 6/30/16	(d) From 7/1/16 To 6/30/17	
<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	0	150,000	150,000	150,000	450,000
<b>2</b> Membership fees received					
<b>3</b> Gross investment income					
<b>4</b> Net unrelated business income	0	300	400	500	1,200
<b>5</b> Taxes levied for your benefit					
<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
<b>8</b> Total of lines 1 through 7	0	150,300	150,400	150,500	451,200
<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	1,586,844	1,712,164	2,028,421	5,327,429
<b>10</b> Total of lines 8 and 9	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
<b>12</b> Unusual grants					
<b>13</b> Total Revenue Add lines 10 through 12	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>14</b> Fundraising expenses					
<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
<b>17</b> Compensation of officers, directors, and trustees					
<b>18</b> Other salaries and wages	0	775,370	988,370	1,140,770	
<b>19</b> Interest expense	0	10,350	6,750	3,375	
<b>20</b> Occupancy (rent, utilities, etc.)	0	175,000	225,000	400,000	
<b>21</b> Depreciation and depletion					
<b>22</b> Professional fees	0	100,000	150,000	150,000	
<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	0	595,345	698,677	528,040	
<b>24</b> Total Expenses Add lines 14 through 23	0	1,656,065	2,068,797	2,222,185	

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

Year End: **2011**

(Whole dollars)

Assets		
1	Cash . . . . .	1
2	Accounts receivable, net . . . . .	2
3	Inventories . . . . .	3
4	Bonds and notes receivable (attach an itemized list) . . . . .	4
5	Corporate stocks (attach an itemized list) . . . . .	5
6	Loans receivable (attach an itemized list) . . . . .	6
7	Other investments (attach an itemized list) . . . . .	7
8	Depreciable and depletable assets (attach an itemized list) . . . . .	8
9	Land . . . . .	9
10	Other assets (attach an itemized list) . . . . .	10
11	<b>Total Assets (add lines 1 through 10)</b> . . . . .	<b>11</b>
Liabilities		
12	Accounts payable . . . . .	12
13	Contributions, gifts, grants, etc. payable . . . . .	13
14	Mortgages and notes payable (attach an itemized list) . . . . .	14
15	Other liabilities (attach an itemized list) . . . . .	15
16	<b>Total Liabilities (add lines 12 through 15)</b> . . . . .	<b>16</b> 0
Fund Balances or Net Assets		
17	Total fund balances or net assets . . . . .	17
18	<b>Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</b> . . . . .	<b>18</b> 0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.  Yes  No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  Yes  No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  Yes  No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?  Yes  No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.  
The organization is not a private foundation because it is:
  - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
  - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
  - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
  - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

- 6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

.....  
 (Signature of Officer, Director, Trustee, or other authorized official)

.....  
 (Type or print name of signer)

.....  
 (Date)

.....  
 (Type or print title or authority of signer)

For IRS Use Only

.....  
 IRS Director, Exempt Organizations

.....  
 (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
  - (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. \_\_\_\_\_
  - (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
  - (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
  - (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.
- 7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  **Yes**  **No**

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

*Susan Forte*  
(Signature of Officer, Director, Trustee, or other authorized official)

Susan Forte  
(Type or print name of signer)

12/19/12  
(Date)

President  
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  Yes  No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  Yes  No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  Yes  No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  Yes  No

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  Yes  No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  Yes  No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  Yes  No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No



COX, SARGEANT & BURNS, P.C.  
Attorneys at Law

August 14, 2013

Dr. Phillis Nichols.Anderson  
Lighthouse Academies, Inc.  
1661 Worcester Road, Suite 207  
Framingham, MA 01701

Dear Dr. Nichols.Anderson:

The application for recognition of exemption on Form 1023 for Lighthouse Academies of Central Arkansas, Inc. was received by the Internal Revenue Service ("IRS") on January 14, 2013. Attached is confirmation of delivery. Yesterday, I confirmed with the IRS by telephone that the application was received in January 2013. The IRS said acknowledgement of the application will be sent within 7 to 14 days. On July 9, 2013, we also filed a request with the IRS to have the application expedited. To date, we have received no response to that request.

Please do not hesitate to contact me if you have any questions.

Very truly yours,

Russell Cox

RC:sm  
cc: Lisa Clay  
Enclosure  
32591



May 28, 2013  
Shipper F398X4  
Page 1 of 1

ATTN : VICKIE HAGUE  
PHONE : (317)469-4120

**DELIVERY NOTIFICATION**

INQUIRY FROM: VICKIE HAGUE  
COX SARGEANT BURNS PC  
8440 WOODFIELD XING STE 450  
INDIANAPOLIS IN 46240-4393

SHIPMENT TO:		201 W RIVERCENTER BLVD COVINGTON KY 41011424	
Shipper Number.....	F398X4	Pickup Date.....	01/09/13
Number of Parcels.....	1	Weight.....	1 LBS
Tracking Identification Number...	1ZF398X4NT98308471	Merchandise.....	TAX EMEMPTION APPLICATION

According to our records 1 parcel was delivered on 01/14/13 at 8:49 A.M., and left at DOCK. The shipment was signed for by SCGVRLE as follows:

The package was missing the shipping label and delivered under the UPS tracking number 1Z777A9R0371272268.

Merchandise Description 1: TAX EMEMPTION APPLICATION

SHIPPER NUMBER	PKG ID NO.	TRACKING NUMBER	ADDRESS (NO./STREET,CITY)	SIGNATURE
777A9R		1Z777A9R0371272268	201 W RIVERCENTER BLVD COVINGTON	<i>SCGVRLE</i>

T890NTFM:000A0000

# Attachment B: Public Hearing/Supporting Documentation

Arkansas Democrat-Gazette

MONDAY, JUNE 16, 2014 • 3B



More than two months behind with construction of the new Camden library on Cash Road. The old library was destroyed in a fire in 2011.

## Camden

Continued from Page 1B  
The collection built up to the 50,000 or so books the library had before the fire.

Back in the 2000s, the library is in dire need of an upgrade, Sawyer said. The library is currently holding committee meetings to decide how best to move forward.

## UAMS

Continued from Page 1B  
those 40 hospitals in the state are set up to connect with vascular neurologists located not only in Arkansas but

Another emergency department physician specializing in stroke and spinal medicine is a "very good" doctor, Tech said.

## Police beat

More information on the Web

Four men were arrested Sunday morning according to Little Rock police officers in a traffic stop, police reported.

James said telehealth is used by UAMS to connect hospitals across the state to specialists for emergency medical needs. One program helps with stroke cases, and another helps with heart cases.

## USDA certification helps keep slaughterhouse alive

BYRON MCGRENEY  
ANDREW WALKER

ANDREW WALKER-SMITH  
BOSKUP — The 20-day drive after Scott Ridenbourn and his three partners broke ground for the BOSKUP Meat Processing plant last year, their players were propelled by two words: deer and wild.

and we need to see the facility where the animal dies," Gauthier said.

On Friday morning, James said the teaching bus that he and his wife are also teaching their 11-year-old son.

USDA certification is what will help BOSKUP survive large game seasons, Ridenbourn said. While the shop took in an average of 30 deer a day last November, during the

James expects that four providers will receive funds by the fall of this year. The grants will then run for a year. She said it is expected that new grants will be given out annually.

USDA certification is what will help BOSKUP survive large game seasons, Ridenbourn said. While the shop took in an average of 30 deer a day last November, during the

**Fresh Produce picked daily from a REAL FARMERS MARKET**

How do you measure the quality of your produce? We do it the old-fashioned way. We grow it ourselves. We pick it ourselves. We deliver it to you.

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501-543-7125

Lighthouse Academics of Central Arkansas, Inc. plans to submit an application to the State Board of Education to open a public charter school in North Little Rock, Arkansas.

Notice of Public Hearing  
First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Monday, July 7, 2014, 6:00 PM

We prepare our students for college through a rigorous arts-infused program.

Lighthouse Academics

**Summer Weight Loss**

After JoAnna of Little Rock LOST 29 Pounds LOST 38.6 Inches LOST 10.6 % Body Fat

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Arkansas Democrat-Gazette

Ad Number: 061614r303

Advertiser: LIGHTHOUSE ACADEMIES, INC

Advertiser ID: 1611607

Publication: Arkansas Democrat-Gazette

Date: 06/16/2014

Zone: zon2

### DISCLAIMER

This ad is the property of the Arkansas Democrat-Gazette.

# Attachment B: Public Hearing/Supporting Documentation

Arkansas Democrat-Gazette

MONDAY, JUNE 23, 2014 • 3B



Arkansas Democrat-Gazette photo by [unreadable]

## Pageant

Continued from Page 1B  
said, "and this is reality that is, and will be, very impacting on any generation for years to come."  
Campbell earned the title of Miss Arkansas Outstanding Teen in 2011, which she called a "great feeder program" into

the Miss Arkansas competition. "I know that should I win, that's a plus, a goal, a mission and an incredible organization behind me," she said.  
Campbell is the third consecutive Miss Arkansas to attend UTA.  
Campbell's parents, Roger and Tonia Campbell, were unable to attend pageant events

Saturday and Sunday, as Roger remained at Washington Regional Medical Center for emergency surgery.  
Campbell said he is recovering well, and she will be able to spend a few short days with her family after the week's funeral, a slew of photo shoots, interviews and establishing her own professional social media accounts.

## Escaped killer took hostage, now has shotgun, report says

**HOLLY WEST**  
ARKANSAS DEMOCRAT-GAZETTE  
An inmate who escaped from the grounds of the Arkansas Department of Correction's Pias Bluff complex remained at large Sunday night.  
Tuesday, Sheriffington, 47, walked away from a work agreement on the grounds of the complex Saturday evening, and department spokesman Shea Wilson said.

Wilson said officers and dogs are searching for the inmate around the state, but Sheriffington may have had the gun.  
"We are not ruling anything out" at the moment.  
SHERIFFINGTON alleged Sunday evening that Jefferson County sheriff's officials told Sheriffington took a hostage, who was later shot to death, and that he was armed with a shotgun and a handgun.  
However, Mickey Harman, an operator at the sheriff's office, said she was told by Maj. Lafayette Woods, operator (contender for the office, that he would not comment on the claim.  
"We might be an involved in the search mission," Harman said Sunday before 7 p.m. Sunday. "We going to be the Arkansas Department of Correction. We will be as an involvement in it."  
Wilson said the Correction Department will set criteria specific to the case and a focused on getting Sheriffington in custody.  
"We have not begun to conduct an investigation on the details, to least confirm any details about that until we have conducted our own investigation but what's going on," Wilson said. "The very possible he could be armed."  
At the time of his escape, Sheriffington was serving a 20-year sentence for first-degree murder.

4321 Housatonic Blvd., #8 Little Rock, AR 72617-5622 | tecelectric.com

## Dollarway

Continued from Page 1B  
and 2013-14 school years. Akins said by his admission accepts reason that Dollarway teachers "have nothing but the best interests of our students as a top priority" asking "we are going to keep our records and transcripts up to the standards they need to be in."  
"I have every intention to monitor these things as closely as I did when we were in state takeover."  
Though the district will soon be back under local control, Dollarway High was recently named as a school in academic distress because lower than half of its students scored at proficient or better on state exams in recent years.

"Who is going to step in and make sure kids around here get a quality education? That's what folks around here want to know."  
—Devon Taylor

academic distress, former Dollarway School Board member Gene Stovace said the district has the potential to be one of the best small school districts in southeast Arkansas, if not the state.  
"I do understand that the state has to step in when things get bad, but I really feel like this time we can do what it takes to make this the best school district it can be."

Devon Taylor doesn't have any children, but says those in the Dollarway district. He said he has often heard he speaks with have been unhappy with the district's performance over the past several years and believe state control would come in and "make improvements" in the area.  
Taylor added, "Look at us now, we are in academic distress. What does that say? It tells you things are not right. The state is just stepping in to all back on us, and clearly we are not able to handle it."  
"Who is going to step in and make sure kids around here get a quality education? That's what folks around here want to know."

state school in 2013. "We pay for this school, and we should have some representative in control of it, not the state," Canton said.  
"I do understand that the state has to step in when things get bad, but I really feel like this time we can do what it takes to make this the best school district it can be."  
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**Notice of Public Hearing**  
First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Monday, July 7, 2014, 5:00 PM  
All are welcome to join us to learn more about Lighthouse Academics and the education opportunities we will bring to your community.  
We prepare our students for college through a rigorous arts-infused program.

A district with a school in academic distress is in jeopardy of state takeover if instructions are not made. State board member Gene Stovace of Madison County questioned whether the state would be treating Dollarway and other like regions if it were to return the district and then take it over again for academic distress.  
Education Commissioner Tom Kinkaid said the state has the legal authority to maintain control of a district that has connected its accreditation violation.  
Despite the high school's

Police beat  
More information on the Web  
HighFive with a future  
sharvansoni@comcast.net

Officers said Mayfield searched through a list of inmates and had started speech, the report stated. According to the report, Mayfield told officers he had been drinking at Club's Grill at the jail before the incident.  
Mayfield was charged with third-degree battery and public intoxication. He was being held at the Pulaski County jail in lieu of a \$600 bond late Sunday.

One man was killed and three people were injured in a car wreck on Arkansas 25 near Bateson on Saturday, according to an report from Arkansas State Police.  
Cary Wayne Hlevira, 46, of Southville, died after his vehicle struck another vehicle head-on at 7:38 p.m. Saturday, the report stated.  
Hlevira, who was driving a 2003 Ford F-150, crossed the centerline while rounding a curve on northbound Arkansas 25, according to the report.  
"There were no other vehicles involved," the report stated.  
The driver of the vehicle, Melissa Hadden, 23, of Izen, was in critical condition late Sunday at Regional Medical Center in Memphis.  
The two passengers, Allison Hadden and Taylor Hadden, ages unknown, of Izen, were taken to either St. Bernard's Regional Medical Center in Jonesboro or Regional Medical Center, according to the report.  
Neither hospital had the women listed as patients late Sunday.

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Only \$150 off a whole house job!  
• No more ladders, pole saws, debris or injuries  
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any it looks  
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www.leafguard.com and www.leafgardendoor.com

**Store altercation results in charges**  
An Alexander man was arrested Saturday after an altercation with a Kmart employee, according to a report from Little Rock police.  
William Mayfield, 26, was accused of making physical contact with a low-income store employee at a Kmart on North Rodney Parkway Road around 4:45 p.m. Saturday the report states.  
Police reported that May-

field was with a woman who was arrested on allegations of shoplifting. Police did not release an arrest report on the arrested woman.

field was with a woman who was arrested on allegations of shoplifting. Police did not release an arrest report on the arrested woman.

field was with a woman who was arrested on allegations of shoplifting. Police did not release an arrest report on the arrested woman.

**Parkway Heights**  
A BAPTIST HEALTH COMMUNITY  
11222 Oud Parkway, Little Rock, AR 72211

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**Arkansas Democrat-Gazette**  
Ad Number: 061614r303  
Advertiser: LIGHTHOUSE ACADEMIES, INC copy  
Advertiser ID: 1611607  
Publication: Arkansas Democrat-Gazette  
Date: 06/23/2014  
Zone: zon2



## Attachment B: Public Hearing/Supporting Documentation

June 19, 2014

Mr. Kelly Rodgers  
Superintendent  
North Little Rock School District  
2700 Poplar Street  
North Little Rock, AR 72114  
*\*Emailed to [rodgerske@nlrsd.org](mailto:rodgerske@nlrsd.org)*

Dear Mr. Rodgers:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office for an open-enrollment public charter school to open in the North Little Rock School District in August 2015.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main Street, Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name “Capitol City Lighthouse Charter School”. The school will be a K-12 model, initially serving grades K- 6, approximately 344 students, in year one.

Notice of Public Hearing:  
First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Monday, July 7, 2014  
6:00 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

## Attachment B: Public Hearing/Supporting Documentation

**Lisa Clay**

---

**From:** Lisa Clay  
**Sent:** Thursday, June 19, 2014 1:57 PM  
**To:** rodgerske@nlrsd.org  
**Cc:** ade.charterschools@arkansas.gov; Phillis Nichols Anderson  
**Subject:** Proposed Capitol City Lighthouse Charter School: Notice of Public Hearing  
**Attachments:** CCLCS Public Hearing Notification NLR 6 19 2014.pdf

Greetings. Please find attached notice of public hearing for the proposed Capitol City Lighthouse Charter School.

Thank you and best regards.

**Lisa Clay**

*Community Development Associate*

**Lighthouse Academies®**

1661 Worcester Road, Suite 207

Framingham, MA 01701

tel 508.626.0901 x32

fax 508.626.0905

[www.lighthouse-academies.org](http://www.lighthouse-academies.org)



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## Attachment B: Public Hearing/Supporting Documentation

June 19, 2014

Mr. Dexter Suggs  
Superintendent  
Little Rock School District  
810 W. Markham Street  
Little Rock, AR 72201  
*\*emailed to [dexter.suggs@lrsd.org](mailto:dexter.suggs@lrsd.org)*

Dear Mr. Suggs:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office for an open-enrollment public charter school to open in the North Little Rock School District in August 2015.

The contact for Lighthouse Academies of Central Arkansas is:

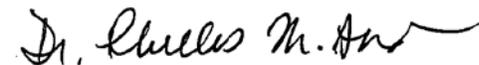
Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main Street, Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will be a K-12 model, initially serving grades K- 6, approximately 344 students, in year one.

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First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Monday, July 7, 2014  
6:00 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

## Attachment B: Public Hearing/Supporting Documentation

**Lisa Clay**

---

**From:** Lisa Clay  
**Sent:** Thursday, June 19, 2014 1:59 PM  
**To:** dexter.suggs@lrsd.org  
**Cc:** ade.charterschools@arkansas.gov; Phillis Nichols Anderson  
**Subject:** Proposed Capitol City Lighthouse Charter School: Notice of Public Hearing  
**Attachments:** CCLCS Public Hearing Notification LR 6 19 2014.pdf

Greetings. Please find attached notice of public hearing for the proposed Capitol City Lighthouse Charter School.

Thank you and best regards.

**Lisa Clay**

*Community Development Associate*

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## Attachment B: Public Hearing/Supporting Documentation

June 19, 2014

Dr. Jerry Guess  
Superintendent  
Pulaski County Special School District  
925 E. Dixon  
Little Rock, AR 72206  
*\*emailed to [jguess@pcssd.org](mailto:jguess@pcssd.org)*

Dear Dr. Guess:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office for an open-enrollment public charter school to open in the North Little Rock School District in August 2015.

The contact for Lighthouse Academies of Central Arkansas is:

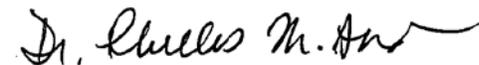
Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main Street, Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

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First Baptist Church  
2015 Main Street  
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Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

## Attachment B: Public Hearing/Supporting Documentation

**Lisa Clay**

---

**From:** Lisa Clay  
**Sent:** Thursday, June 19, 2014 2:01 PM  
**To:** jguess@pcssd.org  
**Cc:** ade.charterschools@arkansas.gov; Phillis Nichols Anderson  
**Subject:** Proposed Capitol City Lighthouse Charter School: Notice of Public Hearing  
**Attachments:** CCLCS Public Hearing Notification PCSSD 6 19 2014.pdf

Greetings. Please find attached notice of public hearing for the proposed Capitol City Lighthouse Charter School.

Thank you and best regards.

**Lisa Clay**

*Community Development Associate*

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Attachment B: Public Hearing/Supporting Documentation

Lighthouse Academies of Central Arkansas

Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock

NAME	NAME
Mrs. Mary [Signature]	Richard Woods
Courtney Stone	Robert Williams
Briana Davis	Rhonda Crutchfield
Quawana Bryant	Ray Crutchfield
Stacy Lockett	Travone Stinson
Adriane Smith	Travonte Stinson
Tommy Norwalk	Ozella DeMyers
Charles D. Cradine	David Fillmore
Quib An	Phyllis Hunt
Susan Forte	Tommy Conception
John Kaykendall	Nadene Rundle
Norman [Signature]	Gail Whitley
Lashanda D. Neel	Rosemary Stovess
Elliott Johnson	Kels [Signature]
Terriena Pegram	Charlotte Purns

Public Hearing and Community Outreach

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Attachment B: Public Hearing/Supporting Documentation

Lighthouse Academies of Central Arkansas

Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock

NAME	NAME
Renea Smith	Bethany Taylor
W. H.	Felicia Brown
Eric Green	Annie H. Blott
Jalyn [unclear]	Jasmyne Williams
Amanda [unclear]	Tara L. Hornes
Nykeria Weatherby	Cherie Zmann
SC Moore	Dakota N. Jones
MIKE STOLENDT	Zmeska Brown
April Parker	W. L. (Tony) Frye
April Helms	Sandra Fowler
SHABRIANN ERVIN	Lerna Tate
Zandra Johnson	Sonja Wafford
DeeDee Lettles	Elivia Wafford
Bashanda Smith	
[unclear]	

Public Hearing and Community Outreach

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**Attachment B: Public Hearing/Supporting Documentation**

**Lighthouse Academies of Central Arkansas  
Capitol City LIGHTHOUSE CHARTER SCHOOL**

**Petition of Support**

Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock

NAME		NAME	
	Lori McCreary		Chester Hancock
	Shawna Givens		HERMAN Richardson
	Debo's Sykes		Carolyn Rogers
	Angel Allman		Natalie Barnes
	Latresha Whitten		Thomas Williams Jr.
	Lisa Clemens		Kimika Jacobs
	Cora Peter		Charles Caradine
	Alma Calhoun		Santisha Calhoun
	Jamonia Jau		Justin Lindsey
	Paige Jackson		Linda Powell
			Woletha Wilkins
			Robin McCarroll

Public Hearing and Community Outreach

We prepare our students for college through a rigorous arts-infused program.

## Attachment C: Evidence of Parental and Community Support

WALTON FAMILY  
FOUNDATION

P.O. Box 2030 | Bentonville | AR 72712-2030

July 1, 2014

Mr. Tony Wood  
Commissioner  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

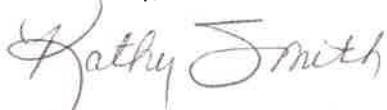
Dear Mr. Wood,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start-up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start-up grant process.

As you know, the foundation has already made investments in Lighthouse Academies charter schools, and feels that their current application will be equally strong. As such, I feel confident that should Lighthouse be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start-up grant.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith  
Senior Program Officer  
Arkansas Education

Attachment C: Evidence of Parental and Community Support

CITY OF NORTH LITTLE ROCK



MAURICE TAYLOR  
ALDERMAN, WARD 2

PHONE: 501-690-6444  
mtaylor@northlittlerock.ar.gov

4101 ROGERS STREET  
NORTH LITTLE ROCK, ARKANSAS 72117

Arkansas Department of Education  
Charter School Review Committee  
Four Capitol Mall  
Little Rock, AR 72201

July 11, 2014

To whom it may concern:

I am pleased to submit this letter of support for the Capitol City Lighthouse Charter School application to locate a new public charter school in North Little Rock. Having proved its success in academic achievement in other cities in Arkansas, I am confident in Lighthouse Academies' ability to create and maintain a viable educational option for our families in North Little Rock.

As an Alderman in the City of North Little Rock I am excited about the partnership model of CCLCS to provide expanded access for our children to the resources of the Argenta Arts District and the recently developed science and technology hub. By collaborating with our existing educational and arts opportunities available throughout North Little Rock, CCLCS will be able to provide exciting and unique opportunities for its students. This strategic approach proposed by CCLCS has been proven to be effective in closing the achievement gap by educational research.

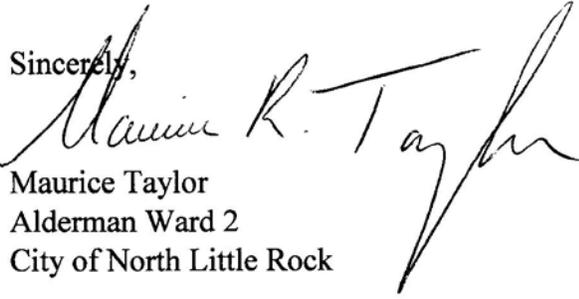
Since opening Jacksonville Lighthouse Charter school in 2009 Lighthouse has become a strong community contributor by providing local jobs and partnerships with local small businesses. I look forward to symbiotic partnerships throughout North Little Rock with the opening of CCLCS.

Lastly and most importantly CCLCS would be a valuable education option for our families. The Lighthouse educational model has proven itself effective in enhancing academic achievement. Lighthouse schools in Jacksonville and Pine Bluff are seeing tremendous growth in their scholars with those school performing at or above other local schools.

## Attachment C: Evidence of Parental and Community Support

I am excited about the potential of CCLCS and support the efforts to bring this beneficial and effective education model to our families here in the city of North Little Rock.

Sincerely,

A handwritten signature in black ink that reads "Maurice R. Taylor". The signature is written in a cursive style with a large, sweeping flourish at the end of the name.

Maurice Taylor  
Alderman Ward 2  
City of North Little Rock

## Attachment C: Evidence of Parental and Community Support

July 9, 2014

Arkansas Department of Education  
Arkansas State Board of Education  
401 Capitol Mall  
Little Rock, AR 72201

Charter School Review Committee:

It is with great pleasure that I submit this letter of support for the Capitol City Lighthouse Charter School to serve the City of North Little Rock, and its communities. My experience with the Board of CCLCS and the local leadership of Lighthouse Academies gives me great confidence in their ability to create and maintain a viable educational option for the families in our city.

As an officer of this great city, a frequent volunteer with many organizations that serve our youth and an advocate for education, I am always excited about new opportunities for our children. I see every day how positive role models and educational access can make the difference in a child's life. Our community is in need of the new education model that CCLCS brings. With the resources provided through their partnerships, the ability to cultivate young bright minds and close the achievement gap will be beneficial to both the students and our communities.

I believe Capitol City Lighthouse Charter School's mission and philosophy is outstanding in its aim to prepare students for college through a rigorous education based on the curricular approach- STEAM. I also believe it is vitally important for students to be challenged within the classroom in order that they are prepared not only for college, but also the real world. Because of these reasons, I support Capitol City Lighthouse Charter School in its application to locate a new public charter school in North Little Rock.

Sincerely,

A handwritten signature in black ink, appearing to read "Officer Tommy Norman". The signature is written in a cursive, flowing style.

Officer Tommy Norman  
North Little Rock Police Department



## Division of Youth Services

P.O. Box 1437, Slot S-501 · Little Rock, AR 72203-1437  
501-682-8654 · Fax: 501-682-1351 · TDD: 501-682-1355



10 July 2014

Phillis N. Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies®  
401 Mail Street, Suite 203  
North Little Rock, Arkansas 72116

Dear Dr. Anderson:

Thank you for sending us your brochure and exciting news that Lighthouse Academies® may be opening a new charter school in North Little Rock. Of course we are aware of your great accomplishments in the Jacksonville area and are supportive of your plans to provide the same kind of educational opportunities for college-bound youth in North Little Rock.

Your art component is particularly compelling because, in addition to STEM courses which are a must for today's work force, we know that many employers are looking for employees with creative and problem-solving skills which are often born in arts programs.

Thank you again for this information. Please keep us in the loop as you come closer to achieving your goals and we can discuss the possibility of developing a partnership which may be mutually beneficial. If we can help in any way in the meantime, please let us know.

Sincerely,

A handwritten signature in blue ink that reads "Tracy Steele".

Tracy Steele  
Director, Division of Youth Services

TS:ccm

# Attachment D: Proposed School Calendar 2015-16

## Arkansas Lighthouse Charter Schools

## 2015-16

July 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Date	Event or Holiday								
7/20	Staff Reports								
7/21-7/26	PDI								
7/29-8/12	Professional Development/Home Visits								
8/5	K-4 Parent Meeting								
8/6	UA -5-6 Parent Meeting								
8/8	CPA - Grades 8-11 Parent Meeting								
8/12	First Day of School (Wednesday)								
8/19-9/20	Window for Kindergarten Screener (QUALLS)								
9/7	No School: Holiday: Labor Day								
9/23	Professional Development/Early Dismissal								
10/13	No School: Columbus Day								
10/16	First Quarter Ends (47 Days)								
10/23	Parent/Teacher Conferences; Early Dismissal								
11/5	Professional Development/Early Dismissal								
11/11	No School: Holiday: Veterans Day Observed								
11/24-11/27	No School: Holiday: Thanksgiving								
12/9-12/13	Window for Online Alternative Test for Algebra 1								
12/21-1/5/2015	No School: Winter Break								
1/1	New Year's Day								
1/4	No School: Professional Development								
1/5	Students Return								
1/14-1/15	Mid Year End of Course Algebra 1 Exam								
1/15	Second Quarter Ends (49 Days)								
1/22	Parent/Teacher Conferences; Early Dismissal								
1/18	No School: MLK Birthday								
2/15	No School: President's Day								
2/24	Early Dismissal/ Professional Development								
3/21	Alternative Portfolio due								
3/21-3/25/14	No School: Spring Break								
5	6	7	8	9	10	11			Window for Grades 1-2 and Grade 9 Iowa Tests (NR1)
12	13	14	15	16	17	18	4/1		Third Quarter Ends (48 Days)
19	20	21	22	23	24	25	4/3		No School: Good Friday
26	27	28	29	30			4/4 -4/8		Augmented Benchmark Exams in Grades 3-8
							4/10		Parent/Teacher Conferences; Early Dismissal
							5/30		No School: Memorial Day
							6/8		Last Day of School
							6/10		Teacher Last Day

October 2015						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

<http://www.vertex42.com/calendars/>

First Quarter	47 Days	Third Quarter	48 Days
Second Quarter	48 Days	Fourth Quarter	47 Days

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Attachment E. CCLCS Proposed Sample Daily Schedules

<b>3rd Grade Schedule</b>						
Name		School	Semester			
		<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>
<b>7:15-7:50</b>		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00-8:15</b>		Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:15-9:15</b>		PE/Health	Fine Arts: Music, Visual Arts	Fine Arts: Creative Expression	Spanish	Town Hall Meeting Social Emotional Dev.
<b>9:15-10:45</b>		ELA	ELA	ELA	ELA	ELA
<b>10:45-11:30</b>		Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>11:30-12:00</b>		Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:00-12:30</b>		SPARK	SPARK	SPARK	SPARK	SPARK
<b>12:30-1:30</b>		Focus	Focus	Focus	Focus	Focus
<b>1:30-3:00</b>		Math	Math	Math	Math	Math
<b>3:00-3:45</b>		Science/STEM	Science/STEM	Science/STEM	Science/STEM	Science/STEM
<b>3:45-4:00</b>		Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle

Attachment E. CCLCS Proposed Sample Daily Schedules

**5th Grade Schedule**

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Name \_\_\_\_\_ Homeroom \_\_\_\_\_ Semester \_\_\_\_\_ ACTAPP Status \_\_\_\_\_

7:15-7:50	Mon	Tue	Wed	Thur	Fri
8:00-8:12	Circle of Power and Respect	Circle of Power and Respect			
8:15-9:15	(A/B Rotation) Strategic Reading/ Foreign Language	(A/B Rotation) Strategic Reading/ Foreign Language			
9:18-10:10	PE/Health	Fine Arts (Visual Arts/Music)	Fine Arts (Visual Arts/Music)	PE/Health	Focus/Advisory
10:12-11:12	ELA	ELA	ELA	ELA	ELA
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:47-12:47	(A/B Day Rotation) Fine Art Elective -Vocal Performance -Fine Arts- Dance Fine Arts-Theater -Instrumental Performance	(A/B Day Rotation) Fine Art Elective -Vocal Performance -Fine Arts- Dance Fine Arts-Theater -Instrumental Performance	(A/B Day Rotation) Fine Art Elective -Vocal Performance -Fine Arts- Dance Fine Arts-Theater -Instrumental Performance	(A/B Day Rotation) Fine Art Elective -Vocal Performance -Fine Arts- Dance Fine Arts-Theater -Instrumental Performance	Town Hall Meetings Social Emotional Development
12:50-1:45	Science/STEM	Science/STEM	Science/STEM	Science/STEM	Science/STEM
1:48-2:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:48-3:50	Math	Math	Math	Math	Math
3:50-4:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
4:00-4:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# Attachment F: Salary Schedule and Budget Template

2015-2016

## Public Charter School Application

### Personnel Salary Schedule

Line#	Administrative Positions:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	Principal	1	\$80,000.00	1	\$82,400.00
2	Director of Teacher Leadership	1	\$55,000.00	1	\$56,650.00
3					
4					
5					
6					
7	<b>Subtotal:</b>		\$135,000.00		\$139,050.00
8	Fringe Benefits (rate used <u>32%</u> )		\$43,200.00		\$44,496.00
9	<b>Total Administration:</b>		<u>\$178,200.00</u>		<u>\$183,546.00</u>

Line#	Regular Classroom Instruction:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
10	Teachers	17	\$34,000.00	19	\$35,020.00
11	Aides	1	\$24,000.00	1	\$24,720.00
12	<b>Subtotal:</b>		\$602,000.00		\$690,100.00
13	Teacher Fringe Benefits (rate used <u>32%</u> )		\$184,960.00		\$212,921.60
14	Aide Fringe Benefits (rate used <u>32%</u> )		\$7,680.00		\$7,910.40
15	<b>Total Regular Classroom Instruction:</b>		<u>\$794,640.00</u>		<u>\$910,932.00</u>

Line#	Special Education:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
16	Teachers	1	\$34,000.00	1	\$35,020.00
17	Aides	1	\$24,000.00	1	\$24,720.00
18	<b>Subtotal:</b>		\$58,000.00		\$59,740.00
19	Teacher Fringe Benefits (rate used <u>32%</u> )		\$10,880.00		\$11,206.40
20	Aide Fringe Benefits (rate used <u>32%</u> )		\$7,680.00		\$7,910.40
21	<b>Total Special Education:</b>		<u>\$76,560.00</u>		<u>\$78,856.80</u>

Line#	Gifted and Talented Program:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
22	Teachers	0.5	\$34,000.00	0.5	\$35,020.00
23	Aides				
24	<b>Subtotal:</b>		\$17,000.00		\$17,510.00
25	Teacher Fringe Benefits (rate used <u>32%</u> )		\$5,440.00		\$5,603.20
26	Aide Fringe Benefits (rate used <u>      </u> )				
27	<b>Total Gifted and Talented Program:</b>		<u>\$22,440.00</u>		<u>\$23,113.20</u>

# Attachment F: Salary Schedule and Budget Template

**Alternative Education Program/  
Alternative Learning Environments:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
34 List Positions				
ELL Coordinator	0.25	\$34,000.00	0.25	\$35,020.00
35				
36				
37				
38				
39 <b>Subtotal:</b>		\$8,500.00		\$8,755.00
40 Fringe Benefits (rate used _32%_)		\$2,720.00		\$2,801.60
41 <b>Total English Language Learner Program:</b>		\$11,220.00		\$11,556.60

**Guidance Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
42 List Positions				
Guidance Counselor	1	\$40,000.00	1	\$41,200.00
43				
44				
45				
46				
47 <b>Subtotal:</b>		\$40,000.00		\$41,200.00
48 Fringe Benefits (rate used _32%_)		\$12,800.00		\$13,184.00
49 <b>Total Guidance Services:</b>		\$52,800.00		\$54,384.00

**Health Services:**

	2015-2016 No. FTEs		2016-2017 No. FTEs	
50 List Positions				
Nurse	0.75	\$32,000.00	0.75	\$32,960.00
51				
52				
53				
54				
55 <b>Subtotal:</b>		\$24,000.00		\$24,720.00
56 Fringe Benefits (rate used _32%_)		\$7,680.00		\$7,910.40
57 <b>Total Health Services:</b>		\$31,680.00		\$32,630.40

# Attachment F: Salary Schedule and Budget Template

<b>Media Services:</b>		<b>2015-2016</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
58	_____	_____	_____	_____	_____
59	_____	_____	_____	_____	_____
60	_____	_____	_____	_____	_____
61	_____	_____	_____	_____	_____
62	_____	_____	_____	_____	_____
63	<b>Subtotal:</b>	_____	_____	_____	_____
64	Fringe Benefits (rate used _____)	_____	_____	_____	_____
65	<b>Total Media Services:</b>	_____	_____	_____	_____

<b>Fiscal Services:</b>		<b>2015-2016</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>No. FTEs</b>
66	_____	_____	_____
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	<b>Subtotal:</b>	_____	_____
72	Fringe Benefits (rate used _____)	_____	_____
73	<b>Total Fiscal Services:</b>	_____	_____

<b>Maintenance and Operation:</b>		<b>2015-2016</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>No. FTEs</b>
74	Custodian	2.5	3
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	<b>Subtotal:</b>	\$45,000.00	\$55,620.00
80	Fringe Benefits (rate used 32% )	\$14,400.00	\$17,798.40
81	<b>Total Maintenance and Operation:</b>	\$59,400.00	\$73,418.40

<b>Pupil Transportation:</b>		<b>2015-2016</b>	<b>2016-2017</b>
<b>List Positions</b>		<b>No. FTEs</b>	<b>No. FTEs</b>
82	Bus Driver	1	1
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Subtotal:</b>	\$23,500.00	\$24,205.00
88	Fringe Benefits (rate used 32% )	\$7,520.00	\$7,745.60
89	<b>Total Pupil Transportation:</b>	\$31,020.00	\$31,950.60

# Attachment F: Salary Schedule and Budget Template

<b>Food Services:</b>		<b>2015-2016 No. FTEs</b>	<b>2015-2016 Salary</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>
90	List Positions Meals Assistant	1	\$20,000.00	1	\$20,600.00
91					
92					
93					
94					
95	<b>Subtotal:</b>		\$20,000.00		\$20,600.00
96	Fringe Benefits (rate used <u>32%</u> )		\$6,400.00		\$6,592.00
97	<b>Total Food Services:</b>		\$26,400.00		\$27,192.00

<b>Data Processing:</b>		<b>2015-2016 No. FTEs</b>	<b>2016-2017 No. FTEs</b>
98	List Positions School Operations Manager	1	\$36,050.00
99	Office Assistant	1	\$24,720.00
100			
101			
102			
103	<b>Subtotal:</b>		\$60,770.00
104	Fringe Benefits (rate used <u>32%</u> )		\$19,446.40
105	<b>Total Data Processing:</b>		\$80,216.40

<b>Substitute Personnel:</b>		<b>2015-2016 No. FTEs</b>	<b>2016-2017 No. FTEs</b>
106	Number of <b>Certified</b> Substitutes <u>2</u>	2	\$14,250.00
107	Number of <b>Classified</b> Substitutes _____		
108	<b>Subtotal:</b>		\$28,500.00
109	Certified Fringe Benefits (rate used <u>23%</u> )		\$6,555.00
110	Classified Fringe Benefits (rate used _____)		
111	<b>Total Substitute Personnel:</b>		\$35,055.00

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$1,397,295.00		\$1,542,851.40
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# Attachment F: Salary Schedule and Budget Template

## Public Charter School Application Estimated Budget Template

### REVENUES

#### State Public Charter School Aid:

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>2015-2016</b>		
1	No. of Students <u>344</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,243,224.00</u>	
2	No. of Students <u>344</u> x <u>\$26.67</u> Professional Development	<u>\$9,174.48</u>	
3	No. of Students <u>245</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$253,085.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	<b>2016-2017</b>		
6	No. of Students <u>394</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,569,274.00</u>
7	No. of Students <u>394</u> x <u>\$26.67</u> Professional Development		<u>\$10,507.98</u>
8	No. of Students <u>280</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$289,240.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	<b>Total State Charter School Aid:</b>	<u><u>\$2,505,483.48</u></u>	<u><u>\$2,869,021.98</u></u>
	<b>Other Sources of Revenues:</b>		
	<i>( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )</i>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)	<u>\$250,000.00</u>	
	Other ( <i>Specifically Describe</i> )		
15	_____		
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$250,000.00</u></u>	
17	<b>TOTAL REVENUES:</b>	<u><u>\$2,755,483.48</u></u>	<u><u>\$2,869,021.98</u></u>

### EXPENDITURES

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Administration:</b>		
18	Salaries and Benefits	<u>\$178,200.00</u>	<u>\$183,546.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Mgmt Services - Lighthouse Academies, Inc.</u>	<u>\$200,000.00</u>	<u>\$200,000.00</u>
20	V - AD 2 <u>Marketing - Design Group/AR Dem Gazette</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
21	V - AD 3 <u>Telecommunications - AT&amp;T</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$17,200.00</u>	<u>\$19,700.00</u>
25	Equipment		
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$406,900.00</u></u>	<u><u>\$414,746.00</u></u>

# Attachment F: Salary Schedule and Budget Template

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Regular Classroom Instruction:</b>		
32	Salaries and Benefits	<u>\$794,640.00</u>	<u>\$910,932.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>PD - LHA/Danielson/Spring Board/PLTW/AIMS</u>	<u>\$50,000.00</u>	<u>\$50,000.00</u>
34	V - CI 2 <u>Assessments - IXL/NWEA/TLI</u>	<u>\$18,325.00</u>	<u>\$20,985.00</u>
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$34,400.00</u>	<u>\$39,400.00</u>
39	Equipment		
	Other (List Below)		
40	_____		
41	_____		
42	_____		
43	_____		
44	_____		
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$897,365.00</u></u>	<u><u>\$1,021,317.00</u></u>
	 <b>Special Education:</b>		
46	Salaries and Benefits	<u>\$76,560.00</u>	<u>\$78,856.80</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>OT/PT/Speech Therapy - Kidsource</u>	<u>\$34,400.00</u>	<u>\$39,400.00</u>
48	V - SE 2 _____		
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$3,440.00</u>	<u>\$3,940.00</u>
53	Equipment		
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	<b>Total Special Education:</b>	<u><u>\$114,400.00</u></u>	<u><u>\$122,196.80</u></u>
	 <b>Gifted and Talented Program:</b>		
60	Salaries and Benefits	<u>\$22,440.00</u>	<u>\$23,113.20</u>
	Purchased Services - List Vendors Below		
61	V - GT1 _____		
62	V - GT2 _____		
63	V - GT3 _____		
64	V - GT4 _____		
65	V - GT5 _____		
66	Supplies and Materials	<u>\$1,720.00</u>	<u>\$1,970.00</u>
67	Equipment		
	Other (List Below)		
68	_____		
69	_____		
70	_____		
71	_____		
72	_____		
73	<b>Total Gifted and Talented Program:</b>	<u><u>\$24,160.00</u></u>	<u><u>\$25,083.20</u></u>

# Attachment F: Salary Schedule and Budget Template

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Alternative Education Program/ Alternative Learning Environments:</b>		
74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver requested for ALE	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	=====	=====
	 <b>English Language Learner Program:</b>		
88	Salaries and Benefits	\$11,220.00	\$11,556.60
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	\$1,720.00	\$1,970.00
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	\$12,940.00	\$13,526.60
	 <b>Guidance Services:</b>		
102	Salaries and Benefits	\$52,800.00	\$54,384.00
	Purchased Services - List Vendors Below	_____	_____
103	v - GS1 Family Coord- share w/ Jacksonville Lighthouse	\$13,760.00	\$14,175.00
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	\$66,560.00	\$68,559.00

# Attachment F: Salary Schedule and Budget Template

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
<b>Health Services:</b>			
116	Salaries and Benefits	\$31,680.00	\$32,630.40
	Purchased Services - List Vendors Below		
117	V - HS1 _____		
118	V - HS2 _____		
119	V - HS3 _____		
120	V - HS4 _____		
121	V - HS5 _____		
122	Supplies and Materials	\$3,440.00	\$3,940.00
123	Equipment		
	Other (List Below)		
124	_____		
125	_____		
126	_____		
127	_____		
128	_____		
129	<b>Total Health Services:</b>	<u>\$35,120.00</u>	<u>\$36,570.40</u>
 <b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 <u>Waiver requested for media services</u>		
132	V - MS2 _____		
133	V - MS3 _____		
134	V - MS4 _____		
135	V - MS5 _____		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	_____		
139	_____		
140	_____		
141	_____		
142	_____		
143	<b>Total Media Services:</b>		
 <b>Fiscal Services:</b>			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 <u>Business Manager - Complete Consulting</u>	\$60,000.00	\$60,000.00
146	V - FS2 <u>Auditor - Lisa Stephens &amp; Company CPA</u>	\$7,000.00	\$7,000.00
147	V - FS3 <u>Time &amp; Labor - ADP</u>	\$10,000.00	\$10,000.00
148	V - FS4 <u>Legal - Legal Counsel</u>	\$3,000.00	\$3,000.00
149	V - FS5 _____		
150	Supplies and Materials	\$5,500.00	\$5,500.00
151	Equipment		
	Other (List Below)		
152	_____		
153	_____		
154	_____		
155	_____		
156	_____		
157	<b>Total Fiscal Services:</b>	<u>\$85,500.00</u>	<u>\$85,500.00</u>

# Attachment F: Salary Schedule and Budget Template

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Maintenance and Operation:</b>		
158	Salaries and Benefits	<u>\$59,400.00</u>	<u>\$73,418.40</u>
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 <u>Facilities Mgmt - Charter School Support Serv</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>
160	V - MO2 <u>Utilities - Entergy/CenterPoing/Utility Billing Ser</u>	<u>\$33,000.00</u>	<u>\$33,000.00</u>
161	V - MO3 <u>Disposal Service - Waste Management</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
162	V - MO4 <u>Repairs &amp; Maintenance - Various vendors</u>	<u>\$18,000.00</u>	<u>\$18,000.00</u>
163	V - MO5 _____		
164	Supplies and Materials	<u>\$24,080.00</u>	<u>\$27,580.00</u>
165	Equipment		
	Other (List Below)		
166	_____		
167	_____		
168	_____		
169	_____		
170	_____		
171	<b>Total Maintenance and Operation:</b>	<u><u>\$159,980.00</u></u>	<u><u>\$177,498.40</u></u>
	 <b>Pupil Transportation:</b>		
172	Salaries and Benefits	<u>\$31,020.00</u>	<u>\$31,950.60</u>
	Purchased Services - List Vendors Below		
173	V - PT1 <u>Bus Lease - Master's Leasing</u>	<u>\$24,000.00</u>	<u>\$24,000.00</u>
174	V - PT2 _____		
175	V - PT3 _____		
176	V - PT4 _____		
177	V - PT5 _____		
178	Supplies and Materials	<u>\$10,000.00</u>	<u>\$10,000.00</u>
179	Equipment		
	Other (List Below)		
180	_____		
181	_____		
182	_____		
183	_____		
184	_____		
185	<b>Total Pupil Transportation:</b>	<u><u>\$65,020.00</u></u>	<u><u>\$65,950.60</u></u>
	 <b>Food Services:</b>		
186	Salaries and Benefits	<u>\$26,400.00</u>	<u>\$27,192.00</u>
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Meal Delivery - Valley Services, Inc</u>	<u>\$172,000.00</u>	<u>\$197,000.00</u>
188	V - FD2 <u>CN Director - share w/ Jacksonville Lighthouse</u>	<u>\$13,760.00</u>	<u>\$14,175.00</u>
189	V - FD3 _____		
190	V - FD4 _____		
191	V - FD5 _____		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	_____		
195	_____		
196	_____		
197	_____		
198	_____		
199	<b>Total Food Services:</b>	<u><u>\$212,160.00</u></u>	<u><u>\$238,367.00</u></u>

# Attachment F: Salary Schedule and Budget Template

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	<b>Data Processing:</b>		
200	Salaries and Benefits	<u>\$77,880.00</u>	<u>\$80,216.40</u>
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support - WIRED	<u>\$15,000.00</u>	<u>\$15,000.00</u>
202	V - DP2 _____		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	<b>Total Data Processing:</b>	<u><u>\$92,880.00</u></u>	<u><u>\$95,216.40</u></u>
	 <b>Substitute Personnel:</b>		
214	Salaries and Benefits	<u>\$35,055.00</u>	<u>\$35,055.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1 _____		
216	V - SB2 _____		
217	V - SB3 _____		
218	V - SB4 _____		
219	V - SB5 _____		
220	<b>Total Substitute Personnel:</b>	<u><u>\$35,055.00</u></u>	<u><u>\$35,055.00</u></u>
	 <b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Lease - Charter Facilities Management AR LLC	<u>\$348,000.00</u>	<u>\$348,000.00</u>
223	note: facility upgrades will be completed by		
224	landlord		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
230	Content Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
231	<b>Total Facilities:</b>	<u><u>\$373,000.00</u></u>	<u><u>\$373,000.00</u></u>

# Attachment F: Salary Schedule and Budget Template

**Debt Expenditures:**

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
232	List Debts Below		
233	<u>FFE/Textbook Lease - Lighthouse Academies</u>	<u>\$48,000.00</u>	<u>\$48,000.00</u>
234	_____	_____	_____
	_____	_____	_____
	<b>Total Debts:</b>	<u><u>\$48,000.00</u></u>	<u><u>\$48,000.00</u></u>

**Other Expenditures:**

	List Other Expenditures Below		
235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u><u>\$2,629,040.00</u></u>	<u><u>\$2,820,586.40</u></u>

242	<b>Net Revenue over Expenditures:</b>	<u><u>\$126,443.48</u></u>	<u><u>\$48,435.58</u></u>
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*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

# Attachment G: Facilities Utilization Agreement

## OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Ghan Properties LLLP

Lessee(Tenant): Lighthouse Academies of Central Arkansas, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Facility is a former public school elementary school.

Address of Premises: 3901 Virginia Drive North Little Rock Arkansas 72117

Square Footage: 18,500 sq. ft. available

Terms of Lease: 5 years with three five year options.

Rental Amount: \$248,000 year

Contingency: The terms of this agreement are contingent upon

Lighthouse Academies of Central Arkansas, Inc.  
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of **2015**

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Lighthouse Academies of Central Arkansas, Inc.

By:  Date July 18, 2014

Lessor:  Ghan Properties LLLP

By:  Date 07/17/2014

## **Attachment H. Statement of Assurances**

### **2014 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

## Attachment H. Statement of Assurances

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

## Attachment H. Statement of Assurances

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
  
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

*Susan Forte*

\_\_\_\_\_  
*Signature of President of the Sponsoring Entity Board of Directors*

Susan Forte

\_\_\_\_\_  
*Printed Name*

*7-11-14*

\_\_\_\_\_  
*Date*

## Attachment I: Prior Involvement Templates

Name of Individual with Prior Charter Experience Dr. Phillis N. Anderson

Position with Proposed Charter Senior Vice President

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Jacksonville Lighthouse Charter Pine Bluff Lighthouse Charter	Senior Vice President	Operating	251 N. First St., Jacksonville, AR 708 W. 2nd, Pine Bluff, AR	www.ade.org

## Attachment I: Prior Involvement Templates

Name of Individual with Prior Charter Experience Lenisha Broadway

Position with Proposed Charter Senior Vice President

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Jacksonville Lighthouse Charter Pine Bluff Lighthouse Charter	Regional Vice President	Operating	251 N. First St., Jacksonville, AR 708 W. 2nd, Pine Bluff, AR	www.ade.org

## Attachment I: Prior Involvement Templates

Name of Individual with Prior Charter Experience Rev. Charles Caradine

Position with Proposed Charter Board Member

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Dreamland Academy	Operations Manager	Involuntarily Closed	5615 Geyer Springs Rd, Little Rock, AR 72209	www.ade.org