

Capitol City Lighthouse Charter School

PART A GENERAL INFORMATION

Sponsoring Entity: **Lighthouse Academies of Central Arkansas, Inc.**
IRS Status: **Applied for 501(c)(3) non-profit status**
Grade Levels: **K-12**
Student Enrollment Cap: **750**
Address of Proposed Charter: **3901 Virginia Avenue, North Little Rock, 72117**

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

Explain if the charter's mission statement is the entire text or only part of the text included in this section.

The mission statement is “We prepare our students for college through a rigorous arts-infused program.” The text within this section explains how the mission is achieved and measured through the implementation of the model.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school’s governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board’s roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Question

Confirm that the text in this section, in its entirety, is the charter mission statement or identify exactly what part of the text is the mission statement.

The mission statement is “We prepare our students for college through a rigorous arts-infused program.” The text within this section of the application was intended to explain how the mission is achieved and measured through the implementation of the model.

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

C6: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

Fully Responsive

Concerns and Additional Questions

Explain the statement “Upon approval of the charter a comprehensive scope and sequence aligning Arkansas and Common Core State Standards with the Lighthouse programs will be completed”

A continuing review of our curricular scope and sequence is completed annually and this statement expresses our commitment to assure that with any additional lessons or units of study Lighthouse utilizes will include a comprehensive review of all new curricular materials to assure alignment to the Common Core State Standards and the Arkansas framework.

C7: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

Fully Responsive

C8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

Explain the statement: “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.”

Lighthouse supports the full implementation of special education services and this would include an out-of-district placement if that is the least restrictive environment and only if it is necessary to meet the student's needs. We were just stating our commitment to a full continuum of services.

C9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Fully Responsive

C10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school’s progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to

learn about and apply to the school;

- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Fully Responsive

Concerns and Additional Questions

Application states on page 31 that “We will hold no more than ten percent of available seats each year for children of the founder”, however the box on page 32 is not checked for “children of founding members”. Please clarify.

Response: Please consider the box on page 32 checked.

C12: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

Concerns and Additional Questions

Confirm that only three people are involved with the proposed charter school who have prior charter experience.

We confirm that only the three people listed have prior charter experience.

C13: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers,

counselors, etc.;

- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide a job description for teachers and the qualification required. Explain if staff members (teachers, nurses, counselors, etc.) are required to have a bachelor’s degree, be highly qualified, or hold a certification or licensure.

Teachers, nurses, and counselors are required to have a bachelor’s degree, be highly qualified or hold certification.

Title: Teacher

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Lower Academy teachers are more than instructional staff members and classroom managers. They help transform children’s lives by creating opportunities for a brighter future. We are seeking Lower Academy teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- 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

ESSENTIAL FUNCTIONS

A Lighthouse Academy Lower Academy teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All teachers’ actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the Common Core state standards to create rigorous, objective-driven, arts-infused lessons aligned with curriculum maps.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students’ prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present academic content through a variety of instructional strategies to reach all learners; including the use arts-infusion: chants, songs, visual arts and drama.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.
- Use data to update each student’s Individual Learning Plan.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families’ cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, home visits, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level, vertical team and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback from Principal and Director of Teacher Leadership to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor’s degree required, Master’s Degree preferred
- Teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment

- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy **CLASSIFICATION:** Full-time, Academic, and Exempt

Provide a job description and required qualifications for special education staff.

Title: SPECIAL EDUCATION COORDINATOR/TEACHER
Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Special Education Coordinators/Teachers are more than compliance officers, instructional staff members and program managers. They help transform children’s lives by creating opportunities for a brighter future. We are seeking special education coordinators/teachers who will make the commitment to lead and teach with determination, integrity and purpose, embodying these essential qualities:

- 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

ESSENTIAL FUNCTIONS

A Lighthouse Academy Special Education Coordinator/Teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All special education coordinators/teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All special education coordinator/teachers’ actions must always be aligned with our mission, vision, core values and education program. The essential functions for our special education coordinators/teachers are as follows:

COORDINATION and MANAGEMENT

- Ensure that the school is in compliance with the requirements of *IDEA*, the *No Child Left Behind Act of 2001* and the *Rehabilitation Act of 1973*; complete all required reports with accuracy by identified submission dates; ensure confidentiality of student files.
- Create and supervise the school's referral system for students who are struggling academically and/or socially; coordinate referral system with local, state and federal requirements.
- Develop and oversee the case management system for all students on IEPs and 504 Plans, including overseeing manifestation hearings and annual reviews.
- Manage, with others, the procurement of 3rd party services needed to support special education services; monitor and evaluate the effectiveness of these services.
- Support the development and implementation of special education grants with others.
- Develop and manage the reporting system for all special education and related services programs.
- Coordinate the testing and assessment programs for students with identified accommodations as outlined in the IEP or 504 Plan with the school site staff coordinating assessments.

PROFESSIONAL DEVELOPMENT

- Ensure that all staff have receive mandated professional development for working with students with IEPs and 504 Plans, as well as additional professional development that meets the differentiated instructional needs of individual students to fully support the academic and emotional growth of all students.
- Collaborate with other special education coordinators and related staff in the network to share best practices and knowledge.
- Coordinate all training with school leadership team.

TEACHING

- Provide direct instruction and services in and out of the classroom to assigned students with IEPs and 504 Plans including, but not limited to, writing goals and objectives, administering and interpreting individual formal and informal assessments.
- Work with other instructional staff members to plan for and modify instruction of students with IEPs and 504 Plans.
- Consult with other professionals; consult and discuss issues with parents; plan, deliver, and evaluate instructional outcomes; and conduct the research needed to perform essential functions of the position.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, progress reports, meeting notifications, in-person meetings) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION: Master's Degree in Special Education preferred; Special Education Instructional Specialist Certification

EXPERIENCE, KNOWLEDGE & SKILLS:

- Three (3) years teaching experience in special education, including instructional and supervisory experience
- Required state teaching certification in special education; Highly Qualified status under *No Child Left Behind*
- Knowledge of *IDEA*, the *No Child Left Behind Act of 2001*, the *Rehabilitation Act of 1973*, as well as state and local special education programs and systems.
- Proven track record of closing the achievement gap with students with special needs
- Training in and implementation of LHA curriculum programs, as well as intervention programs
- Turning best practices into high quality, goal-driven results
- Special Education management systems, data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Excellent written, oral and interpersonal skills to communicate effectively and professionally with varied audiences

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: FT Academic year, Administrative, Exempt or FT Academic, Exempt. School specific.

**Title: SPECIAL EDUCATION
TEACHER**

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) special education teachers are more than staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking a special education teacher who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- 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

ESSENTIAL FUNCTIONS

A Lighthouse Academy special education teacher provides direct services to students, consults with other professionals, discusses progress with parents, plans, delivers and evaluates instructional outcomes, and conducts the research needed to perform the essential functions of the position. Instruction is delivered in a classroom through an inclusion model and/or small group pull-out. The essential functions for our special education teachers are as follows:

- Implements the Lighthouse Academies, Inc. curriculum, which includes the incorporation of the arts in daily instruction.
- Collaborates with general education classroom teacher to modify curriculum to reach all learners.
- Writes goals and objectives for IEPs using state's special education software.
- Administers and interprets individual formal and informal assessments and measures student achievement of, and progress toward, their objectives and goals.
- Participates in IEP meetings and provides necessary documentation, as requested.
- Provides progress reports to parents as stated in the IEP, maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.

- Communicates and enforces high expectations and standards for behavior, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Organizes and maintains, in student file, all required paperwork for all assigned students and ensures compliance with federal and state regulations.
- Follows through with parent and staff requests and provides consultations regarding students.
- Coordinates services for assigned students provided by itinerant staff or party providers.
- Accesses meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflects critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Develops an Individual Professional Development Plan for approval by the school principal.

Examples of Work:

- Writes students IEP according to federal and state guidelines
- Writes lesson plans that correlate with the IEP
- Completes progress reports and assessment reports as required.
- Maintains students' files with completed paperwork reflecting the essential components as determined by federal and state laws

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor's degree required, Master's Degree preferred
- Two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data management tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Knowledge of applicable federal and state regulations and statutes.

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

C14: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Fully Responsive

Concerns and Additional Questions

The budget reflects that Valley Services Inc. has been selected as the food service vendor. Please confirm that all federal procurement laws will be followed.

The school will follow all of the required ADE regulations concerning the procurement of all services. Valley Services Inc. has not been contracted with for food service. The reference was meant as an example.

C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of

Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C17: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be

- located;
- The employees of the public school district where the charter school will be located;
- The sponsor of the charter school; and
- Employees, directors and/or administrators of the charter school.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Explain what the “warming kitchen” is and provide the timeline for adding it to the facility and any financial ramifications.

A warming kitchen is a facility designed to allow the school to serve meals that are prepared off site and then warmed on site for serving. This food program is currently used at Pine Bluff Lighthouse Charter School.

Explain the timeline for the addition of handicapped accessible bathrooms, water fountains, fire alarm and horn light system and include the financial ramifications of these additions.

A facility assessment and scope of work has been completed. The cost for the improvements was estimated to be \$950,000.00. The annual rent (\$348,000.00) includes the cost of the improvements amortized over the term of the lease that will be signed after award of the charter.

The work will begin in the spring of 2015 and will be completed by August 1, 2015.

The facility will be fully compliant with all ADA and IDEA facilities requirements by the time the school opens its doors for the first day of classes.

C18: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C19: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

Explain how milk, fruit and entree will meet the USDA meal pattern requirements.

Meals will include at least the daily minimum quantities required under the meal pattern. Offered meals will meet all of the daily and weekly food component/food item requirements, as well as the weekly dietary specifications. The adult supervisor will ensure that each student selects at least a ½ cup of fruit or vegetable or a combination of both during the course of a family style meal service. Reimbursable lunches must offer five food components in five food items. Student must select at least three components, one of which must be ½ cup of fruit or vegetable. OVS must be available for students at senior high schools. OVS is optional at middle and elementary schools and OVS is not allowed for the NSLP snack service.

Confirm the knowledge that the Request For Proposal process requires that menus are developed so that potential vendors can bid based on a specific product.

The school is aware and knowledgeable concerning the RFP process for potential meal vendors.

Confirm that the USDA meal patterns and Arkansas Nutrition Standards will be followed.

USDA meal patterns and Arkansas Nutrition Standards will be followed.

C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school’s education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Fully Responsive

C21: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and fulfilling the charter’s mission

Concerns and Additional Questions

SEE LEGAL COMMENTS

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future.

Fully Responsive

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Information provided by Applicant is in italics.

**Capitol City Lighthouse Charter School
Waivers Requested in Original Application
2014 Open Enrollment Application**

L. Licensure

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)

**Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for
Accreditation of Public Schools and School Districts**

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 cannon.

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;

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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 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 appropriately compensate non-certified but Highly Qualified teachers.

Legal Comments: None

Remaining Issues: None

2. School Year

Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year)

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.

Legal Comments: Based upon the information provided, it appears applicant needs a waiver only of Ark. Code Ann. § 6-10-106(a)(1)(A). Please clarify.

Response: *The applicant wishes to clarify the above previously requested waiver by requesting a waiver of only section (a)(1)(A) of Ark. Code Ann. §6-10-106.*

Remaining Issues: None

3. School Boards and Elections

Ark. Code Ann. § 6-13-601 et seq., except section 6-13-619(a), (b), and (d) (school district boards of directors - generally)

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.

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Legal Comments: Explain how often meetings will be held and how they will be called if Ark. Code Ann. § 6-13-619 is not followed. Ark. Code Ann. § 6-13-622 contains a constitutional provision that cannot be waived. Please clarify.

Response: *The applicant is withdrawing its request for a waiver of Ark. Code Ann. §6-13-619 (c)(its only waiver request under § 6-13-619); the Board of Directors meetings will be held in accordance with Ark. Code Ann. §6-13-619(a).*

The Applicant wishes to clarify its waiver request by withdrawing its request to waive the provisions of Ark. Code Ann. §6-13-622.

Remaining Issues: None

4. Minimum Salaries for Classified/Certified

Ark. Code Ann. § 6-17-201(c)(2) Teacher personnel salary schedule

Ark. Code Ann. §§ 6-17-2201 et seq. Minimum Salary Classified Employees

Ark. Code Ann. § 6-17-2401 et seq. Minimum teacher compensation schedule

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.

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 budgeting.

Legal Comments: To effectuate these waivers, applicant also must seek a waiver of Sections 4.02.3 and 5 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites, as well as Ark. Code Ann. § 6-17-807. Applicant should consider whether it needs or needs to seek waivers of additional provisions of Ark. Code Ann. §§ 6-17-201 or provisions of Ark. Code Ann. § 6-17-2301.

Response: *The applicant wishes to clarify and fully effectuate the above requested waivers by additionally requesting waivers of Sections 4.02.3 and 5 of the ADE Rules Governing School District Requests for Personnel Polices, Salary Schedules, Minimum Salaries and Documents Posted to District Websites; and Ark. Code Ann. §6-17-807.*

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The applicant wishes to clarify its application by requesting a waiver of Ark. Code Ann. §6-17-2301(c).

Remaining Issues: None

5. Annual Report to the Public (First Year Only)

Standards for Accreditation 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.

Standards for Accreditation 7.03. 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.

Legal Comments: To effectuate a waiver of these Standards for Accreditation, applicant also must seek a waiver § 6-15-2006(b).

Response: *The applicant wishes to clarify and fully effectuate the above, previously requested waiver by additionally requesting a waiver of Ark. Code Ann. §6-15-2006(b).*

Remaining Issues: None

6. Coalition for Community Involvement

Standards for Accreditation 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,

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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.

Legal Comments: None

Remaining Issues: None

10. Class Size and Teaching Load

Standards for Accreditation 10.02

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.

Legal Comments: None.

Remaining Issues: None

15. Superintendent

Standards for Accreditation 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

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.

Legal Comments: Please confirm that applicant seeks a waiver of Ark. Code Ann. § 6-

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13-109 (instead of 6-13-609).

Response: *The applicant wishes to clarify the previously requested waiver by withdrawing a waiver request for Ark. Code Ann. §6-13-609 and substituting a waiver request for Ark. Code Ann. §6-13-109.*

Remaining Issues: None

7. Library Media Services

Ark. Code Ann. § 6-25-101 et seq.

Standards for Accreditation Section 16.02

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.

Legal Comments: None

Remaining Issues: None

8. ALE

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

Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment).

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 and 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 right are always protected.

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Legal Comments: None.

Remaining Issues: None

Desegregation analysis fully responsive.