

ORIGINAL

CAPITOL CITY LIGHTHOUSE CHARTER SCHOOL

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CHARTER SCHOOL OFFICE

*Proposal to Arkansas Department of Education
Charter School Office
Submitted August 31, 2012*

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A. GENERAL INFORMATION

Name of Proposed Charter School: Capitol City Lighthouse Charter School

Grade Level(s) for the School: Student Enrollment cap: K-12 with a total cap of 750 students

Name of Sponsoring Entity: Lighthouse Academics of Little Rock, 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 (provide evidence). (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 attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (e) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Dr. Phillis Nichols-Anderson

Address (no P.O. Box please): 401 Main St. Suite 203 City: North Little Rock, AR Zip: 72116

Daytime Phone Number: (501) 375-5004 FAX: 501-374-5010

E-mail: pnicholsanderson@lighthouse-academics.org

Charter Site Address: 5615 Geyer Springs Road City: Little Rock, AR ZIP: 72209

Date of Proposed Opening: 8/13/13

Chief Operating Officer of Proposed Charter: Dr. Phillis Nichols-Anderson Title: Vice President Southern Region, Lighthouse Academics, Inc.

Address: 401 Main St. Suite 203 City: North Little Rock, AR

ZIP Code: 72116 Daytime Telephone Number: 501-374-5001

The proposed charter will be located in the 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.

Name: Dr. Phillis Anderson Position: Vice President Southern Region Lighthouse Academics State of Residence: Arkansas

Name: Michael Ronan Position: CEO of Lighthouse Academics Inc.

State of Residence: Massachusetts

Name: Chris Bell Position: President Complete Consulting State of Residence: Arkansas

Name: Joel Scharfer Position: Vice President Charter Facilities Management Inc.

State of Residence: Maryland

Name: Lisa Clay Position: Community Development Associate Lighthouse Academies Inc.

State of Residence: Massachusetts

List the current K-12 student enrollment of the district where the proposed public charter school will be located. Total District Enrollment

The proposed charter will be located in the Little Rock School District. Total enrollment for this district is 24,380.

List the school districts from which students are expected to come (use additional sheets as necessary).

The contiguous school districts are Pulaski County Special and North Little Rock School District. As Capitol City Lighthouse Charter School will be an open enrollment school, students may attend from any district.

B. GENERAL DESCRIPTION

Capitol City Lighthouse Charter School (CCLCS) will open in August 13, 2013 with students enrolled in grades K-6. The proposed open enrollment charter school will be located in Little Rock, Arkansas. The school will primarily serve students in Little Rock, but any student eligible to attend public school in Arkansas may enroll. CCLCS will join the Lighthouse Academies (LHA) network of schools and its Lighthouse Academies of Arkansas sister schools, Jacksonville Lighthouse Charter School-Main Campus, Jacksonville Lighthouse Charter School- Flightline Campus, and Pine Bluff Lighthouse Charter School. LHA is a national non-profit charter school organization. It is dedicated to creating new, high quality public school choices for families.

The Lighthouse Academies Model

The Lighthouse Academies' model is a three-pronged approach — Rigorous Academics, Social Development and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The model depends on high quality teachers, relentless school leaders, and pervasive culture of achievement and respect amongst students and staff.

Rigorous Academics

College Focus

It is our job to make college real and attainable for all of our scholars, which is why college is a focus that permeates our school culture. Our rigorous programs provide students with the academic and social foundation necessary for success in college.

Standards-Driven, Rigorous, Research-Based Curricular Programs

The LHA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively these define what students should know and be able to do at each particular grade level. The standards are the destination for the year – where we want all of our scholars to arrive. High quality research based curricular programs, including Imagine It![®], Saxon Math[®], FOSS[®], Pearson Core Knowledge[®], as well as varied instructional frameworks such as Understanding by Design and readers/writers' workshop, provide the foundation for school-wide instruction and enable students to meet learning standards.

Classroom instruction includes a mix of whole-class, small group, and individual work. Teachers follow a pattern of presenting engaging mini-lessons to demonstrate new skills, creating flexible groupings in which students can practice those skills and giving students practice work that they can do independently. All work gives students numerous opportunities to demonstrate what they know and are able to do in terms of mastering specific standards.

Data to Drive Instruction

At CCLCS, we will use a variety of assessments and data tools to inform instruction, identify areas of growth, and increase student achievement. The three main sources of data are (1) state assessments, (2) NWEA Measures of Academic Progress (MAP) for grades K and above and the QUALLS for students in Kindergarten and Iowa Tests of Basic Skills for K-2 grades, and (3) curricular assessments aligned to Common Core and Arkansas state standards. In addition, CCLCS may monitor student achievement using other assessments, such as TLI, NAEP, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), etc.

All of these measures combine to create a rich data set that teachers and school leaders use to inform instruction as well as monitor student, grade level and school progress on an ongoing basis. The ongoing collection and analysis of data guides teachers' planning of instruction and ensures that teachers plan instruction to meet students' individual needs.

More Time on Instruction

To ensure that all students master the work necessary to prepare them for college, CCLCS will provide more time on task. This means a **longer school year** (190 instructional days) and a **longer school day** (8 hours). Instruction begins promptly at 8:00 A.M. and students work diligently throughout the day until dismissal at 4:00 P.M. We believe this is urgent work and that every second counts, therefore we push the limits and ensure students have learning opportunities through the last possible minute of the day.

Social Development

Social Curriculum and SHINE

Lighthouse Academics believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (social skills and character traits) that all children need in order to be successful through college and life. These qualities are included in our **SHINE** character education program: **S**elf-Discipline, **H**umility, **I**ntelligence, **N**obility and **E**xcellence.

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. These programs ensure that all children develop their social skills simultaneously with their academic skills throughout the entire instructional day. Throughout the social curriculum, we support our scholars in being successful academically, acquiring the skills necessary to work collaboratively with others, as well as building self-management skills that help prepare them for college. Developing a positive school culture is an outgrowth of a solid social curriculum. Our small community model creates a learning environment where students are known well, develop unique talents and interests, connect with adult mentors and develop the life skills they will need for life after high school.

Core Competencies

- **Effective Communication** demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- **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.
- **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.
- **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.

Arts Infusion¹

The arts will permeate school culture. Every day, visual arts, movement, music and other forms of creative expression (drama, poetry, and speech) will be integral parts of the teaching and learning processes. The Lighthouse Academies arts infusion model consists of two domains: 1) incorporating the arts into academic instruction, and 2) daily exposure to master artists and works of art.

Research shows that arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. By providing students with creative ways of learning and applying core content knowledge, the arts enhance students' understanding and retention of skills and concepts.

Professional Development

We believe the education program is only as good as the teachers teaching it. Therefore, we 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 of professional development days will be scheduled into the school 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.

¹ Lighthouse Academies is participating in a multiyear evaluation of the impact of an arts-infused program on student achievement. Learning Through An Expanded Arts Program, Inc is conducting the study under a U.S. Department of Education grant.

C. REQUIRED INFORMATION

1. Results of Public Hearing

A public hearing was held on July 17, 2012 from 6:00 P.M. to 7:30 P.M at the Greater Second Baptist Church, Fellowship Hall, 5615 Geyer Springs Road, Little Rock, Arkansas 72209. A public hearing was held on July 24, 2012 from 6:00 P.M. to 7:00 P.M. at the Southwest Little Rock Community Center, 6401 Baseline Road, Suite A, Little Rock, AR, 72209. There were approximately 30 people in attendance at both meetings. The meeting was presided over by Ms. Susan Forte, Board Chairman, and included a presentation on the Lighthouse school model by the Lighthouse (LHA) national and regional leadership and the school leadership team from Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. The presentation focused on the LHA's school model as well as 45 minutes for a 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.

Supporting evidence collected at this hearing, including a sign-up sheet, is included as **Attachment 9** (Required).

2. Documentation related to Public Hearing

Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:

A. The notice of the public hearing was published in the Arkansas Democrat Gazette on July 3, 2012, July 10, 2012 and July 17, 2012 in the Arkansas news section. See **Attachment 9** (Required) for ad copy and invoice reflecting publication dates.

B. This notice was published in news section of the paper.

C. The last publication date of the ad was July 17, 2012, seven days before the hearing was held on Tuesday, July 24, 2012.

D. Letters announcing the hearing were mailed to the superintendent of the district where the school will be located.

3. Governance Structure

Lighthouse Academies of Little Rock, Arkansas, Inc. was incorporated as a nonprofit on June 9, 2011, will apply for 501 (c) 3 status on October 1, 2012 and will operate Capitol City Lighthouse Charter School (CCLCS).

Composition of the Board of Trustees, Advisory Board and Selection of Members

The school will be governed by a Board of Trustees. 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 Little Rock 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, fundraising and school operations. The advisory board is comprised of as a group that will function like a committee of the formal board. The advisory board has no legal responsibilities and is formed to give advice and recommendations to a nonprofit's governing board and management. It cannot compel the nonprofit's governing board or staff to act on its recommendations or feedback.

The founding board members are:

Susan Forte is the President/CEO of HOUSEABOUTIT, INCORPORATION. Ms. Forte leads in the developing of communities; lead in implementing educational programs. She works closely with the Board of Director on all administrative decisions and activities and with staff to develop and establish individual goals and objectives against established goals and standards for improving the overall of the company. She administers CDBG Grant funds for small cities in Arkansas; administer training to/for small cities; organize community organizations to work in their community; Aid in workforce development; Assist small and emerging small start-up businesses; administer city assessments.

Jamie Scott is the Director of the Upward Bound Programs at ARKANSAS BAPTIST COLLEGE, Little Rock, AR. Ms. Scott manages and allocates funds of a federal grant budget of \$250K and oversees grant activities and obligations. Plans and administers student work study by securing and matching students to work available positions. Oversees and supervises the Summer Residential Program and assists with curriculum planning. Coordinates and conducts all participant assessments to determine academic, personal, and career needs. Directs participant recruitment and student selection and meets with students in individual and group settings. Provides information and promotes successful school completion and college attendance. She is a graduate of Arkansas State University. She is a graduate of the Little Rock Chamber Leadership Greater Little Rock Class of 27 and has the following community and civic engagement: Big Brothers and Big Sisters of Central Arkansas, Little Rock, AR (Member); Young Black Professionals of Central Arkansas, Little Rock, AR (Member); Make A Wish Foundation Crew, Little Rock, AR (Member); Susan G. Komen Race for the Cure, Little Rock, AR (Volunteer); Special Olympics, Little Rock, AR (Volunteer); HIV Testing Rallies, Little Rock, AR (Organizer); Local Blood and Food Drives, Little Rock, AR (Organizer); Jonesboro Battered Women's Shelter, Jonesboro, AR (Volunteer).

Kareem Moody has been working on the frontlines in the battle to save our nation's youth for the past fifteen years. The former Youth Initiative Project (gang) coordinator has worked with a number of young people in the areas of intervention and prevention. Mr. Moody is respected throughout the state as a collaborator on a number of youth focused committees

and initiatives. The author of *Raise them up: the real deal on reaching unreachable kids*, Kareem Moody is an example of beating the odds. The Henderson State University Alum and former "at risk" youth formerly served as the program director for Positive Atmosphere Reaches Kids (P.A.R.K.), one of Arkansas most celebrated after school programs. He is the Director of Student Success at Pulaski Technical College.

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 senior and a daughter who attends Agnes Scott College in Decatur Georgia. She has served in past years on the board of Youth Home, UALR Alumni Association, and Horace Mann Magnet PTSA Treasurer for 6 years and the Parent Board Member of Arkansas Commitment.

Mara Vicente-Sanchez is a graduate of Hall High School and received an Associates of Arts degree from Pulaski Technical College and is currently working on her Criminal Justice Degree at Pulaski Tech. Mara is married to Roberto Sanchez and is the mother of Rebecca Sanchez. Mara is currently working for Market Place Medical where she's a billing specialist and bilingual receptionist. After completing her degree Mara plans to attend law school. She is an advocate for the Hispanic community and is passionate about working hard to uplift this community.

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. Anderson is Vice President for the Southern Region for Lighthouse Academies, Inc. and oversaw the opening of the region and the opening of JLCS, JLCS-Flightline, and PBLCS. She manages school budgets that total over 5,028,000.00 dollars. She manages a regional staff who consist of a Regional Director, three principals and four school leaders and over 50 teachers and staff members.

Advisory Board

Patrick Oliver is founder and program development specialist for *Say It Loud!* Readers and Writers a literary arts program dedicated to promoting reading and writing as tools of empowerment. Through a variety of innovative projects *Say It Loud!* engages children, youth and adults in activities such as community forums, author talks, book discussions and developmental workshops. Oliver is creator, executive producer and host of Literary Nation Talk Radio a live weekly broadcast which dialogues with authors, activist and artist such as Sharon Draper, Marian Wright Edelman, Common, Nikki Grimes, Hill Harper, Sonia Sanchez, Susan Taylor and numerous others. He is publisher and editor of the Essence Magazine best-selling anthology *Turn the Page and You Don't Stop: Sharing Successful Chapters in Our Lives with Youth*.

Marquita Little, Assistant Director of Policy and Planning

Arkansas Department of Human Services, Office of the Director

Marquita Little, a native of Little Rock, AR, currently serves as the Assistant Director of Policy and Planning for the Arkansas Department of Human Services (DHS) where she assists with the development and implementation of the policy agenda for DHS. Her present work primarily focuses on: child health policy issues, planning for health care reform, transforming the behavioral health care system, and coordinating the DHS Fellows for Public Service Program. Ms. Little also has several years of experience in child and family behavioral health having served in direct service capacities in Arkansas and Tennessee specializing in services for low-income families and youth in foster care. She has also worked with the Oprah Winfrey Leadership Academy for Girls in Johannesburg, South Africa on student leadership development. Ms. Little has coordinated with the Governor's Task Force on Best Practices for Afterschool and Summer Programs to research afterschool programs throughout Arkansas, and served as an AmeriCorps VISTA member with Habitat for Humanity in Dallas, TX. Ms. Little earned a Master of Public Service degree from the University of Arkansas Clinton School of Public Service and a B.A. with Distinction from Hendrix College. Little completed her capstone at Oprah Winfrey's School in South Africa. She is also a graduate of John L. McClellan High School in Little Rock, AR.

Garbo Hearne

Ms. Hearne is the owner of Hearne Fine Art and Pyramid Art, Books & Custom Framing in the Museum Center in the historic Dunbar neighborhood. For over 20 years, Pyramid Art, Book and Custom Framing has been known as the premiere place for art by Americans of African descent in Arkansas. Ms. Hearne fostered and maintained relationships with over fifty artists since the gallery opened in 1988. She is on the board of directors of the Mid-America Arts Alliance and is currently chair of the Arkansas Arts Council. She has also served on the board of the Arkansas Humanities Council (1993-1997). She is a graduate of the University of Arkansas and she and her husband, Dr. Archie Hearne, have four children.

Chris Carter

Mr. Carter is a graduate of Purdue University with a degree in Sociology and Political Science. He is a former Teach For America corps member who taught in the Mississippi Delta with KIPP Delta. He also served as a Teach For America Program Director and Manager of Teaching and Learning where his duties included coaching and developing new teachers, and managing teacher development courses for 500 teachers serving over 40,000 students. Mr. Carter is a graduate of the Principals Academy, Columbia University- Teachers College and is currently serving as Principal of the Jacksonville Lighthouse Charter School, College Prep Academy.

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 a charter school. The Board of Trustees 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 students 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 Trustees 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 LHA. LHA is a growing network of public 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:* Trustees use their individual skills, knowledge, expertise and/or community relationships to support the school.
- *Community Relationships:* The Trustees act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

Lighthouse Academies

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.
- *Staff:* LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- *Curriculum:* LHA provides the school with the Lighthouse Academies Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- *Manuals and Handbooks:* LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel 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 students 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 students using methods best suited to the local community.

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 Trustees bring to the school, the Trustees must possess the right personal characteristics and attitudes for the job. Trustees with the following attributes will be able to work most effectively amongst themselves, and with LHA and the school leadership, to successfully 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.
- Focused 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 Trustees. Each Trustee 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 Trustees shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the Trustees 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.

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 Director. The principal will deal with employee issues and 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 students. The principal will meet with and counsel parents and students 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 Instruction (DOI)** 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 DOI 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 DOI will create and develop a rigorous and engaging teaching staff. The DOI will encourage, observe, and coach teachers. The DOI, 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 DOI 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 – students, parents, and teachers alike. The principal and DOI may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

Information is included in **Sections 18 and 20** on school structures that support student and parent involvement.

4. Mission Statement

CCLCS will prepare students for college through a rigorous arts-infused program. The vision is that all students will be taught by highly effective teachers in a nurturing environment and will achieve at high levels². Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in Little Rock. CCLCS will be a beacon of hope for the students of Little Rock and provide them with truly high quality choice in education.

Our arts-infused curriculum is a means to achieve our mission. We track and measure progress through our external evaluator and assessments of the learning environment and quality of instruction. We measure our progress toward achieving our mission using the performance goals and measurements, which can be found in **Section 7** in the charter application. The school will make satisfactory progress toward meeting the required AYP goals beginning in year one.

² Highly effective teachers are those whose students make academic gains at a rate of 50% more a year than the average. These teachers receive additional compensation based on student outcomes.

5. Educational Need

Typically, students who enroll in LHA charter schools are two to three years behind academically, and some have had poor school attendance records. The LHA model is designed to help these students catch up and reach proficiency level, at the very least, by the end of grade 8. During this time, the students become “Lighthouse Scholars” who are prepared for success in our rigorous high school program (the LHA College Prep Academy) that, in turn, prepares them for success in college.

We exist because there is a staggering achievement gap in America today that results in lifetime income inequalities that significantly affect the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children’s lives.

Consider the following facts:

- Every 34 seconds a child is born into poverty.³ Approximately 15.5 million children are growing up in poverty and 31.9 million in low-income families in the United States. There is a disproportionate percentage of African American children (64% or 6.5 million) and Latino/Hispanic children (63% or 10.7 million) compared to 31% (12.2 million) of white children. In addition, African American and Latino/Hispanic children are more than twice as likely to live in a low-income family.⁴
- Only 8% of students growing up in low-income families graduate from a four-year college by age 24 compared to 82% of those from high-income families.⁵
- Nearly 80 percent or more of Black and Hispanic public school students in the fourth, eighth and 12th grades are unable to read or do math at grade level compared to 50 percent or more of White children.⁶
- Every 8 seconds a high school student drops out of school.⁷ The Averaged Freshman Graduation Rate is 75.5% (AFGR), but only 63.5% for African Americans and 65.9% Latino/Hispanics compared to 83% for White children.⁸
- Only 68.1% of high school seniors go on to college the following year with again a lower percentage of African Americans at 61.4% and Latino/Hispanics at 59.6% compared to 68.6% of Whites.⁹
- Overall, 57% of those who attend four-year colleges and universities graduate within six years; however, again there is a gap, with 61% of White students graduating, but only 39% of African Americans and 49% of Latino/Hispanics.¹⁰

³ States of America’s Children 2011, Children’s Defense Fund, p.XV.

⁴ National Center for Children in Poverty, Basic Facts About Low-income Children, 2010, February 2012, http://nccp.org/publications/pub_1049.html.

⁵ *Postsecondary Education Opportunity*, “Bachelor’s Degree Attainment by Age 24 by Family Income, Quartiles” 1970 to 2009, <http://www.postsecondary.org>.

⁶ Children’s Defense Fund, States of America’s Children 2011

⁷ States of America’s Children 2011, Children’s Defense Fund, p.XV.

⁸ U.S. Department of Education, National Center for Education Statistics, Common Core of Data, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011312>.

⁹ United States Department of Labor, Bureau of Labor Statistics, College Enrollment and Work Activity of 2010 High School Graduates, USDL-11-0462, released April 8, 2011, <http://www.bls.gov/news.release/hsgcc.nr0.htm>.

What this adds up to is a lifetime of income disparity based on education and race. Children born to families at the lower end of the income scale have a particularly hard time improving their economic position relative to their parents'.¹¹ Children who grow up in low-income families are less likely to successfully navigate life's challenges and achieve future success. The younger they are and the longer they are exposed to economic hardship, the higher the risk of failure.¹²

Arkansas is not free from these statistics. In the January 14, 2010 edition of Education Week Arkansas ranked 47th out of the 52 states on a Chance For Success Index. The index takes into account early childhood education, K-12 education preparation, adult educational attainment and workforce outcomes. Three key differentiating factors are: high school graduation rates; enrollment in post secondary education and post secondary degrees.

The area where we propose to open includes three school systems where key indicators show that the "chance for success" indicators are very low for large portions of the student population. Data show that about 70% of all students either drop out of high school across these three districts or graduate not prepared for success in college.

Little Rock School District Data (District of Proposed Charter)

Arkansas identified the lowest five percent of schools in the state based on proficiency and lack of progress of the combined groups or high schools with graduation rates less than 60% to identify Needs Improvement Priority Schools. Three Southwest Little Rock elementary schools, one middle school and both high schools are on this list. Two additional elementary schools made the state's Needs Improvement Focus Schools list which identified schools with large achievement gaps. Based on this listing, Southwest Little Rock is home to 6 of 8 of the Priority School in the Little Rock School District.

The three elementary schools identified as Priority Schools had an average of only 45% of their 3rd graders score proficient or above on Literacy and only 53% score proficient or above on Math. At the middle school included on the Priority list, only 33% of 8th graders tested proficient or above on Literacy and 50% on Math. Based on the data from the feeder schools, it is not surprising that at the High Schools included as Priority Schools, less than 40% of students were proficient in both math and literacy.

The other two elementary school where large achievement gaps qualified them as Focus Schools had an average 42% proficient or above for 3rd grade children of color in Math and 50% proficient or above in Literacy.

¹⁰ IPEDS First Look: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 and 2006 Cohorts; and Financial Statistics Fiscal Year 2009, http://nces.ed.gov/das/library/tables_listings/spring2010firstlook.asp.

¹¹ 2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8, credit to Isaacs, J., Sawhill, I., and Haskins, R. (2008). Getting Ahead or Losing Ground: Economic Mobility in America. Economic Mobility Project, Pew Charitable Trusts. www.economicmobility.org/reports_and_research/mobility_in_america

¹² 2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8

The prevalence of high need schools in Southwest Little Rock is not surprising given the following:

- 10.5% of adults in the area of unemployed
- 12.7% of families received SNAP benefits
- 32% of the families with children lived below the poverty level

In addition, this area of the city has a relatively small number of supportive services for children and families such as afterschool programs, early care and education program or adult job training programs. Based on the combination of those factors, students from Southwest Little Rock have an even lower opportunity for success than their peers in other parts of Little Rock.

6. Educational Program

We have developed a research based program which fuses together seven essential elements as the foundation of the LHA Education Model to ensure all students are prepared to graduate from college. The core elements of the LHA design which foster high student achievement and success include:

- College Focus
- Arts Infusion
- Standards-Driven Rigorous Research-Based Programs
- Social Curriculum and SHINE
- Data to Drive Instruction
- Professional Development
- More Time on Instruction – a longer day and year

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

College Focus

For many of the students in the Little Rock community, college has not been a reality. It will be our job at CCLCS to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the 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 and in most cases, that of their teacher. Upper and College Prep Academy students will participate in annual college visits. Students in 7th and 8th grade will also engage in College Ed, a collaborative academic and career planning curriculum for students, teachers, and

My diploma is displayed proudly in my classroom as are sentence strips that read:

College graduation dinner \$225.

Two roundtrip plane tickets to watch your daughter get her Master's Degree: \$900.

*Being proud of what you've accomplished:
Priceless.*

What will you be proud of this year?

*-Teacher
Upper Academy, LHA*

families, designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education.

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. Every day at _CLLCS, 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 (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**
Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforces and extends learning)**
Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**
Teachers use exemplars to facilitate group feedback focused on work products, not students.

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. Through the use of arts, its 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.¹³ 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.^{14,15} and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.¹⁶ Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.¹⁷

¹³ 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>>

¹⁴ Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

¹⁵ Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

¹⁶ 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.namenc.org/information/advocate/sat.html>).

¹⁷ *ibid*

CCLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner 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 than it could be without them. 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 Little Rock.

Standards-Driven, Rigorous Research-Based Program

The LHA Education model is anchored in the Arkansas state standards and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects). These standards define what students should know and be able to do at each particular grade level. The standards are the destination for the year – where we want all of our scholars to arrive. High quality research based curricular programs, including **Open Court Reading® /Imagine It!**¹⁸, **Readers and Writers Workshop**, **Saxon Math®**, **FOSS® Science**, and **Pearson Core Knowledge® History and Geography**, provide the foundation for school-wide instruction and are the vehicle which we will use to assist scholars in reaching their destination of mastering state learning and Common Core State Standards.

Social Curriculum/SHINE

CCLCS believes the social curriculum is as important as the academic curriculum. Our academic programs come together with an intentionally designed school culture that makes learning the highest priority in the building, creates the order that makes hard work possible, and helps everyone feel safe and respected. Through our social curriculum we will develop the school culture as well as individuals' competencies to be effective communicators, self-managers, critical thinkers and active community members.

In addition, we believe that there is a set of qualities (social skills and character traits) that all children need in order to be successful through college and life which contribute to the development of the core competencies. These qualities are included in our SHINE character education program: Self-Discipline, Humility, Intelligence, Nobility, and Excellence. To ensure all students develop these qualities and skills, CCLCS will use the Responsive Classroom (RC) and Developmental Designs¹⁹ (DD) programs as the foundation for the social curriculum and school culture.²⁰

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

¹⁸ Please note that Imagine It! is the revised edition of OCR used in new LHA schools.

¹⁹ Development Designs formally was known as Development Designs for Middle School. They have subsequently encompassed high schools as well.

²⁰ See <<http://www.originonline.org/index.php>> for more information.

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.²¹ 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 children²². 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.²³ 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. Advisory periods will provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

Data to Drive Instruction

Data from assessments and teacher observations will drive instruction in the classroom at CCLCS. Effective schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities of 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.

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In the *90-90-90 Schools: A Case Study*, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves study concludes that schools which achieved significant academic improvements provided frequent performance feedback

²¹Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8

²²Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*.

²³Mandy 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).

to students.²⁴ In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically.²⁵ This is why students at CCLCS will be assessed regularly and will receive ongoing feedback on their progress.

Teachers at CCLCS will use standardized assessments (NWEA and state assessments) as one measure, 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.

Professional 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 professional development hours will be scheduled into the school 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 – we continually strive to learn more. 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).

“...a growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance...[effective professional development programs] create regular opportunities for serious collaborative planning, develop classroom assessment skills, and connect teachers to other professionals within and beyond their schools.” Sparks, D. and Hirsh, S. (2000) A National Plan for Improving Professional Development. National Staff Development Council: Oxford, OH.

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers’ goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and “collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school”, which provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support.

²⁴ Reeves, Douglas. Accountability in Action: A Blueprint for Learning Organizations (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000.

²⁵ Datnow, A., Park, V. & Wohlstetter, P. “Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students.” Los Angeles: Center on Educational Governance, University of Southern California, 2007.

More Time on Instruction

Educating our students is urgent work and we will have a lot of ground to make up. To ensure that every child masters the work necessary to prepare them for college, 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.

Curriculum and Instruction

The LHA Education model is anchored in the Arkansas grade level state standards 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 – where we want all of our scholars to arrive. High quality research based curricular programs, including **Open Court Reading® /Imagine It!**²⁶, **Readers and Writers Workshop**, **Saxon Math®**, **FOSS® Science**, and **Pearson Core Knowledge® History and Geography**, provide the foundation for school-wide instruction. These programs are the vehicle which we collectively use to assist scholars in reaching their destination of mastering Arkansas State Standards and Common Core State Standards.

Language Arts and Reading

The foundation of any strong academic program is reading. CCLCS will use a research-based program – Open Court/Imagine It! Reading 2009 (OCR/II) – with leveled readers and quality literature in grades K-6 to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students will spend at least 120 minutes per day reading and writing. OCR/II is a comprehensive reading program which emphasizes the five components of effective reading instruction: phonological awareness, phonics, vocabulary/word study, fluency and comprehension. Students read leveled selections that are included with the series. Open Court/Imagine It! has been shown to be effective with all students. Additionally, studies completed in California show that Open Court/Imagine It! has a particularly strong positive effect on students with limited English proficiency.²⁷ Numerous studies make it clear that students who do not read when they enter school benefit from explicit instruction in phonics and phonemic awareness.²⁸

What you might see:
Walk into Ms. Bartlett's Kindergarten class. Ms. Bartlett is at the front of the room with a big book. The book, complete with pictures and text that students can read from many feet away, is a story written specifically to include certain letter sounds that students are learning. The students, who have already seen the letter and repeated its sound with their teacher, sit around her on a rug as she reads out loud. She points to each word as she says it. Next, each student will read the story him or herself in the Open Court books. Frequent repetition of new sounds and phonemes is a hallmark of the Open Court Program.

Readers and Writers' Workshop in the upper grades (7th – 12th) provides teachers the framework in which to explicitly teach and model more sophisticated use of cognitive strategies while giving students large amounts of self-directed learning time in which to

²⁶ Please note that Imagine It! is the revised edition of OCR used in new LHA schools.

²⁷ See <<http://www.sraonline.com/download/ocr/testscoresgain.pdf>>

²⁸ Foorman, B., Francis, D., Beeler, T., Winikates, D., & Fletcher, J. M.. "Early Interventions for Children with Reading Problems: Study Designs and Preliminary Findings." *Learning Disabilities: A Multi-disciplinary Journal* 8 (1997): 63-71.

practice them. This promotes students' ability to master the college readiness standards put forth by the Common Core State Standards Initiative. Workshop balances teacher-centered, explicit instruction with student-centered activities in which students learn to read and write better by actually reading and writing. Readers and Writers Workshop stimulates the development of a classroom community in which students think of themselves as readers and writers, monitor their own understanding and growth, and work collaboratively. Workshop structures support teachers to differentiate instruction, since students have the opportunity to read independently at their independent reading levels and the teacher regularly works with small groups and individual students (Atwell, 1987; Calkins, 1994; Wood, 1999).

Mathematics

Mathematics instruction at CCLCS will be rooted in the standards for mathematical practice. Teachers will emphasize mastery of concepts through problem solving, critical thinking, and practice over time in order to build a solid mathematics foundation for every child. The school will use the *Saxon Math* to supplement instruction. It will take students through algebra by the end of 8th grade and prepare them to tackle the college preparatory program in high school. Saxon Math presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. Saxon Math is supported by a large body of research that shows both that its methodology – teaching math in small increments and repeating parts of lessons numerous times – is effective and that it leads to better results than other programs. This research also shows that Saxon is particularly effective with low income students of color in closing the achievement gap.²⁹ Saxon math has been a successful core curricular program in Lighthouse schools. In addition, Carnegie Math will be used in the upper grades (7th – 8th).

Students at every grade level will have the opportunity to integrate art into math. For example, a second grade teacher collaborates with the arts infusion specialist to plan a math lesson on two-dimensional shapes. Using works by Pablo Picasso, Georges Braque and Paul Cezanne to provide examples of the use of shapes in painting, the teacher will help students create their own works of art with the assigned shapes from the math curriculum. Additionally, the music and math teachers would collaborate to draw connections between math and music, expecting students to apply what they have learned in both subjects. Or a Sixth Grade math teacher will use the music concepts of beat and meter to reinforce a lesson on fractions and the music teacher will review the concept of fractions to teach beat and meter for a lesson on performance or a lesson on distinguishing musical genres from different cultures.

Science

Science instruction at CCLCS will have a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we will provide all K-8 classrooms with the science kits created by researchers at the University of California,

²⁹ See <http://www.saxonpublishers.com/pdf/research/saxon_math_research.pdf>

Berkeley, known as the Full Option Science System (FOSS)³⁰. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom. Teachers will use FOSS' inquiry based approach to teach the Arkansas state standards as well as the Common Core State Standards in Literacy in Science. The FOSS kits will provide the basis for the curriculum through 8th grade. In high school, students will take Biology, Chemistry and have opportunities to participate in Advanced Placement for these subjects prior to graduation.

Social Studies

As students at CCLCS work toward Arkansas grade level expectations in Social Studies and the Common Core State Standards for Literacy in History/Social Studies, they will use a wide array of monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.³¹ As a resource, however, we will make the Pearson Learning History and Geography Series, edited by the founder of the Core Knowledge Foundation, available to all students and teachers in grades K-6. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in state social studies standards and core curriculum. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards.

What you might see:
Ms. Jenkin's first grade class created a 6 foot high pyramid made out of hard Styrofoam. The Styrofoam is covered with construction paper, paint and hieroglyphic letters created by the students. This project is connection with their study of Ancient Egypt in the Pearson social studies curriculum. The goal of this project was for the students to simulate, on a smaller scale, what it was like to construct the pyramids.

A variety of primary and secondary sources are utilized in the Upper and College Prep Academies, including but not limited to Joy Hakim's *History of US* series, Pearson's *World Studies* series. Students will participate in both active, authentic assignments and performance tasks, as well as traditional, pen-and-paper tests; we believe both types of assignments have an important role. For example, while covering a unit on the early civilizations of the Americas, students might create multi-media presentations on the predominant art forms of each civilization they learn about. A first grade teacher may read to the children from *The Maya: A New True Book*, by Patricia McKissack, to give them an introduction to Mayan civilization, and then show them examples of Mayan art. He would explain to students how Mayans recorded information on stone pillars called stellae. Following these lessons, students would make their own stellae using cardboard, crayons and paper. These stellae would eventually form part of a comprehensive presentation containing representations of art from all early American civilizations.

³⁰ More information available at www.lhsfoss.org.

³¹ "Six Questions to Ask on Back to School Night." *The Thomas B. Fordham Foundation*. Web site text, located at <http://www.edexcellence.net/foundation/publication/publication.cfm?id=319>.

Arts

At CCLCS arts infusion will be evident in every content area. It will be reflected in the pedagogical techniques of the teachers, the assignments students do, and the ways in which feedback on skill and technique is delivered and received across the curriculum.

In addition to the infusion of arts into all core subject matters, all students will also be required to take classes in visual arts taught by an art teacher, who also serve as an arts-infusion specialist to support teachers. The visual arts curriculum is based on the state standards. Students will focus on developing skills in painting, drawing, sculpture and other media, developing art literacy (analysis, history, appreciation, etc.) and understanding the cultural, historical and personal context of artistic creation. Students will have opportunities to share their work with the school community as well as the larger community through school displays, town hall meetings and gallery showings.

All students will also be required to take music. *The Spotlight on Music* program³² produced by Macmillan/McGraw Hill Companies will be the core music program for the Lower and Upper Academies. This comprehensive music program is designed to teach students all aspects of music appreciation, understanding and performance. The curriculum is well suited for CCLCS because, in addition to providing a solid foundational music curriculum, it provides opportunities for infusing music into core subjects such as math and social studies.

Each student at CCLCS will learn to play at least one instrument prior to graduation. When students first enter the school in grades K-2, they will have the opportunity to experiment with various instruments. Starting in third grade, all students will be given recorders, instruction on playing the recorder and ample time in school to progress towards proficiency.

The arts-infused program coupled with explicit instruction in the arts will build students' cultural competency by providing students with a solid background of the significance of the arts in our culture and the culture of others. The program provides opportunities for our scholars to create and apply their knowledge in ways which promote critical and higher level thinking.

Spanish

The Spanish program at CCLCS is intended to be an exposure program for our students in Kindergarten through Fourth Grade. The introductory program in the Lower Academy will provide students basic vocabulary through presentation and recitation, activities, songs and games. As such, focus is on listening comprehension, speaking and vocabulary development. A curriculum guide highlighting core vocabulary and objectives is used as a basis of the program.

The Upper Academy Spanish program, if successfully completed, will prepare students for Spanish 2 upon entry into high school. The Upper and College Prep Academies' Spanish program will teach developmentally appropriate language skill and cultural awareness

³² <http://www.mhschool.com/products/music/2005/>

through the study of communication, culture, connections, comparisons and communities. The CPA will use the TPR Storytelling (Teaching Proficiency through Reading and Storytelling or TPRS) as a method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar". Online software will be used to supplement classroom instruction.

What you might see:
The fifth graders file into the classroom, hang up their coats, and head to their seats. Class starts with Mr. O'Brian playing a song from Selena. He asks the students to listen to the chorus and then write down the words that they hear. As the song plays he writes five new vocabulary words on the board and asks students to listen for them. Once they have written the chorus in Spanish they then turn to their partner and work together to translate their work into English. Selected groups then share their translation with the class.

Physical Education and Health

We will mix non-competitive games with content and activities promoting healthy practices in PE and Health at all grade levels. CCLCS will use the SPARK program³³ to teach physical education. The SPARK program is one of the most thoroughly researched PE program; results indicate not only improved motor skill development and physical fitness but also academic achievement³⁴. Teachers in their homerooms will be expected to work with students during morning meeting and at other times throughout the day to incorporate the focus on movement and health into the school day. In later years, a dedicated PE teacher may be added based on the budget.

Technology

Never has there been a time when technology has been more important to the students in our schools. College bound students need to be technologically literate to be competitive in the global community. College students need to know how to use technology to access and present information. Educational technology encourages more student activity and interaction with material.

Students at all grade levels at CCLCS will learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they will use technology to communicate, collaborate, explore and research. Explicit instruction will be provided by the classroom teacher to ensure that students understand how to identify, use, and maintain technological components. Technology will be investigated as both a tool for productivity and a force that shapes the global community over time.

³³ For more information go to <http://www.sparkpe.org/programElementaryPE.jsp>

³⁴ Sallis, J. F., McKenzie, T. L., Rosengard, P. R (2009). Beyond the Stucco Tower: Design, Development, and Dissemination of the SPARK Physical Education Programs. *American Academy of Kinesiology and Physical Education*.

When students enter the College Prep Academy they will each receive a laptop computer through our 1-to-1 Laptop Program. Laptops will provide an array of learning experiences for students, with writing as one area in which the academic benefits are clearest. The 1-to-1 Laptop Program will encourage authentic assessment and provide students with varied opportunities to demonstrate their understanding of and use of technology as well as content. Opportunities for online or 'distance' learning will also be made available.

As students are immersed in the core content, they will use technology to communicate, collaborate, and explore. Depending on the needs and decision of the school leadership, CCLCS may choose to have a dedicated technology teacher with the opening of the Upper Academy.

Additional Teaching and Classroom Instructional Methods

In every classroom, there will be a myriad of ways learning will take place. Teachers will employ various instructional methods such as direct instruction and small group instruction. Teachers follow a gradual release of responsibility - "I do, we do, you do" model where the teacher models the learning objective/outcome, then guides students through their practice and finally gives the students the opportunity to try it themselves. This allows students multiple opportunities to see and experience the objective with support from the teacher or a peer.

Workshop (Differentiated Instruction)

The school will employ a strong daily workshop model in both reading and math. The workshop model allows students to experience challenge that is appropriate to their current performance level. The workshop model also allows the teacher to focus on a specific set of learners each day and provide small group instruction. In both the Lower and Upper Academies, teachers use current student achievement data (NWEA, curricular assessments, student work samples etc) to determine key curricular objectives and standards which students need further practice or instruction to reach mastery. Further, in Upper Academy, teachers can be observed leading a reader's and/or writer's workshop. Upper Academy teachers use Understanding by Design (UbD) for planning that is focused on "teaching for understanding". The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curricular units, performance assessments and classroom instruction. The combination of these two methodologies allows teachers to focus on a key set of skills/concepts during a mini-lesson and then provides opportunities for students to apply their learnings individually.

Blackboard Configuration

The configuration provides a set structure across classrooms, allowing students to know what they will learn in each class. When clearly written and consistently utilized, students know exactly what to expect from the first moment in class and can use it as a road map for the rest of class. The Blackboard configuration is updated each day prior to the students entering the room. Through this effort, we model organization and preparation which sends a strong message to your scholars about your commitment to their learning.

When consistently practiced, the blackboard configuration³⁵:

- strengthens teachers’ planning and pacing skills;
- standardizes expectations across the school;
- provides students with an example of how to organize and plan;
- increases student achievement and engagement
- provides school leaders with a management tool for short, daily observations of classes.

The BBC is written to answer the question: “What do I want my students to know and be able to do by the end of class?”

Heterogeneous Grouping

All core instruction within the Lower and Upper Academics will take place in heterogeneous classrooms. Specific needs-based instruction occurs in addition to the core programming. Occasionally, an exception is made. For example, Upper Academy students in the reading intervention class may receive this support in place of the core program.

Looping

Looping is the practice of a teacher staying with his or her class for two years in a row – allows teachers to increase their effectiveness. Building strong, trusting relationships in a safe environment is critical for student success in school. Students who feel connected to school and the people in them are the ones who are best able to respond to the challenges of academic life.³⁶ Beyond the intrinsic value of reducing the time students spend getting to know their teachers, there is a wealth of research that supports the positive effects of looping or multi-year assignments in the classroom. An excerpt from a paper by Daniel L. Burke provides an overview of some of the studies.

The available literature on looping is replete with its benefits. Students change from one grade to the next with a minimum of anxiety (Grant & Johnson, 1995). Looping provides children with additional time to build the relationships on which much of children's learning depends (Checkley, 1995; Haslinger, Kelly, & O’Lare, 1996; Lincoln, 1997; Shepro, 1995). Looping can turn parents into supporters and promotes stronger bonding between parents and teachers (National School Public Relations Association, 1995; Shepro, 1995). Looping essentially adds an extra month of teaching/learning time during the second year when the typical transitional period at the beginning of the year is virtually unnecessary (Hanson, 1995; Burke, 1996).³⁷ The table below shows the looping structure for CCLCS.

Academy	Looping Teams
Lower Academy	Kindergarten
	Grades 1-2

³⁵ Charter Schools of Indiana Resource - Leadership

³⁶ Hagedorn, Chris (2008) *Developmental Design*. Minneapolis, MN p.8

³⁷ Burke, Daniel L. "Looping: Adding Time, Strengthening Relationships." *ERIC Clearinghouse on Elementary & Early Childhood Education*. 1997. Champaign IL. (ERIC Document Reproduction Service No. ED414098)

	Grades 3-4
Upper Academy	Grades 5-6
	Grades 7-8
CPA	9-12

Looping is an instructional strategy which will be used at CCLCS to foster relationship building between students and teachers and to provide a stable and predictable environment for students. Beginning in first grade, students will spend two years with their teacher. Through looping, teachers can develop a deeper understanding of students' learning styles and needs, better understand the needs and expectations of families regarding their children's education, and approach the curriculum in more depth, knowing that there is more time to help students make connections³⁸. The looping structure at Lighthouse Academics begins in first grade, allowing us to develop a solid consistent Kindergarten team to provide a strong foundation for all students.

Teaming

Teaming improves school climate and helps prevent teacher isolation. By encouraging teachers to collaborate in teams, there are increased teacher perceptions of efficacy in relation to students.³⁹ CCLCS believes in the power of collaboration among faculty. Teachers in Kindergarten through grade four work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for these teachers to work together to plan and implement the curriculum as well as analyze student data on a regular basis. Upper Academy at LHA is comprised of fifth through eighth grades. The teaching team structure in UA is different, with two teacher teams, Humanities (ELA/SS) and Math/Science, during the 5th – 6th loop and content specialist teaching teams (ELA, Math, SS, Science) in the 7th and 8th grades. This gradual transition between sixth and seventh grades provides developmentally appropriate instructional structures which allow students to gain important organizational and management skills. In addition, this transition allows the 5/6 Team to have increased individual student interaction and opportunities for relationship building. As students progress to the more rigorous and content-specific curricula of the 7/8 Team, they will receive instruction from content areas specialists, allowing for more depth of knowledge.

Inclusion

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, CCLCS will educate all students with disabilities in the least restrictive environment. Special classes, separate schooling or other pull out services will occur only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aides and services. Co-teaching is an instructional model which includes both the general education teacher and special education teachers. These teachers form an instructional partnership and collaboratively deliver high quality instruction in a general education classroom. This

³⁸ Grant, Jim; Johnson, Bob, and Richardson, Irv. *The Looping Handbook: Teachers and Students Progressing Together*. Crystal Springs Books 1996

³⁹ [Smith, S.C., & Scott, J.J. (1990). *The collaborative school: A work environment for effective instruction*. Eugene, OR: ERIC Clearinghouse on Educational Management, and Reston, VA: National Association of Secondary School Principals; Johnson, D.W., & Johnson, R.T. (1987).

provides shared accountability and responsibility for both teachers, and more coordinated support for students. For inclusion to be effective it must incorporate all of the supports necessary for the child to have access to the core curriculum or to a modification of it.⁴⁰ The special education staff will work collaboratively with the individual classroom teachers to coordinate curricular objectives, introduce and monitor modifications and accommodations, and to identify alternative teaching strategies. (Please see Question 18 below for further information on Special Education at CCLCS). Kochhar, West, and Taymans (2000) draw from the research to conclude that the benefits of inclusion across grade levels far outweigh the difficulties inclusion presents. For example, they conclude that for students with disabilities, the inclusive model:

- promotes appropriate social behavior because of higher expectations in the general education classroom;
- promotes levels of achievement equal to or greater than those achieved in self-contained classrooms;
- offers a web of peer support.
- improves the ability of students and teachers to adapt to different teaching and learning styles.

Response to Intervention for At-Risk Students

Students who continue to experience learning challenges in the classroom will be provided individualized and small group instruction through the intervention programming. Using the Response to Intervention (RtI) model, the Student Support Team will assess students as needed using assessments in reading and math. The SST triangulates the data with performance on the Arkansas State Assessments, TLI, NWEA, Corrective Reading assessments and classroom assessments to determine whether a student should remain in their current tier of services, receive intervention services as part of the general classroom setting or increase intervention to a higher tier of services. Throughout this process, the school keeps parents informed and involved in decision-making.

7. Measurable Goals

We will evaluate the success of our program based on the Lighthouse Academies Network goals as well as school specific goals. As part of the evaluation process, each school participates in a site visit evaluation by **Cambridge Education**, experts in school evaluation methods. These site visits, which occur annually, provide extensive feedback on areas of strength and areas of growth at each site focused on progress toward network and school goals as well as implementation of the education program. In addition, members from the Lighthouse **education team** conduct periodic site visits at each school throughout the year to monitor progress and conduct planning sessions with the school leadership team.

The chart below outlines the Lighthouse Academies Network goals for CCLCS. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in CCLCS' Annual Report.

⁴⁰ Batshaw, Mark L. *Children with Disabilities*. Paul H. Brooks Publishing 2002

Lighthouse Academies Network Goal
College Acceptance: 100% of 12 th grade students will be accepted to at least one four-year college.
College Success: Less than 15% of high school graduates attending college are enrolled in remedial courses in English or math in the first semester of their freshman year.
High School Graduation⁴¹: More than 80% of students enrolled in a Lighthouse Academy in 9 th grade will graduate within five full years.
State Proficiency⁴² : <ul style="list-style-type: none"> <input type="checkbox"/> School Target: All Lighthouse schools will meet state proficiency goals. <input type="checkbox"/> State Proficiency - Cohort Target: 75% or more of students who enter a Lighthouse school no later grade 4 and have been in a LHA school for at least three full years will score “proficient/passing” or higher on their state-specific assessments. ⁴³
Academic Skills & Knowledge: For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on NWEA’s MAP Assessment.
Arts Infusion as a Lever for Student Engagement: All schools receive an average score of 3 or better (1-4 scale) on the student satisfaction survey for the arts infusion and student engagement sections.
Family Engagement: All families will participate in at least three of four parent conferences.
Attendance: The average daily attendance will be at least 95%.
Student Reenrollment: 95% of K-11 students enrolled on count day will remain enrolled on the following year’s count day with this exception; 75% of 8 th grade graduates will reenroll in the College Prep Academy.

School Specific Goals

In addition to the Lighthouse Academies Network goals noted above, CCLCS has established school specific goals to further monitor both academic growth and organizational viability. It is vitally important that our students are successful on the tests that determine academic success in Arkansas State Assessments, NWEA and the criterion-referenced Augmented Benchmark Assessments. In addition, schools in the Southern Region have incorporated several in-house assessments that allow us to give students feedback on their progress in the arts.

⁴¹ The LHA graduation rate will be calculated in accordance with the new Title I definition for the *extended-year adjusted cohort graduation rate*. A definition can be found at <http://www.ed.gov/print/policy/elsec/reg/proposal/uniform-grad-rate.html>.

⁴² Currently, science and social studies state assessments are not administered at each grade level, and science and social studies results are not a part of AYP determinations under the No Child Left Behind Act. Goal 4 will include science and social studies if/when federal law includes these subjects in AYP determinations. Goal 5 will be enacted in 2010-2011 in advance of anticipated NCLB requirements. Goal 6 will be enacted for social studies and science if/when social studies and science tests are administered in the 8th grade.

⁴³ This target applies to cohorts of students who join a LHA school at any point during 4th grade or earlier.

Academic Goal – Reading

<p>Reading Performance Goal #1</p>	<ul style="list-style-type: none"> ▪ Reading Growth: Each year, students in grades K-9 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in reading.
<p>Reading Performance Goal #2</p>	<ul style="list-style-type: none"> ▪ Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in literacy than students in schools in local districts with comparable demographic compositions
<p>Reading Performance Goal #3</p>	<ul style="list-style-type: none"> ▪ The school will make satisfactory progress towards AYP by reducing its non-proficient population by a minimum of 10% each year.
<p>Reading Performance Goal #4</p>	<ul style="list-style-type: none"> ▪ For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in reading will increase by 10% each year as measured via the NWEA.

Academic Goal – Reading Comprehension

<p>Reading Comp Goal #1</p>	<ul style="list-style-type: none"> ▪ All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.
<p>Reading Comp Goal #2</p>	<ul style="list-style-type: none"> ▪ All students who have spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades on CCLCS rubrics.
<p>Reading Comp Goal #3</p>	<ul style="list-style-type: none"> ▪ The school will make satisfactory progress towards AYP by reducing its non-proficient population by a minimum of 10% each year.

Academic Goal – Mathematics

<p>Math Performance Goal #1</p>	<ul style="list-style-type: none"> ▪ Math Growth: Each year, students in grades K-9 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in mathematics.
<p>Math Performance Goal #2</p>	<ul style="list-style-type: none"> ▪ Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in mathematics than students in schools in the Little Rock School District with comparable demographic compositions (Note: Although we are an

	open-enrollment school, we expect that most of our students will come from Little Rock. However, if this is not the case, we will use a weighted average of the sending districts.)
Math Performance Goal #3	<ul style="list-style-type: none"> The school will make satisfactory progress towards AYP by reducing its non-proficient population by a minimum of 10% each year.
Math Performance Goal #4	<ul style="list-style-type: none"> For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in math will increase by 10% each year as measured via the NWEA.

Academic Goal – Mathematics Reasoning

Math Reasoning Performance Goal #1	<ul style="list-style-type: none"> All students who have spent two full years at the school will demonstrate the ability to use mathematical reasoning (comparing values or figures, determining best answers or explanations, modeling scenarios and equations, demonstrating techniques of problem solving, representing mathematical concepts in words and diagrams, and explaining their thinking and decision-making) and apply it on internally created assessments, as shown by passing grades on CCLCS rubrics.
Math Reasoning Performance Goal #2	<ul style="list-style-type: none"> The school will make satisfactory progress towards AYP by reducing its non-proficient population by a minimum of 10% each year.

8. Curriculum Alignment Process

The LHA curriculum is aligned with national standards. The LHA curriculum has been aligned to the 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. A sample of a curriculum map demonstrating alignment of the LHA mastery objectives with the Common Core Standards and Arkansas Frameworks is provided in **Attachment IA**. The two schools will collaborate on curriculum and professional development. New leaders and teachers in Little Rock will be paired with “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 Instruction is used to support teachers in the implementation of the education program.

9. Geographical Area Served

We will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located in Little Rock. The contiguous school districts are North Little Rock School District, Pulaski County Special School District and Bryant School District. The maximum enrollment in the first seven years of the charter will be 750 students. All students will be new to the open enrollment charter school in 2011. The school will use a random lottery; therefore, the number of transfers from other public school districts is unknown at this time. The number of transfers from private schools and home schooled students are also unknown. In all instances, the race and sex of the future students is unknown. However, based on the demographics of the area we do anticipate that 70% of enrolled students will qualify for free and reduced lunches. The school will implement the enrollment criteria and procedures outlined in the application (See Section 11).

There are 24,380 students enrolled in the Little Rock School District, and 9,119 students enrolled in North Little Rock School District, and 17,126 enrolled in Pulaski County School District. There are more than 50625 public school children in the area. The school will enroll approximately 344 students in 2013-14; therefore there will be a small percentage of children transferring from other public schools to this public school.

10. Plan for Annual Report

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 (see Section 7 for further detail on the measurable goals).

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. It will also include information on the school’s arts

infusion program and our work with our arts partners, as well as report on all other key parts of the school, from Board performance to fundraising to teacher and student successes in individual classrooms.

CCLCS will collect data all year. The report will be written at the end of the first school year. Specific dates for benchmarks in this process are below.

- NWEA Measures of Academic Progress (MAP) interim assessment data will be compiled and analyzed in October, February, and July.
- Survey results from staff and families will be compiled each June.
- State assessment results will be reviewed within two weeks of receipt.
- The CCLCS evaluation report written by an external evaluator will be completed by July and will contain feedback on several standards including, arts-infusion practices, school culture, school leadership, instruction, assessment, operations and management. All of this data will be reviewed and compiled into an annual report which will be shared with the CCLCS Board, principal, parents, and interested community members.

II. Enrollment Criteria and Selection Process

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 Trustees. 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.

12. Job Description of School Director and Other Key Personnel

In the first year of operation, the school will hire the following key managerial and operational personnel:

- One (1) principal
- One (1) director of instruction (DOI)
- One (1) office manager
- One (1) family coordinator
- One (1) food service manager
- One (1) director of school culture

In subsequent years, an additional Director of Instruction 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 track records 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 Board has contracted with Lighthouse Academics to provide business and education services. Lighthouse Academics 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 Academics recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional

and administrative support staff annually. A copy of the principal position description can be found in **Attachment 1B**.

Directors of Instruction

The director of instruction (DOI) will be the instructional coach of the school. The DOI will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DOI will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff to support 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 DOI will also work closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications. A copy of the director of instruction position description can be found in **Attachment 1C**.

Office Manager

The office manager (OM) will be more than operational managers and administrative support. The office manager 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 office managers are administrative and operational support as well as family and community relations. The OM 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 OM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The OM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

Family Coordinator

The family coordinator (FC) will work collaboratively with the school leadership and staff to create and enhance school culture through developing and fostering ongoing family communication and partnerships. The FC 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. FCs will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and conducting home visits as needed. The FC also works with the leadership team to design and implement student recruitment plans.

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 director of recruitment 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 track record 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 backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate. They also work closely with hiring managers to coordinate the interview process and provide feedback.

Staffing for Year One

In the first year of operation, the school will hire the following key personnel:

- One (1) principal
- One (1) director of instruction (DOI)
- One (1) guidance counselor
- One (1) special education coordinator/teacher
- Two (2) Title 1 and/or ELL Teaching Assistants
- One (1) office manager
- One (1) business manager
- One (1) food service manager/worker
- One (1) family coordinator
- Two (2) Kindergarten teachers
- Two (2) first grade teachers
- Two (2) second grade teachers
- Two (2) third grade teachers
- Two (2) fourth grade teachers
- Two (2) fifth grade teachers
- Two (2) sixth grade teachers
- Two (2) specialist teachers (Spanish, art, PE, technology and/or music; additional to be added year 2 and beyond based on budget and school needs)
- One (1) part time nurse

In subsequent years, teachers will be added to accommodate the school's enrollment growth. In addition, the special education/ELL and teaching assistant team may be supplemented to meet the needs of the school's particular students and demographics. Additional 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 track records 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. As the school grows, a second DOI may be added to the staff in year four.

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 staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the Lighthouse Academies mission, vision, core values

- A passion and ability to build and sustain the Lighthouse 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 the Lighthouse network, community, staff, families and students

Hiring Policies and Procedures

The school will employ many of the same hiring policies and procedures, as well as seek out similar attributes and qualities in prospective candidates, for both teacher and school leader. The major difference is in the qualifications and experiences and is delineated below.

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

Teacher quality is one of the greatest levers in closing the achievement gap, and the hiring of high quality, dedicated and passionate teachers will be one of the principal's greatest responsibilities. The specific qualifications of a teacher include:

- Highly Qualified status under No Child Left Behind
- Three to five years of teaching experience
- Bachelor's degree in the field of education or content area

In addition to finding teachers who possess the attributes and qualifications described above, the school also desires to assemble and maintain a staff that will align with the culture of the school and the community in which the school will operate.

In order to recruit a large pool of candidates, the school will employ a variety of strategies including:

- Seeking referrals from staff members of other Lighthouse Academics schools, parents and members of the community (including the __LCS Board of Directors)
- Attending education recruitment fairs that invite and attract a diverse and high quality audience
- Reviewing resumes and conducting cultivation calls with strong prospects who fit the above profile to motivate them to apply
- Posting positions on web pages and publications that target a diverse audience
- Utilizing partnership with Teach For America and other universities that recruit a diverse teaching force

In order to secure these teachers, the principal will employ a standard interview and hiring protocol. At the beginning of the selection process, the principal, or designee, 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 the principal, or designee, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to the school for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team that includes the principal, the director of instruction and at least one other instructional staff member. The interview team will determine next steps that may include a second interview, site visit to candidate's current classroom, reference check or elimination from the process. Once a candidate is advanced to the stage of receiving an offer, appropriate reference and background checks are completed. Employment for all school staff members will be contingent upon satisfactory completion of a background check and child abuse registry in accordance with the law.

Recruitment of teachers and support staff will begin once the charter application is approved. This process will begin with the Lighthouse Academies Recruitment Team. Once the regional vice president and principal are hired, selected teachers will begin the interview and selection process following the prescribed protocol.

All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Missouri state law, federal law, and other applicable laws, rules and regulations. Neither the personnel manual nor the policies and procedures set forth herein are intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at-will.

Standard employment practices are included in the *Lighthouse Academies Personnel Handbook* and will be given to employees (with signed receipt) at the start of each year. The handbook is updated annually to meet Arkansas state statutes.

13. Business Office

The school will hire a full-time Office Manager. The Business Manager's functions may be contracted. The Business Manager will work with the Office Manager on the required budgeting and student information systems. The essential functions of these positions are detailed above in **Section 12**. LHA provides a detailed procedure manual that details 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 Prism, the LHA intranet.

The required budget worksheet has been completed by LHA's finance team which is included as **Attachment 4**. The budget for 2013-2014 will be reviewed each month by the Board as part of the school's financial report.

The LHA finance team has also prepared a conservative four-year budget forecast. Going forward, annual budgets will be drafted by the principal, reviewed by LHA, and approved by the CCLCS Board of Trustees each year at the May Board meeting.

14. Annual Audit

CCLCS will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code Title 6, Subtitle 1, Chapter 1, Subchapter 1 (101). The school's preference for an auditor is Lisa Stephens and Company, PLC: P. O. Box 1978, Conway, AR, 72033.

LHA's model also includes a programmatic audit. LHA will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

15. Reporting Education Data

CCLCS will participate in the Arkansas Public School Computer Network for reporting education data, as required. The school will hire a full-time Business Manager to work with this data network.

16. Facilities

The Board is seeking a facility that will house 650 students in grades K-12. The Board has entered into a Letter of Intent with Charter Facilities Management, Inc. (CFM) (www.charterfacilities.org) to sublease classroom and office space at 5615 Geyer Spring Rd, Little Rock, AR. The proposed site is located in an area where additional expansion can take place.

A copy of the Letter of Intent is included as **Attachment 1D**. The facility will meet required codes for use as a public charter school including ADA requirements.

No Board member or employee of the school has any financial interest in the lease.

17. Relationships of Key Individuals

Not Applicable for any individuals mentioned in Section C.

18. Student Services

A. Guidance Program

The comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. 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. 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, encourages 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.⁴⁴ 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 children⁴⁵. 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.⁴⁶ 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. Advisory periods will provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

By the time CCLCS Scholars graduate in 12th grade, they will embody the following four Lighthouse core competencies:

- **Effective Communication** demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- **Self-Direction and Self-Management** demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understands that they are ultimately responsible for their future.
- **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.
- **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.

B. Health Services

The school will have a half-time registered nurse and will comply with all state laws regarding staffing in this area. 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.

⁴⁴ Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8

⁴⁵ Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*.

⁴⁶ 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 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

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. A partnership will be developed with Delta Family Resource Center to provide classroom libraries and other literacy support. Please see **Section 20, Part 6** below.

D. Transportation

LHA has significant experience with all phases of the RFP and contracting processes. LHA will lease one or more buses and periodically 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.

E. Special Education

CCLCS will adhere to all Arkansas and federal requirements regarding Child Find to meet the State's requirements. 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, non academic, 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.

Response to Intervention

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 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 as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points 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 as a result of a special learning need and should be referred to special education. If progress is made, a committee will ascertain whether or not 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):

- Recipe for Reading
- Great Leaps
- Imagine It! Reading Intervention Guide
- Corrective Reading
- Reading A –Z
- Investigations (math)

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.

Student Support Team

The Student Support Team (SST) is another method we will use to identify students with special needs. While RTI uses an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. The chart below describes how students will be brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student may be formally evaluated (with parental consent) and may get additional supports, in the form of an IEP or 504.

Student Support Team Cycle

	Action	Timeline
PHASE ONE	Teacher contacts the special education coordinator. Teacher describes what is hindering the learning/learning difficulty and strategies you have tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation – SST member goes into the classroom to observe and takes notes (must have date, time, and content area).	1 – 2 weeks of observations
	Teacher and SST Member meeting-come together to talk about the child and complete/discuss the Pre-Referral Intervention Manual checklist, determine next steps strategies/timeline and “meeting” time. Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)	Within a week a meeting is planned and a follow up meeting is scheduled
PHASE TWO	SST Meeting with Teacher - next steps strategies/timeline and “meeting” time	
	Follow up with teacher to see progress	

CCLCS will adhere to all state and federal requirements regarding Child Find to meet the State’s requirements. 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 appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non academic, 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.

While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we have developed a preliminary plan for meeting the needs of students with disabilities. CCLCS will implement a tiered strategy. The school will provide resource help with special education teachers and coordinator needed as identified by the needs of the students. For the more intensive services such as long-term physical therapy, CCLCS will look to work with third-party contractors to meet the needs listed in IEPs. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our students with special needs. A more definitive strategy for meeting the needs of students with disabilities will be developed after the specific needs of these students are identified. We have established a surplus in the budget for needs that arise once students are enrolled.

F. Alternative Education

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.

G. Gifted and Talented Program

CCLCS will offer 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 ACTAPP, 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. We request a waiver from this requirement. Please see **Section 20, Part 6** below.

19. Food Services

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. 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 Preferred Meals. 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.

20. Parent Involvement

CCLCS is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home-school connection which is essential for preparing students for success in college. We believe that reaching our mission is possible through the ongoing involvement of families. CCLCS will support student success by aligning the expectations between the school and the home. CCLCS will have a fully time Family Coordinator on staff, 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. In addition, 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** which details expectations for the school, families and students. The more aligned the school and 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 who serve on the Board. Many other board members are members of the local community as well.

21. Exemptions from Provisions of Title 6

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); 6-17-309 (concerning certification to teach particular grade or 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; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

CCLCS requests this set of waivers because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship 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 2011-12 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 which 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 appropriately 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) and Ark. Code Ann. § 6-16-102 (length of 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.

3. We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 7 (702) (a) (1) (A), or 6-17-702(a) (1) (A). Staff development sessions.

The text of this part of the law implies that no certified teacher may be denied the chance to attend any staff development session that meets certain standards for quality.

No school district shall deny certified personnel the opportunity to attend certified instructional staff development sessions conducted by bona fide professional organizations within the State of Arkansas.
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If this would allow any teacher to attend professional development sessions against the wishes of the principal, we request a waiver. LHA has developed a carefully planned professional development calendar that dovetails with our educational model. The principal and director of instruction, working closely with LHA's Education Team, plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the principal may decide, with input from teachers, to use external professional development to support a teacher. But we believe that this decision must ultimately be the principal's, since he or she is the one who is most accountable for each teacher's effectiveness and results.

4. We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 24 (2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule.

This requirement is quite straightforward. 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 following rules governing 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.

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.

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.

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 750 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.

15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.

CCLCS will employ a full-time Principal, Director of Instruction and Office Manager. 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.

16.02.3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist.

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.

18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.

CCLCS is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school – usually the classroom teacher – will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their

strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher but offer an academic program that will meet their needs. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

22. Potential Impact on Surrounding Districts

CCLCS proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock and Pulaski County Special School Districts.

In carefully reviewing the potential impact that CCLCS would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts, the Little Rock School District and the North Little Rock School District, have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has not been found by the federal District Court to be unitary as to student assignments, but its evidence has demonstrated that it has assigned students according to its desegregation plan for many years. As an open-enrollment public charter school, CCLCS must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

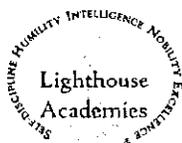
In conclusion, CCLCS would show that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

SUPPORTING ATTACHMENTS

Attachment IA: Sample from Grade 6 Math Curriculum Map

Strand	Common Core State Standard	Matched Arkansas Standard	BIG Goals	Essential Questions	Vocabulary	Assessments: Formative	Resources
NS	CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual models.	AR.6.NO.3.4 (NO.3.6.4) Estimation: Estimate reasonable solutions to problem situations involving fractions and decimals	*recognize benchmark fractions *round benchmark fractions to nearest whole number *estimate calculations using various operations of fractions *compute with all operations using fractions *including mixed number and unlike denominators *justify solutions with computational fluency	What determines an appropriate representation of a number?	estimate benchmark fractions reasonable	Brainstorming, Graphic organizers, pre-test, Quizzes, daily assignments, exit cards, Unit test, TLI, real world problems, Model, Drawings	Lesson 29, Mental Math problems; ongoing practice
		AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals using pictures and physical objects					
NS	CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (a	Fluently divide multi-digit numbers using the standard algorithm.		fluently algorithm computational fluency	Brainstorming, Graphic organizers, pre-test, Quizzes, daily assignments, exit cards, Unit test, TLI, real world problems, Model, Drawings	Mental math problems; ongoing practice
		AR.7.NO.3.4 (NO.3.7.4) Application of Computation: Apply factorization, LCM, and GCF to solve problems using more than two numbers and explain the solution					
NS	CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	AR.5.NO.3.2 (NO.3.5.2) Computational Fluency: Develop and use algorithms: -- to add and subtract numbers containing decimals (up to thousandths place), -- to multiply decimals (hundredths x tenths), -- to divide decimals by whole number divisors, -- t	*compute with all operations using fractions (including mixed number and unlike denominators) *justify solutions with computational fluency *calculate dividing decimals by any number *justify solutions with computational fluency	What determines an appropriate representation of a number?	fluently algorithm computational fluency	Brainstorming, Graphic organizers, pre-test, Quizzes, daily assignments, exit cards, Unit test, TLI, real world problems, Model, Drawings	Not specified in Saxon; will need mini-lesson and additional resources
		AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution					
		AR.6.NO.2.5 (NO.2.6.5) Understand Operations: Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects					
		AR.8.NO.2.5 (NO.2.8.5) Understand Operations: Model and develop addition, subtraction, multiplication and division of rational numbers					
		AR.7.NO.3.3 (NO.3.7.3) Estimation: Determine when an estimate is sufficient and use estimation to decide whether answers are reasonable in problems involving fractions					

Attachment 1B: Principal Position Description



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

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

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: PRINCIPAL

Reports To: Regional Director

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) principals are more than school leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA school leaders are responsible for ensuring all of our students achieve high levels of academic success. We are seeking principals who will make the commitment to lead 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

The principal of a Lighthouse Academy school is 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. Our principals are responsible for demonstrating significant and measurable academic gains, each year, with all students. Our principals' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our principals are as follows:

INSTRUCTIONAL LEADERSHIP

I. DATA ANALYSIS

- Lead the school team in reaching the eight network goals; align school goals to the charter and LHA model.
- Manage all school programs in a manner that ensures efficiency, effectiveness and compliance; evaluate programs and make changes, as necessary, in line with the charter and the LHA model.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Provide and present data toward network and school goals to the Board of Trustees and other constituents, as requested.

II. PROFESSIONAL DEVELOPMENT

- Serve as instructional leader, collaborating closely with the Director of Instruction to determine professional development needs of school to meet all network and school related goals.
- Work closely with each individual staff member (both instructional and non-instructional) to assist and guide them with the development of the Individual Professional Development Plan; provide training and allow for opportunities for staff to meet individual goals; evaluate progress toward goals.

III. CULTURE of ACHIEVEMENT and RESPECT

- Provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Create a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior (aligned with the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide) that allows students to take risks and strive to reach goals.

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Updated 06 03 2008

- Establish, model, practice, and reinforce age-appropriate rules and logical consequences when working with students and staff members regarding student behavior.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum, culture and high expectations.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

I. *MANAGEMENT*

- Establish and manage school operations, procedures, systems, and routines that provide structure for students and maximize instructional time.
- Complete and monitor all compliance requirements (Education law and regulations; federal programs initiatives; student support service programs, emergency plans and protocols).
- Complete all required authorizer, district and network reports with accuracy and timeliness.
- Manage and oversee school budget, ensuring that all financial transactions are completed in accordance with LHA policies and procedures.

II. *CULTURE of ACHIEVEMENT and RESPECT*

- Recruit, hire, train, and evaluate staff, and complete any other personnel actions, in accordance with LHA policies and procedures.
- Conduct and supervise marketing of school; actively recruit families to ensure full enrollment.
- Establish, build and maintain community partnerships and relationships (arts partners, educational and child advocacy groups, business partners, media) to support the success of a diverse student population and the mission of the school, 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 to achieve 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 exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience; identify areas for further professional development as part of a professional development plan that is linked to school and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION: Masters Degree in Education, Education Administration or Teaching

EXPERIENCE, KNOWLEDGE & SKILLS:

- Five (5) years teaching experience. Three (3) years of school administrative experience.
- Training and implementation of LHA curriculum programs
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Collaborative leadership and school-based decision making
- Education law and regulations; federal programs initiatives; student support service programs
- Data management tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

HUMAN RESOURCE INFORMATION

EVALUATION: Goal based evaluation twice a year by Regional Director with input from the local Board of Trustees

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt

Attachment 1C: Director of Instruction Position Description



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

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

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: DIRECTOR of INSTRUCTION (K-8)

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Directors of Instruction are more than instructional leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA Directors of Instruction are responsible for ensuring all of our students achieve high levels of academic success. We are seeking Directors of Instruction who will make the commitment to lead 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

The Director of Instruction of a Lighthouse Academy school is 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. Our directors of instruction are responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our directors of instruction must always be aligned with our mission, vision, core values and education program. The essential functions for our directors of instruction are as follows:

INSTRUCTIONAL LEADERSHIP

I. DATA ANALYSIS

- Provide data to inform the development of the school's Culture of Achievement Plan with respect to the ten network-wide goals.
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with the staff to increase their knowledge and level of comfort with data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

II. PROFESSIONAL DEVELOPMENT

- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior.
- Monitor the pacing and faithful implementation of the education program as outlined in the LHA Curriculum Guides; modify pacing as necessary.

- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide professional development, both internally and externally, to the staff as needed to implement the LHA education program and to achieve goals.
- Assist staff in the development and realization of Individual Professional Development Plans.
- Assist with the development of and oversee the school's staff induction program and mentorship programs; lead the Teacher Leader Follow program at school site.

III. CULTURE of ACHIEVEMENT and RESPECT

- Work with the principal to provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior as outlined in the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide.
- 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.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

- Organize and manage all curricular materials, assessment materials and resources; assist with inventory and ordering.
- Coordinate all state and school-based assessments.

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 exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION: Masters Degree in Education, Education Administration or Teaching

EXPERIENCE, KNOWLEDGE & SKILLS:

- Three to five (3-5) years teaching experience. Three (3) years of school administrative/leadership experience, including instructional coaching and collaborative leadership
- Training in and experience implementing the LHA curriculum programs
- Experience with data analysis and using data to target instruction and inform decision making
- Ability to turn best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

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: Full-time, Administrative, and Exempt

Attachment ID: Letter of Intent for Facility

Charter Facilities Management, Inc.

Mr. Fred Harvey
Greater 2nd Baptist Church
5615 Geyer Springs Road
Little Rock, AR 72209

RE: Letter of Intent to lease premises of Greater 2nd Baptist Church located 5615 Geyer Springs Road Little Rock, Arkansas 72209

Dear Mr. Harvey:

Charter Facilities Management Inc. ('CFM'), a nonprofit charitable organization is pleased to provide you with this Non-Binding Letter of Intent to lease approximately 25,300 SF +/- within the Greater 2nd Baptist Church subject to the following terms and conditions:

- **DISCLAIMER:**
This Letter of Intent is not legally binding on either party, notwithstanding anything to the contrary elsewhere in this letter. It is, however, an indication of good faith between the parties to be detailed in a future lease contract.
- **TENANT:**
The Tenant will be CFM backed by a sub-lease to the Capitol City Lighthouse Charter School ('CCLCS'). The Lease Premises will be used for the sole purpose of the CCLCS educational program under the authorization of the Arkansas State Department of Education ('DOE'). A formal lease agreement is conditioned upon approval of the site by the Arkansas Department of Education and award of a five year charter by the Arkansas State Board of Education.
- **LEASE PREMISES:**
The Landlord shall provide floor plans outlining the proposed premises for Tenant's use totaling approximately 25,300 SF +/- . Landlord shall also provide an adequate number of designated parking spaces for Tenant.
- **LEASE TERM**
The initial lease term shall be for two (2) years.
- **BASE RENT:**
The gross Rental for the two years shall be \$289,300 paid as follows:

2013-2014	\$142,560 (\$6.48/SF)
2014-2015	\$146,740 (\$6.67/SF)

1661 Worcester Road, Suite 203, Framingham, MA 01701
tel 508.626.0904 fax 508.626.0944
www.charterfacilities.org

Charter Facilities Management, Inc.

- **RENT COMMENCEMENT:**
Rent will commence on July 1, 2013.
- **TENANT IMPROVEMENTS:**
Tenant will have access to the Premises as of June 1, 2013 to make improvements and repairs at its own expense. All improvements will be in accordance with local and state building codes.
- **RESTORATION:**
At option of Landlord, Tenant will restore property to its original condition at the end of the lease. At end of lease the permanent improvements revert to the Landlord.
- **OPTION TO RENEW:**
Tenant shall have an option to to renew the lease for an additional term of three (3) years and a second renewal term of five (5) years each with (3%) annual rental escalations.
- **CHARTER APPROVAL:**
Upon formal award of the CCLCS charter by the Arkansas State Board of Education in November 2012 a lease will be finalized within 30 days. From the period that the lease is signed until the rent commencement date, tenant will pay \$2,000 per month for upkeep of the property. Upon execution of this LOI, tenant will pay \$1,000 per month in escrow towards the finalization of the lease and first month's rent. If CCLCS does not receive charter approval then these escrow payments are non refundable.

COMMISSION:

Landlord and Tenant hereby acknowledge that Colliers International is the sole representative for the Tenant. Landlord agrees to pay five (5%) of the guaranteed gross aggregate rent for the initial lease term upon occupancy.

This letter expresses our intent to lease the Property and execute a Lease Agreement incorporating the basic terms set forth in this letter and such other terms and conditions as are acceptable to the parties. It is understood that no legal rights or obligations shall arise between the parties until the execution of such binding agreements.

Sincerely,



Michael Ronan
CEO

Agreed and Accepted:

By: Carol Green Date: 8/2/12

1661 Worcester Road, Suite 203, Framingham, MA 01701
tel 508.626.0904 fax 508.626.0944
www.charterfacilities.org

REQUIRED ATTACHMENTS

Attachment 2: School Calendar and Daily Schedule

Capitol City Lighthouse Charter School

2012-2013

July 2012						
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 2012						
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 2012						
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						

October 2012						
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 2012						
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 2012						
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 2013						
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 2013						
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		

March 2013						
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 2013						
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 2013						
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 2013						
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
7/16-7/20	Responsive Classroom (New Teachers)
7/23-7/27	LHA Annual Summit (New Teachers, Leaders)
7/30-8/12	Professional Development: Home Visits
8/7	Parent Meeting
8/10	Open House (Parent Meeting)
8/13	First Day of School
8/31	Professional Development
9/3	No School: Holiday: Labor Day
10/8	Columbus Day
10/19	First Quarter Ends (47 Days)
10/26	Parent/Teacher Conferences: Early Dismissal
11/2	Professional Development: No School
11/12	No School: Holiday: Veterans Day Observed
11/21-11/23	No School: Holiday: Thanksgiving
12/25	Christmas Day
12/14-12/28	Winter Break
1/1	New Year's Day
1/11	Second Quarter Ends (47 Days)
1/18	Parent/Teacher Conferences: Early Dismissal
2/18	President's Day
3/18-3/22	Spring Break
3/29	Third Quarter Ends (47 Days)
3/29	No School: Good Friday
4/5	Parent/Teacher Conferences: Early Dismissal
5/24	Professional Development: No School
5/27	Memorial Day
6/7	Last Day of School

DAILY SCHEDULE FOR CLASSROOM TEACHERS

	8:00-8:15	8:15-8:30	8:30-8:45	8:45-9:00	9:00-9:15	9:15-9:30	9:30-9:45	9:45-10:00	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:00	11:00-11:15	11:15-11:30	11:30-11:45	11:45-12:00	12:00-12:15	12:15-12:30	12:30-12:45	12:45-1:00	1:00-1:15	1:15-1:30	1:30-1:45	1:45-2:00	2:00-2:15	2:15-2:30	2:30-2:45	2:45-3:00	3:00-3:15	3:15-3:30	3:30-3:45	3:45-4:00	4:00-4:15	4:15-4:30	4:30-4:45	4:45-5:00
KA	Morning Meeting	ELA Block				DEAR	Recess/Lunch	Social Studies/Science		WW	C/E	Math Block		Encore		Closing Circle																				
KB	Morning Meeting	ELA Block				DEAR	Recess/Lunch	Social Studies/Science		WW	C/E	Math Block		Encore		Closing Circle																				
1A	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block		Encore		Social Studies/Science		Closing Circle																							
1B	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block		Encore		Social Studies/Science		Closing Circle																							
1C	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block		Encore		Social Studies/Science		Closing Circle																							
1D	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block		Encore		Social Studies/Science		Closing Circle																							
2A	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block		DEAR	C/E	Social Studies/Science		Closing Circle																								
2B	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block		DEAR	C/E	Social Studies/Science		Closing Circle																								
2C	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block		DLAR	C/E	Social Studies/Science		Closing Circle																								
3A	Morning Meeting	ELA Block		Math Block		Recess/Lunch	DLAR	Encore	Social Studies/Science		C/E	Closing Circle																								
3B	Morning Meeting	ELA Block		Math Block		Recess/Lunch	DEAR	Encore	Social Studies/Science		C/E	Closing Circle																								
3C	Morning Meeting	ELA Block		Math Block		Recess/Lunch	DEAR	Encore	Social Studies/Science		C/E	Closing Circle																								
4A	Morning Meeting	ELA Block		Math Block		Recess/Lunch	DEAR	Social Studies/Science		C/E	Encore	Closing Circle																								
4B	Morning Meeting	ELA Block		Math Block		Recess/Lunch	DEAR	Social Studies/Science		C/E	Encore	Closing Circle																								

	8:00-8:15 AM	8:15-8:30 AM	8:30-8:45 AM	8:45-9:00 AM	9:00-9:15 AM	9:15-9:30 AM	9:30-9:45 AM	9:45-10:00 AM	10:00-10:15 AM	10:15-10:30 AM	10:30-10:45 AM	10:45-11:00 AM	11:00-11:15 AM	11:15-11:30 AM	11:30-11:45 AM	11:45-12:00 PM	12:00-12:15 PM	12:15-12:30 PM	12:30-12:45 PM	12:45-1:00 PM	1:00-1:15 PM	1:15-1:30 PM	1:30-1:45 PM	1:45-2:00 PM	2:00-2:15 PM	2:15-2:30 PM	2:30-2:45 PM	2:45-3:00 PM	3:00-3:15 PM	3:15-3:30 PM	3:30-3:45 PM	3:45-4:00 PM	4:00-4:15 PM	4:15-4:30 PM	4:30-4:45 PM	4:45-5:00 PM
5A	CPR	C/E	U=AN	Encore	Math/Science Block								Recess/Lunch		ELA/SS Block								Closing Circle													
5B	CPR	C/E	U=AN	Encore	ELA/SS Block								Recess/Lunch		Math/Science Block								Closing Circle													
6A	CPR	Math/Science Block			Encore	C/E	U=AN	Recess/Lunch		ELA/SS Block								Closing Circle																		
6B	CPR	ELA/SS Block			Encore	C/E	DEAR	Recess/Lunch		Math/Science Block								Closing Circle																		

**Encore time is time spent with specialist teachers such as Art, Music or with local Arts Partners.

** C/E stands for Core/Enrichment. This is a time during the day when students receive specialized instruction to either build skills that are missing or to challenge students that are performing above grade level.

Attachment 3: Facility Utilization Agreement

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor (Owner): Charter Facilities Management, Inc.

Lessee (Tenant): Lighthouse Academics of Little Rock, 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:

Former Charter School

Premises: 5615 Geyer Springs Road
address

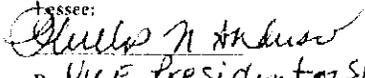
25,300 +/-
square footage

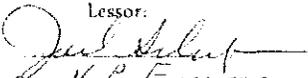
Terms of Lease: 2 years with option to renew

Rental Amount: 648/sq. ft.

Contingency: The terms of this agreement are contingent upon
Charter approval (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of 2013.

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:

By VICE President of SR.
Date 8/9/12

Lessor:

By V.P. Finance
Date 8/8/2012

Attachment 4: Proposed Budget

**Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Student (344) x \$6,267.00 State Foundation Funding		
3			<u>\$2,155,848.00</u>
4	No. of Student (344) x \$42.38 Professional Development		<u>\$14,578.72</u>
5	<u>No. of Student (189) x \$ 517 NSLA Funding</u>		<u>\$97,713.00</u>
6	Total State Charter School Aid		<u>\$2,268,139.72</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	\$ -	
10	Federal Grants (List the amount)	<u>\$ 272,601.00</u>	
11	Special Grants (List the amount)	<u>\$ -</u>	
12	Other (List the amount)		
13			
14	Total Other Sources of Revenues		<u>\$ 272,601.00</u>
15			
16	TOTAL REVENUES		<u>\$2,540,740.72</u>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 2.0)	<u>\$ 145,000.00</u>	
21	Fringe Benefits	<u>\$ 43,500.00</u>	
22	Purchased Services	<u>\$ 190,000.00</u>	
23	Supplies and Materials	<u>\$ 6,880.00</u>	
24	Equipment	<u>\$ -</u>	
25	Other (Professional dues & fees)	<u>\$ 5,000.00</u>	<u>\$ 390,380.00</u>
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 19.5)	<u>\$ 654,500.00</u>	
29	Fringe Benefits	<u>\$ 196,350.00</u>	
30	Purchased Services	<u>\$ 51,400.00</u>	
31	Supplies and Materials	<u>\$ 65,800.00</u>	
32	Equipment	<u>\$ 48,000.00</u>	
33	Other (Describe)	<u>\$ -</u>	<u>\$ 1,016,050.00</u>

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is not eligible to receive NSLA funding.

		(Budget Continued)	
34			
35	Special Education:		
36	Salaries: <i>(No. of Positions 1.5)</i>	\$ 52,500.00	
37	Fringe Benefits	\$ 15,750.00	
38	Purchased Services	\$ 37,000.00	
39	Supplies and Materials	\$ 3,440.00	
40	Equipment	\$ -	
41	Other <i>(Describe)</i>	\$ -	\$ 108,690.00
42			
43	Gifted and Talented Program:		
44	Salaries: <i>(No. of Positions 0.0)</i>	\$ -	
45	Fringe Benefits	\$ -	
46	Purchased Services	\$ -	
47	Supplies and Materials	\$ -	
48	Equipment	\$ -	
49	Other <i>(Describe)</i>	\$ -	\$ -
50			
51	Alternative Education Program:		
52	Salaries: <i>(No. of Positions 0.0)</i>	\$ -	
53	Fringe Benefits	\$ -	
54	Purchased Services	\$ -	
55	Supplies and Materials	\$ -	
56	Equipment	\$ -	
57	Other <i>(Describe)</i>	\$ -	\$ -
58			
59	Guidance Services:		
60	Salaries: <i>(No. of Positions 1.0)</i>	\$ 50,000.00	
61	Fringe Benefits	\$ 15,000.00	
62	Purchased Services	\$ -	
63	Supplies and Materials	\$ -	
64	Equipment	\$ -	
65	Other <i>(Describe)</i>	\$ -	\$ 65,000.00
66			
67	Health Services:		
68	Salaries: <i>(No. of Positions 0.5)</i>	\$ 16,000.00	
69	Fringe Benefits	\$ 4,800.00	
70	Purchased Services	\$ -	
71	Supplies and Materials	\$ 3,440.00	
72	Equipment	\$ -	
73	Other <i>(Describe)</i>	\$ -	\$ 24,240.00

		(Budget Continued)	
74			
75	Media Services:		
76	Salaries: (No. of Positions 0.0)	\$ -	
77	Fringe Benefits	\$ -	
78	Purchased Services	\$ -	
79	Supplies and Materials	\$ -	
80	Equipment	\$ -	
81	Other (Describe)	\$ -	\$ -
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions 0.0)	\$ -	
85	Fringe Benefits	\$ -	
86	Purchased Services	\$ 77,000.00	
87	Supplies and Materials	\$ 5,500.00	
88	Equipment	\$ -	
89	Other (Describe)	\$ -	\$ 82,500.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions 0.0)	\$ -	
93	Fringe Benefits	\$ -	
94	Purchased Services		
95	(include utilities)	\$ 117,500.00	
96	Supplies and Materials	\$ 17,200.00	
97	Equipment	\$ -	
98	Other (Describe)	\$ -	\$ 134,700.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions 0.0)	\$ -	
102	Fringe Benefits	\$ -	
103	Purchased Services	\$ 60,000.00	
104	Supplies and Materials	\$ -	
105	Equipment	\$ -	
106	Other (Describe)	\$ -	\$ 60,000.00
107			
108	Food Services:		
109	Salaries: (No. of Positions 1.0)	\$ 27,500.00	
110	Fringe Benefits	\$ 8,250.00	
111	Purchased Services	\$ 100,000.00	
112	Supplies and Materials	\$ -	
113	Equipment	\$ -	
114	Other (Describe)	\$ -	\$ 135,750.00

		(Budget Continued)	
115			
116	Data Processing:		
117	Salaries: (No. of Positions 1.0)	\$ 30,000.00	
118	Fringe Benefits	<u>\$ 9,000.00</u>	
119	Purchased Services	<u>\$ 10,000.00</u>	
120	Supplies and Materials	<u>\$ 34,700.00</u>	
121	Equipment	<u>\$ -</u>	
122	Other (Describe)	<u>\$ -</u>	<u>\$ 83,700.00</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions ___)	\$ 13,125.00	
126	Fringe Benefits	<u>\$ 3,937.50</u>	<u>\$ 17,062.50</u>
127			
128	Facilities		
129	Lease/Purchase (contract for one total year including facility upgrades)	<u>\$ 300,000.00</u>	
130	Please list upgrades:	<u>\$ -</u>	
131			
132	Utilities (contract for one total year including facility upgrades)	<u>\$ 90,000.00</u>	
133	Insurance (contract for one total year including facility upgrades)		
134	Property Insurance	<u>\$ 12,500.00</u>	
135	Content Insurance	<u>\$ 12,500.00</u>	
136			<u>\$ 415,000.00</u>
137	Debt Expenditures:	<u>\$ -</u>	<u>\$0.00</u>
138	Other Expenditures:		
139	(Describe)	<u>\$ -</u>	<u>\$0.00</u>
140			
141	TOTAL EXPENDITURES		<u>\$2,533,072.50</u>

**Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Student (394) x \$6,267.00 State Foundation Funding		
3			<u>\$2,469,198.00</u>
4	No. of Student (394) x \$42.38 Professional Development		<u>\$16,697.72</u>
5	<u>No. of Student (217) x \$ 517 NSLA Funding</u>		<u>\$112,189.00</u>
6	Total State Charter School Aid		<u>\$2,598,084.72</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	<u>\$ -</u>	
10	Federal Grants (List the amount)	<u>\$ 305,214.85</u>	
11	Special Grants (List the amount)	<u>\$ -</u>	
12	Other (List the amount)	<u>_____</u>	
13			
14	Total Other Sources of Revenues		<u>\$ 305,214.85</u>
15			
16	TOTAL REVENUES		<u>\$2,903,299.57</u>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 3.5)	<u>\$ 240,000.00</u>	
21	Fringe Benefits	<u>\$ 72,000.00</u>	
22	Purchased Services	<u>\$ 190,000.00</u>	
23	Supplies and Materials	<u>\$ 7,880.00</u>	
24	Equipment	<u>\$ -</u>	
25	Other (Professional dues & fees)	<u>\$ 5,000.00</u>	<u>\$ 514,880.00</u>
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 22.0)	<u>\$ 772,000.00</u>	
29	Fringe Benefits	<u>\$ 231,600.00</u>	
30	Purchased Services	<u>\$ 58,190.00</u>	
31	Supplies and Materials	<u>\$ 69,550.00</u>	
32	Equipment	<u>\$ 48,000.00</u>	
33	Other (Describe)	<u>\$ -</u>	<u>\$ 1,179,340.00</u>

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student. Please note that a charter school that does not participate in the National School Lunch program is not eligible to receive NSLA funding.

		(Budget Continued)	
34			
35	Special Education:		
36	Salaries: <i>(No. of Positions 2.5)</i>	\$ 92,500.00	
37	Fringe Benefits	<u>\$ 27,750.00</u>	
38	Purchased Services	<u>\$ 40,500.00</u>	
39	Supplies and Materials	<u>\$ 3,940.00</u>	
40	Equipment	<u>\$ -</u>	
41	Other <i>(Describe)</i>	<u>\$ -</u>	<u>\$ 164,690.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: <i>(No. of Positions 0.0)</i>	<u>\$ -</u>	
45	Fringe Benefits	<u>\$ -</u>	
46	Purchased Services	<u>\$ -</u>	
47	Supplies and Materials	<u>\$ -</u>	
48	Equipment	<u>\$ -</u>	
49	Other <i>(Describe)</i>	<u>\$ -</u>	<u>\$ -</u>
50			
51	Alternative Education Program:		
52	Salaries: <i>(No. of Positions 0.0)</i>	<u>\$ -</u>	
53	Fringe Benefits	<u>\$ -</u>	
54	Purchased Services	<u>\$ -</u>	
55	Supplies and Materials	<u>\$ -</u>	
56	Equipment	<u>\$ -</u>	
57	Other <i>(Describe)</i>	<u>\$ -</u>	<u>\$ -</u>
58			
59	Guidance Services:		
60	Salaries: <i>(No. of Positions 1.0)</i>	\$ 50,000.00	
61	Fringe Benefits	<u>\$ 15,000.00</u>	
62	Purchased Services	<u>\$ -</u>	
63	Supplies and Materials	<u>\$ -</u>	
64	Equipment	<u>\$ -</u>	
65	Other <i>(Describe)</i>	<u>\$ -</u>	<u>\$ 65,000.00</u>
66			
67	Health Services:		
68	Salaries: <i>(No. of Positions 0.5)</i>	\$ 16,000.00	
69	Fringe Benefits	<u>\$ 4,800.00</u>	
70	Purchased Services	<u>\$ -</u>	
71	Supplies and Materials	<u>\$ 3,940.00</u>	
72	Equipment	<u>\$ -</u>	
73	Other <i>(Describe)</i>	<u>\$ -</u>	<u>\$ 24,740.00</u>

		(Budget Continued)	
74			
75	Media Services:		
76	Salaries: (No. of Positions 0.0)	\$ -	
77	Fringe Benefits	\$ -	
78	Purchased Services	\$ -	
79	Supplies and Materials	\$ -	
80	Equipment	\$ -	
81	Other (Describe)	\$ -	\$ -
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions 0.0)	\$ -	
85	Fringe Benefits	\$ -	
86	Purchased Services	\$ 77,000.00	
87	Supplies and Materials	\$ 5,500.00	
88	Equipment	\$ -	
89	Other (Describe)	\$ -	\$ 82,500.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions 0.0)	\$ -	
93	Fringe Benefits	\$ -	
94	Purchased Services		
	(include utilities)	\$ 117,500.00	
95			
96	Supplies and Materials	\$ 19,700.00	
97	Equipment	\$ -	
98	Other (Describe)	\$ -	\$ 137,200.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions 0.0)	\$ -	
102	Fringe Benefits	\$ -	
103	Purchased Services	\$ 65,000.00	
104	Supplies and Materials	\$ -	
105	Equipment	\$ -	
106	Other (Describe)	\$ -	\$ 65,000.00
107			
108	Food Services:		
109	Salaries: (No. of Positions 1.0)	\$ 27,500.00	
110	Fringe Benefits	\$ 8,250.00	
111	Purchased Services	\$ 113,000.00	
112	Supplies and Materials	\$ -	
113	Equipment	\$ -	
114	Other (Describe)	\$ -	\$ 148,750.00

(Budget Continued)

Data Processing:

Salaries: (No. of Positions 1.0)	\$ 30,000.00	
Fringe Benefits	\$ 9,000.00	
Purchased Services	\$ 10,000.00	
Supplies and Materials	\$ 34,700.00	
Equipment	\$ -	
Other (Describe)	\$ -	\$ 83,700.00

Substitute Personnel:

Salaries: (No. of Positions ___)	\$ 15,750.00	
Fringe Benefits	\$ 4,725.00	\$ 20,475.00

Facilities

Lease/Purchase (contract for one total year including facility upgrades)	\$ 300,000.00	
Please list upgrades:	\$ -	
Utilities (contract for one total year including facility upgrades)	\$ 90,000.00	
Insurance (contract for one total year including facility upgrades)		
Property Insurance	\$ 12,500.00	
Content Insurance	\$ 12,500.00	

\$ 415,000.00

Debt Expenditures:

	\$ -	\$0.00
--	------	--------

Other Expenditures:

(Describe)	\$ -	\$0.00
------------	------	--------

TOTAL EXPENDITURES

\$2,901,275.00

Attachment 5: Proposed Salary Schedule for Administrative and Teaching positions

Southern Region: Principals						
Southern	Years Teaching	BA	MA	2 nd Masters or JD/ PhD, Ed.D	National Board Certification	Arkansas Certification
	0-3 Years	\$75,000- \$85,000	Add \$2,000	A ⁴⁷ dd \$2,000	Add \$2,500	Add \$1,000
	4-8 Years	\$81,000- \$86,000				
	9 or More Years	\$97,000- \$102,000				
Southern Region: Directors of Instruction						
Southern	Years Teaching	BA	MA	2 nd Masters or JD/ PhD, Ed.D	National Board Certification	Arkansas Certification
	0-3 Years	\$50,000- \$55,000	Add \$2,000	Add \$2,000	Add \$5,000 ⁴⁸	Add \$1,000
	4-8 Years	\$56,000- \$62,000				
	9 or More Years	\$63,000- \$68,000				
Southern Region: Teacher Leader Fellows						
Southern	Levels	BA MA 2 nd Masters or JD/ PhD				
	Level 1	\$2500 Stipend				
	Level 2	\$3500 Stipend				
Southern Region: Teachers						
School	Years Teaching	BA	MA	2 nd Masters or JD/ PhD	National Board Certification	Arkansas Certification
Jacksonville LCS	0-3 Years	\$30,000 - \$32,000	Add \$2,000	Add \$2,000	Add \$5,000 ⁴⁹	\$1000

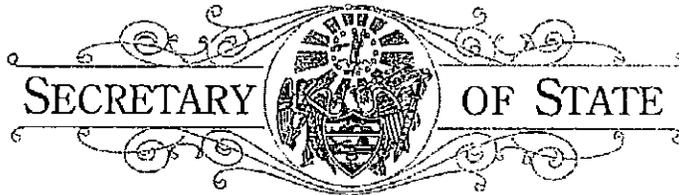
⁴⁸ Funded by AR State grant program.

⁴⁹ Funded by AR State grant program.

	4-8 Years	\$32,000 - \$36,000			
	9 or More Years	\$36,000 - \$38,000			
Southern Region: Office Managers					
School	Years Teaching	High School Diploma	Associates Degree	BA	
Jacksonville LCS	0-3 Years	\$22,000 - \$26,000	Add \$2,000	Add \$8,000	
	4-8 Years	\$26,000 - \$30,000			
	9 or More Years	\$30,000 - \$35,000			
Southern Region: Business Managers					
School	Years Teaching	High School Diploma	Associates Degree	BA	
Jacksonville LCS	0-3 Years	\$26,000 - \$28,000	Add \$6,000	Add \$12,000	
	4-8 Years	\$28,000 - \$30,000			
	9 or More Years	\$30,000 - \$35,000			
Southern Region: Paraprofessionals					
School	Years of Experience	HQ No BA		HQ with BA	
Jacksonville LCS	0-3 Years	\$18,000 - \$20,000		\$20,000 - \$22,000	
	4-8 Years	\$20,000 - \$22,000		\$22,000 - \$24,000	
	9 or More Years	\$22,000 - \$24,000		\$24,000 - \$26,000	
Southern Region: Food Services & Custodial					
School	Position	High School Diploma	Associates Degree	BA	
Jacksonville LCS	Cafeteria Manager	\$11/Hour	\$13/Hour	\$15/Hour	
	Food Service Worker	\$9/Hour	\$10/Hour	\$12/Hour	
	Director of Maintenance	\$12/Hour	\$16/Hour	\$18/Hour	
	Custodian	\$10/Hour	\$12/Hour	\$14/Hour	

Attachment 6: Evidence of Status as Eligible Entity

STATE OF ARKANSAS



Mark Martin
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

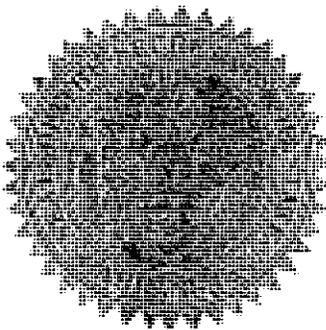
Articles of Incorporation

of

LIGHTHOUSE ACADEMIES OF LITTLE ROCK ARKANSAS, INC.

filed in this office June 9, 2011 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 9th day of June 2011.



Mark Martin

Secretary of State

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: The name of the corporation is:
LIGHTHOUSE ACADEMIES OF LITTLE ROCK
ARKANSAS, INC.
- 2: The corporation is: PUBLIC - BENEFIT
CORPORATION
- 3: Will this corporation have members: NO
- 4: Power of the corporation:
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:
 NO PART OF THE NET
EARNINGS OF THE CORPORATION SHALL
INURE TO THE BENEFIT, OR BE
DISTRIBUTABLE TO ITS MEMBERS,
TRUSTEES, OFFICERS, OR OTHER PRIVATE
PERSONS, EXCEPT THAT THE
CORPORATION SHALL BE AUTHORIZED
AND EMPOWERED TO PAY REASONABLE
COMPENSATION FOR SERVICES RENDERED
AND TO MAKE PAYMENTS AND
DISTRIBUTIONS IN FURTHERANCE OF THE
PURPOSES SET FORTH IN PREVIOUS
ARTICLES HEREOF. NO SUBSTANTIAL PART
OF THE ACTIVITIES OF THE CORPORATION
SHALL BE THE CARRYING ON OF
PROPAGANDA, OR OTHERWISE
ATTEMPTING TO INFLUENCE LEGISLATION,
AND THE CORPORATION SHALL NOT
PARTICIPATE IN, OR INTERVENE IN
(INCLUDING THE PUBLISHING OR
DISTRIBUTION OF STATEMENTS) ANY
POLITICAL CAMPAIGN ON BEHALF OR IN
OPPOSITION TO ANY CANDIDATE FOR
PUBLIC OFFICE. NOTWITHSTANDING ANY
OTHER PROVISION OF THESE ARTICLES,
THE CORPORATION SHALL NOT CARRY ON
ANY OTHER ACTIVITIES NOT PERMITTED
TO BE CARRIED ON (A) BY A CORPORATION
EXEMPT FROM FEDERAL INCOME TAX
UNDER SECTION 501(C)(3) OF THE
INTERNAL REVENUE CODE, OR THE
CORRESPONDING SECTION OF ANY
FUTURE FEDERAL TAX CODE, OR (B) BY A
CORPORATION, CONTRIBUTIONS TO WHICH

ARE DEDUCTIBLE UNDER SECTION 170(C) (2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

B. SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL PURPOSES, SPECIFICALLY, TO FORM, MANAGE, OVERSEE, SUPPORT AND OTHERWISE ENCOURAGE THE CONTINUATION OF PUBLIC CHARGER SCHOOLS IN CENTRAL ARKANSAS. THE PURPOSE MAY INCLUDE, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT ARE EXEMPT ORGANIZATIONS UNDER 501(C) (3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE TAX CODE.

6: Distribution of assets on dissolution:

B. UPON THE DISSOLUTION OF THE CORPORATION, AND AFTER WINDING UP ITS AFFAIRS AND PAYING OR PROVIDING FOR ALL THE OTHER LAWFUL LIABILITIES OF THE CORPORATION UNDER APPLICABLE LAW: (A) THE CORPORATION SHALL FIRST, AND WITHIN THIRTY (30) DAYS OF DISSOLUTION, RETURN TO THE ARKANSAS DEPARTMENT OF EDUCATION (THE &ACIRC;??DEPARTMENT&ACIRC;??) ALL FUNDS REMAINING THAT THE CORPORATION RECEIVED FROM THE DEPARTMENT; AND (B) THE CORPORATION SHALL DISTRIBUTE ALL ITS OTHER REMAINING ASSETS TO THE PARENT CHARITABLE ORGANIZATION OF THE CORPORATION, LIGHTHOUSE ACADEMIES, INC., A MASSACHUSETTS NONPROFIT CORPORATION, OR ITS SUCCESSOR ORGANIZATION, SO LONG AS SUCH ORGANIZATION IS A QUALIFIED 501(C)(3) NONPROFIT ORGANIZATION. (C) IN THE EVENT THE LIGHTHOUSE ACADEMIES, INC. OR ITS SUCCESSOR IS NO LONGER A QUALIFIED 501(C)(3) ORGANIZATION, THE CORPORATION SHALL DISTRIBUTE ALL OF

EXCLUSIVELY FOR NON-PROFIT EDUCATIONAL PURPOSES TO ONE OR MORE ORGANIZATIONS THAT ARE ORGANIZED AND OPERATED FOR SUCH PURPOSES AND WHICH ARE, AT THE TIME OF SUCH DISTRIBUTION, A QUALIFIED 501 (C)(3) ORGANIZATION DESCRIBED IN SECTIONS 170(C)(1) OR 170(C)(2) OF THE CODE.

7: Corporation's initial registered agent:

Name LIGHTHOUSE ACADEMIES OF ARKANSAS, INC.
Street Address 251 NORTH FIRST STREET
City: JACKSONVILLE
State: AR
ZIP: 72076-

8: The name and address of each incorporator is as follows:

Name 1 DR. CYNTHIA H. WILLIAMS
Address 1 10112 HIGHWAY 365 SOUTH, LITTLE ROCK, AR 72206
Name 2 MARSHA R. DAVIS
Address 2 35 LAVER CT., LITTLE ROCK, AR 72210
Name 3 KAREEM MOODY
Address 3 3000 W. SCENIC DR., LITTLE ROCK, AR 72118
Name 4 PATRICK OLIVER
Address 4 PO BOX 165643, LITTLE ROCK, AR 72216
Name 5 DR. PHILLIS L. NICHOLS-ANDERSON
Address 5 251 N. FIRST, JACKSONVILLE, AR 72076

Address
6

Name 7
Address
7

Name 8
Address
8

Name 9
Address
9

Name 10
Address
10

Optional Info:

**Signature of an
Incorporator:**

DR. PHILLIS L.
NICHOLS-
ANDERSON

Attachment 7: Evidence of Parental and Community Support

Letters of support and petitions of support are included below.



City of Little Rock

Ken Richardson
City Director
Ward 2

City Hall, Room 203
500 W. Markham
Little Rock, Arkansas 72201-1427
(501) 371-4510
Fax: (501) 371-4498
Board@littlerock.org
www.littlerock.org

August 1, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Richardson'.

Ken Richardson
City Director
Ward 2



Life Skills for YOUTH, Inc.
"Mentoring Youth for Tomorrow"

Phillis L. Nichols Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
401 Main St. Suite 203
North Little Rock, AR 72216

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Southwest Little Rock, Arkansas.

We believe that your mission of infusing arts into education and preparing children for college is vital and important for our children and think that the Capitol City Charter School will be an asset to the city and state.

Sincerely,

Larry W. Clark, Sr.

Larry W. Clark, Sr.
Founder/President
www.lifeskillsforyouth.org
lwclark@lifeskillsforyouth.org

AMA

Asociación de Mujeres de Arkansas

AWA

Association of Women of Arkansas

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

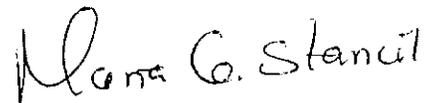
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Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

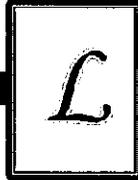
Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,



Maria G. Stancil
Executive Director

P.O. Box 56978 Little Rock, Ar 72215 501-219-1561
email: chavarrialupita@gmail.com www.amaarkansas.org



July 30, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest area of Little Rock.

In Arkansas, the Lighthouse Academy (LHA) campuses in Jacksonville on the Little Rock Air Force Base and in Pine Bluff, currently has a waiting list of over 300 students and this expansion would significantly expand the supports and services for children and families in a much needed community. LHA offers rigorous academic training that prepares students for college, while also offering supportive services to help foster healthy, successful families.

As member of the LHA Advisory Board, I have committed to supporting the development of an LHA school in Southwest Little Rock. In my current capacity as the Director of Policy and Planning with the Arkansas Department of Human Services, I hope to assist LHA by helping to build vital connections to state and local resources to ensure quality wraparound services are available to families. I am also personally supportive of revitalizing the Southwest Little Rock community where I lived and attended school as a child.

Quality public charters, like LHA, should be afforded the opportunity to expand to reach more children in need. The Southwest Little Rock community is dedicated to improving the quality of education available to local families, and this expansion would represent major progress in rejuvenating this community.

Sincerely,

Marquita Little, MPS

Marquita L. Little
1901 Gamble Road, Little Rock, AR 72211

MICHAEL K. WILSON

ATTORNEY AT LAW
201 MILITARY
JACKSONVILLE, ARKANSAS 72076
(501) 982-4470
Facsimile (501) 985-1403
mike.wilson@comcast.net

August 20, 2012

Arkansas State Board of Education
#1 Capitol Mall
Little Rock, AR 72201

Dear Ladies and Gentlemen:

Please accept this letter of support for the application of Capitol City Lighthouse Charter School to be located in southwest Little Rock. Our Jacksonville community experience with the Lighthouse system and leadership has been exceptional and gratifying to students and parents, and I have great confidence that the same effort and capability will be brought to bear at the proposed location.

Your favorable consideration will be most appreciated.

Very truly yours,



Michael K. Wilson

MKW:ju

cc: ✓ Dr. Phillis Anderson

**LAW OFFICE OF TJUANA BYRD
A PROFESSIONAL ASSOCIATION**

1920 North Main
North Little Rock, AR 72114
TELEPHONE: (501) 604-4540
FACSIMILE: (501) 771-2420

Tjuana C. Byrd
Attorney at Law

July 18, 2012

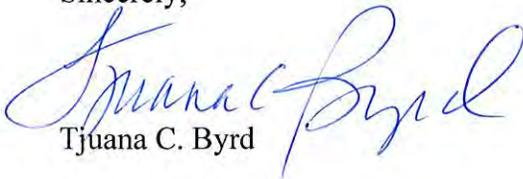
Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
401 Main St. Suite 203
North Little Rock, AR 72216

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Little Rock, Arkansas.

We believe that your mission of infusing arts into education and preparing children for college is vital and important for our children and think that the Capitol City Charter School will be an asset to the city and state.

Sincerely,


Tjuana C. Byrd

7/29/2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Dwight Townsend
9900 Geyer Springs Rd
Little Rock, AR 72209

7/31/2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

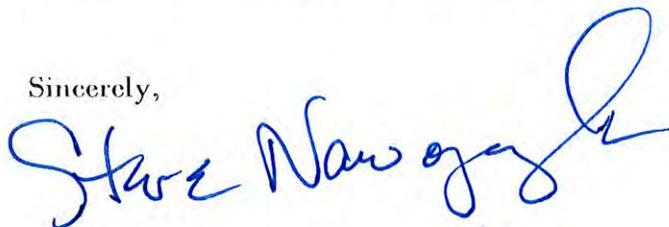
Dear Board Members,

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Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,



Steve Nawojczyk
P.O. Bx 1932
NLR, AR 72115

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

LaSheena Neal
7363 Riverpointe dr. apt. 1
North Little Rock, AR 72113

July 16, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Jamika Pearson
P.O. Box 165694
Little Rock, AR 72216

July 15, 2019

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Keasha Lane
24 Lamont Drive
Little Rock, AR
72209

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

July 26, 2012

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Genel D. Maston
1500 S. Buchanan
Little Rock AR 72204

July 30, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

MB
25 BRITTS LN.
LITTLE ROCK, AR
72204

7-31-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Soyce Ford
2025 Nichols Road
Little Rock, AR 72205

7-31-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

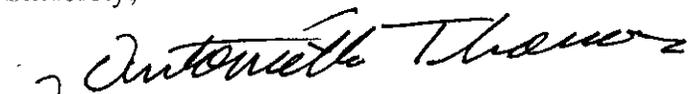
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Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,


Antoniette Thomas
10 Westfield Circle
Little Rock, AR 72210

7/31/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,



Adam Baldwin

920 S. Scott St., Apt. B
Little Rock, AR 72202

7/31/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Suzanne Green

P.O. Box 25722

Little Rock, AR 72221-5722

7/19/2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

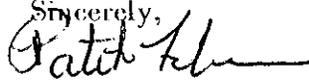
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Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,



Patrick Fenderson

1621 Martin Luther King
Little Rock AR, 72202

7/30/2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,


Tommy Branch
3719 Ludwig
LR AR 72204

7/30/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

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Sincerely,

Alexandra Ingram
7363 Riverpointe Dr. Apt. 6
NLR, AR 72113

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

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Sincerely,


2201 S. Park St.
Little Rock, AR 72202

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

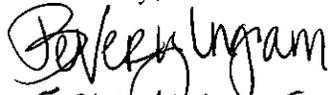
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Sincerely,


5719 Holly Springs Blvd.
Little Rock, AR 72206

MON. 7.30.12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

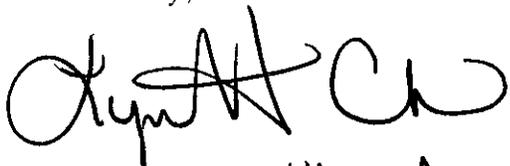
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Sincerely,



4801 W. 14th #A

Little Rock, AR 72204

7.23.12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

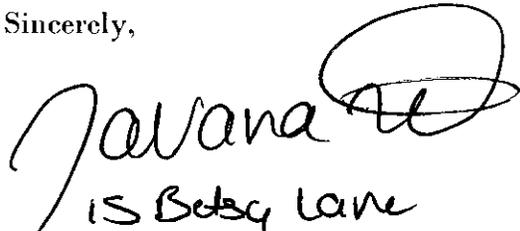
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Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,


Javana
15 Betsy Lane
Little Rock AR
72203

July 19, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Donna Shelton
9300 Treasure Hill
#1008
Little Rock, AR 72227

7/23/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

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Sincerely, 
47 S. Wakefield Dr.
Little Rock, Ar 72209

7/19/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

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Sincerely,

Alicia Smith
1009 W 5th
North Little Rock AR 72118

7/23/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

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Sincerely,

Nicole Gray
15460 Walnut Glen Dr.
Alexander, AR 72002

July 12, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

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Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Cathy Sista
1500 S Buchanan
LR AR 72204

July 20, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

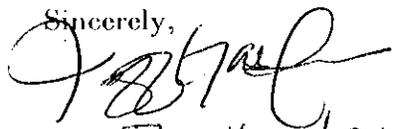
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Sincerely,


J. BRITTS LN.
LR, AR 72201

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

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Sincerely,



700 E 9th
814 LR, AR, 72202

Jason Baker

7/16/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

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Sincerely,

Donell Mead
P.O. Box 56364
Little Rock, AR 72215

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academics, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

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Sincerely,

Emily R Henry
4311 S. Lookout Road
Little Rock, AR 72205

7-30-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

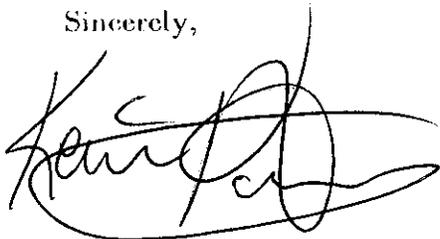
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Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Kemp". The signature is stylized with a large, sweeping loop at the end.

4311 S. Lookout Rd.
Little Rock AR 72205

7-29-12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Carolyn K. Meadows
7820 West Capitol # 615
Little Rock, AR 72205
Carolyn Meadows

1/30/12

Arkansas State Board of Education
4 Capitol Mall
Little Rock Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Southwest Little Rock area.

Lighthouse Academy schools in Jacksonville, on the LRAFB and in Pine Bluff currently has a waiting list of over 300 students and are doing an excellent job serving families.

Quality public charters should be afforded the opportunity to expand to reach more children in need. The Southwest community is strongly committed to improving the quality of education available to local families.

Sincerely,

Kimberly Teets
2514 GEO COURT
Little Rock, AR 72204

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Cindy Miller	261-7041	SydneymGnet@ro.net
Tiffany Capps	501-570-8584	Tiffany.Carpenter07@att.net
Holly Carroll	(501) 398-8621	Carrollholly77@yahoo.com
Shan Pace	501) 541-7998	Shandaraspace@yahoo.com
Jennifer Hernandez	501-353-1193	Kira-NINA@Comcast.net.
Lynn Carter	501-563-5751	Lynn-d-Carter@yahoo.com
Patrick A. Green	501-413-8436	Patrick.Green@VA.GOV
ELLA AVANCE	501-838-7614	
Dimitri Davidson	501-251-5508	DimitriDavidson@gmail.com
Surya Wilkerson	501-838-6232	
Ciafre Smith	501-952-3389	Ciafrelarue@yahoo.com
Shanita Hendricks	(501) 444-3293	shhendricks@hotmail.com
Brandie Kelley	501-838-3024	
Kizzie Houston	773-8175	Kizziehouston@yahoo.com
Kristina Wilson	5018130719	KristinaWilson1983@gmail.com

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

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Nicole Gray	(501) 749-1887	nibogray@yahoo.com
Patience Carey	(731) 446-4814	patience-carey@yahoo.com
Jawana Wilkerson	(501) 993-5703	vannavonsoosa@yahoo.com
Destiny Harper	837-3604848	Desthar_30@yahoo.com
Forest Bales	479-799-6367	forestbales@gmail.com
Kathy Robinson	501-920-6404	krobinson@eastharding.com
Patti Walters	501 416 4662	pawalters101@yahoo.com
TOMMY TARPLEY	(501) 413-0755	TTARPLEY2000@YAHOO.COM
MAGGIE BEELE	501 412 6178	maggiebeeler@hotmail.com
Rodney Abston	501-416-2755	rodney.abston@yahoo.com
JoAnna Brown	501-650-4958	joanna.brown@lrwu.com
Bruce Henry	501-517-2162	brucehenry@inbox.com
Joseph Peter	501-868-9523	Joseph.peter@acgreene.com
Chad Brown	(501) 749-5940	chadbrown@gmail.com
Devin Harrison	(501) 539-1920	Dh@harrisonenergy.com

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Lighthouse Academies of Little Rock, 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:

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Lighthouse Academies of Little Rock, Arkansas

Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Lighthouse Academies of Little Rock, Arkansas

Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Petition of Support

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Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Lighthouse Academies of Little Rock, Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Petition of Support

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Lighthouse Academies of Little Rock, Arkansas

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Petition of Support

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Lighthouse Academies of Little Rock, Arkansas

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Petition of Support

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Lighthouse Academies of Little Rock, Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL

Public Hearing Sign In Sheet

July 17, 2012/July 24, 2012

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Petition of Support

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Lighthouse Academies of Little Rock, Arkansas

Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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Lighthouse Academies of Little Rock, Arkansas
 Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

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 Capitol City LIGHTHOUSE CHARTER SCHOOL

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Lighthouse Academies of Little Rock, Arkansas
 Capitol City LIGHTHOUSE CHARTER SCHOOL

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**Lighthouse Academies of Little Rock, Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL**

Petition of Support

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**Lighthouse Academies of Little Rock, Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL**

Petition of Support

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Lighthouse Academies of Little Rock, Arkansas
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Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Ella Ried	(501) 237-9421	N/A
Freeman Randolph	538-5340	None
John De Stange	Southwest 5001 West 65th	None
Rocio Johnson	43 Warren Drive 72201 Little Rock, AR	hucille73@yahoo.com
Queenie Johnson	43 Warren Drive 72201 Little Rock, AR	None
Deon Dixon	501 425-1548	Malik Washington 34 Cayaba
Terrill Key	501 838-2233	N/A
Lyanda Brown	501-722-5068	Lyanda Brown@speglobal.net
Amince Parrish	313-704-4488	Amince Parrish@yahoo.com
Stan Math	563-7119	NA
Marvin Abraham	612-4591	None
Mattie McGraw	744-9774	None
Esbeydi James	(501) 410-3587	N/A
Alton Phillips	(501) 551-2946	altonphillips@yahoo.com
Wanda Patton	N/A	5824 Liberty Cove L. R., ARK. 72209

Major part of all funds collected through donations are used for program

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
KEITH MASSEY	501/565-8630	n/a
Serena Berger	501 837 4780	n/a
Erika Bustamante	972-345-1594	N/A
Jamal Brown	501 - 570 - 0772	N/A
Sammy Seals	501-565-2153	N/A
Juste Burzja	501 766 9419	none
Rami Khan	501 607-0289	none
Ashley medaniel	501 504-1822	None
Daryle Meredith	501-614-6852	N/A
Trechele Chapple	(501) 993-4557	N/A
Angela Murray	(501) 765-0432	N/A
Kastelle Garwood	(501) 838-0324	N/A
Holly Crook	501-394-8797	N/A
Melissa	501-225-0992	n/a
Nina Johnson	501 352 7211	NA

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Janna Bagwell	(501) 529-4004	N/A
James Rose	501-612-7828	N/A
Mai Tra Lorel	501-708-8743	N/A
RAY GILES	501) 563-2550	N/A
Barbara Roberts	(501) 541-6630	N/A
Nikki Butler	(501) 349-6680	N/A
Arndell Duff	(501) 541-7312	N/A
Chris Cokley	(501) 565-0510	N/A
Tikayah Farbrough	(501) 570-4032	N/A
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Valentin Young	(501) 993-0413	N/A
Steve Fawcett	(501) 3808 529- 29	7319 Denise Dr. L.R. AR 72209

Lighthouse Academies of Little Rock, Arkansas is a 501(c)(3) non-profit organization.

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Cristel Lopez	479-799-4119	N/A
Sarah Lopez	816-8004	N/A
Jay King	870-816-1610	N/A
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Kelli Williams	501-541-7489	N/A
Kelso Butler	501-563-9953	N/A
Jason Alvarez	256-652-2327	N/A
Tina Lunn	(501) 570-1000	N/A
Crystal Shorter	(870) 413-1580	crystalnshorter@yahoo
Brendan Lambert	501-541-7819	N/A
Shelia Daniel	501-565-3867	N/A
Lisa Bond	501-568-3867	N/A
Lajoya Wilson	501-442-8761	N/A
Jelisa Cooper	501-413-6090	N/A
Vernice King	501 295 5588	N/A

ACADEMIES OF LITTLE ROCK, ARKANSAS

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Kierra Henderson	501-210-9193	Kierra.Henderson@yahoo.com
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Ryan Poole	678-595-3600	kuntry-p@yahoo.com
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Darrell Njauz	501-838-2870	N/A
Walter Wobert III	501-612-8267	N/A
Damon Hayden	501-291-6950	N/A
Clifton Henson	501-706-1509	N/A
Angela Lewis	501-414-0338	N/A
Den Vasquez	501-444-9548	N/A
Roberta Diano	870-820-7116	N/A

Lighthouse Academies of Little Rock, Arkansas
 Capitol City LIGHTHOUSE CHARTER SCHOOL

Petition of Support

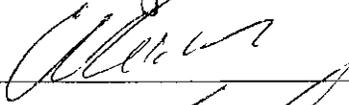
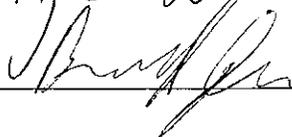
Please sign in below if you support the opening of the Capitol City Lighthouse Charter School:

NAME	Telephone	EMAIL ADDRESS
Ron Hobbs	888-6508	N/A
Shenetta Pennington	501 246-0316	N/A
John Taver	501 541-4169	N/A
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MARIZ Bell	501-376-7181	N/A
Leon Edwards	501-773-2327	N/A
Jessica D	352-0166	N/A
Nikelle Smith	501-201-5203	N/A
CD	" " "	N/A
James Howard	744-4548	N/A
Frank	515-1447	N/A
Kalibra Flowers	501-291-9026	N/A
Lamont Jones	501-838-3473	N/A
Abrienne Bennett	501-838-7475	N/A
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Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Larry D Wall	612-834	N/A
Wynne Graves	838-2721	argraves21@hotmail.com
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Lanell Jefferson	501-744-7783	lanellj@earthlink.net
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Tahya Smith	501-398-7952	Tahsmith.com
Chasity Adams	501-951-0176	N/A
Michael Montague	501-951-0176	N/A
Brittany Jones	870-872-2269	N/A
	501-471-6141	N/A
	501-5651780	N/A
Gregory D Smith	(501) 570-8399	N/A
W. B. Lio	501 398 6839	Wenlan Gillian Rock.com
	501-708-5791	JBronlan50@gmail.com

**Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Natasha Wesson	501-612-0570	23055 Pelaski
Asha Whittfield	—	whitfieldasha@yahoo.com
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Dawn Baxter	501-708-2763	plavatte@yahoo.com
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Kyle Womel	501-368-4916	N/A



Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Yvonne Burnett	501-954-0381	yburnett@lighthouseacademies.org
Jorge Delgado	501-773-0360	chadycalientos@hotmail.com
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[Signature]	501-351-2181	N/A
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Reubin RADFORD	(501) 353-2283	reubincradford@yahoo.com
Darryl Stokes	(870) 510-0322	Lucke501@yahoo.com
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Patricia Sturd	(501) 269-9194	N/A
Fey B	504-618-1718	N/A
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[Signature]	5100 Halifax	—
Mike Minick	7000 Morgan St	N/A

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Joe Thompson	501-907-4818	N/A
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EVERETT ¹⁰¹	501-562-8980	N/A
Robyn Collier	501- 541-6515	N/A
Keith Clayton	479-561-0643	N/A
Juan Patton	501-612-1313	N/A
Sidney Jones	501-705-6099	N/A
Justin Reynolds	501-860-8715	N/A
Jonathan Lawson	501-744-6472	N/A

**Lighthouse Academies of Little Rock, 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:

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Jasmine Turner	219-359-6958	jasmine-turner199319@yahoo
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THOMAS GATES	501-546-4523	7700 W. Choate Dr. Ft. Smith
[Signature]	501-296-6917	5816 Forbing U.A.R
[Signature]	(501) 672-8151	N/A
Kenyatta Mack	501-398-5796	41 Olympic Ct. Apt 103
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Ron Burk	501-529-3619	RBUAB@ATT.NET

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
	501 240 5419	
	501 313 6045	
Aleora Varela	501-779-2466	-
Musque Ol	501-308-4105	quess9874@ofxai.com
Kenneth Parker	501-341-2937	
LARRY ROSE	501 310-5398	
Chris Sams	501 553-5705	N/A
Anthony Cook	501 838-4072	N/A
	501 240 6702	N/A
Cal Wren	501-650-5485	n/a
Lelaue, Rafter	501-920-2416	N/A
Brandon Missouri	501-375-5061	BLmissouri@yahoo.com
Archie Jackson	501 538-1046	N/A
Brooke Willis	501 765-3979	Brooke-Willis10@yahoo.com
	501-744-4246	Howardarrick@yahoo.com

Lighthouse Academies of Little Rock, 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:

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[Signature]	501-291-6758	N/A
John Penn	(301) 612-0445	n/a
Ronald Wade	501-563-6997	N/A
Harry Howard	501-541-1215	N/A
[Signature]	501 766-6613	N/A
Mr [Signature]	501-398-3351	rhonda.mctyer@yahoo.com
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Conty Taylor	501-612-0433	N/A
John Bryant	501-490-2440	N/A
Melinda Hestler	870-592-1323	N/A
Rocio Rodriguez	501-773-2137	N/A
Tedrick Wade	501-255-4307	N/A
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Eddie Eason	501-666-3981	N/A
Charlene Johnson	501-281-3101	Charlene.Johnson@ark.com

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Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Bryan Ussevy	501 398.2433	bryanussevy@rocketmail.com
Agostin Dionicio	870-723-0497	N/A
Stephanie Auld	870-784-2318	N/A
Andrew Rhodes	501/276/5426	N/A
Mr. Chris K Kelly	501-580-5665	Kelley-ar79@yahoo.com
Keith Edinger	479-564-0643	N/A
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Winston Daniels	501-744-1615	sterlito ^{2x} @Hotmail.com
Rebecca Clark	501 951-2605	rebeccaclark@psd.com
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Leisty Cummings	501-366-0437	N/A
Cherry Burgess	501-504-1359	N/A
Nathan Dye	501-366-0437	N/A
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Phillip Belk	501-813-0521	N/A

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Freddie Brewster	501-596-7224	N/A
Jaunda Dillard	501-551-8651	N/A
TOTAL Wade	501-708-8364	N/A
D'Moyni, Richard	501-960-2842	N/A
Leind Buntz	501 216-7650	n/a
Jean-Fer May	501 838-7198	n/a
Lynne Adams	501 244-5059	N/A
Christy	7820 Moore	N/A
Eddie Arnold	726 234-7238	Arnoldeddie@uams.edu
Elvici Arnold	246-4071	↗
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Graig Brock	(501) 353-3657	N/A
Pat Johnson	501 295 6923	tricee185@gmail.com
Jose Maria / Rocha	501 570-79-23	N/A
James Thomas	570-7775	N/A

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Jackie Robins	501 661-9701	N/A
BRANDIN Aram	(501) 838-8520	N/A
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Wally Brooke	(870) 552-5803	N/A
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Shabba Russell	501-413-6260	shabba.russell@yahoo.com
Shaw Wector	870-259-6583	N/A
Eric Sanders	501-744-2923	N/A
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	501-744-0471	N/A
Dustin Doss	501 407-1298	N/A N/A
Jose Gomez	258 93 10	



Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
T. Dean	501-993-6181	Terry Dean 2014 @ comcast.net
James Thomas	501-541-6104	JamesThomas@yahoo.com
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Dermise Docky	501-945-3699	N/A
A. Harris	501 656 5314	N/A
Jerry Jaymes SR	501 353-3715	N/A
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Debra Jones	838-7281	N/A
Staci Escobar	(501) 612-7074	N/A
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Janya Andrews	960 6669	_____
Chris Morero	744-9222	
K. Inajia	442-1712	N/A
Codi Beck	612-7025	blackmoncentering@yahoo.com
K. Branch	501 541-2278	N/A

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Lois SANDERS	392-7668	N/A
Chase Clark	978-7600	N/A
Gregory Meadows	773-4724	N/A
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A Shack 501-358-2014		shackadrian@yahoo.com
James Morrison 501-351-2180		andy.morrison22@yahoo
Tranny Arnold 224-6449		—
Michael Harris 552 6979		N/A
Diana Gray 779-7648		NA

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Earl Richardson	319-2942	Earl Richardson 336 yahoo.com
Axiana Adron	786-3999(501)	Aadron27@gmail.com
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Ernie Jones	438-37361	N/A
Dee Egan	744-3515	N/A
Yolanda Johnson	398-2532	5301 Starlet
Brian C	216-2862	Brian C 744@gmail.com
Cheryl	501-3989024	N/A
Michelle Maults	7005 Azalea	N/A
Shelby Melle	243-6888	8701 Interstate 30
Shelby Melle	501-680-6793	1418 North
Jahant	501-248-5340	N/A
Victor Harmon	(501) 216-7317	N/A
Vincent Anderson	501-612-8122	N/A
Kim Wixie	501-541-8458	N/A

We prepare students for college, training, a job or a career, arts, fitness, and programs.

Lighthouse Academies of Little Rock, 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:

NAME	Telephone	EMAIL ADDRESS
Eileen Moore	501-960-4420	eemoore@uark.edu
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Paul Olson	501-317-7885	—
Neil Cichred	(501) 612-5172	N/A
Stanley Austin	501-562-6328	N/A
Steve Handolph	501-258-1575	N/A
Barbara Mize	501-374-1598	N/A
Paul Alton	501-413-4402	N/A
Walt	1713-857-4300	N/A

400

Attachment 8: Signed Statement of Assurances Form

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION
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 proposed 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 proposed 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 proposed 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 school not waived by the approved charter.
5. An 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 proposed 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 proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

13. The facilities of the proposed 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 should know 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 State Board of Education 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.

Suzann Forte

Date: 8/19/12

Signature of
President of the Sponsoring Entity Board of Directors

SUSAN FORTE

Print or type name

Attachment 9: Public Hearing Documentation

**Lighthouse Academies of Little Rock, Arkansas
 Capitol City LIGHTHOUSE CHARTER SCHOOL
 Public Hearing Sign In Sheet
 July 17, 2012/July 24, 2012**

Please sign in below if you support the opening of the Capitol City Lighthouse Charter School

Name	Email or Contact Information
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Danae Richardson	danae@lighthouse.org
Frankie Murrell	frankiemurrell@gmail.com
Lowell S. Sisk	lowell@lighthouse.org
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Jesse Jones	
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Kara M. S. S.	501-993-6991
Charis Crawford	501-749-6714
L. S. S.	

Lighthouse Academies of Little Rock, Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL

Public Hearing Sign In Sheet

July 17, 2012/July 24, 2012

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

NAME	Contact Information Phone or Email
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Courtney Stone	330-398-4471
Summer Dawood	619-851-3583
Amber Bailey	501-257-0274
James Scott	501-352-0252
Martha Davis	501-690-1441
Fred C. Hawry	501-952-6485
Diana Runderph	501-569-9988

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

Here is the copy for the public hearing ad that was published on July 3 and 10.

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

Notice of Public Hearings

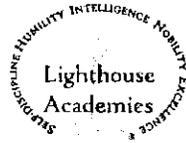
Greater Second Baptist Church
5615 Geyer Springs Road.
Little Rock, AR 72209

(Note: *NEW* hearing location)

Tuesday, July 17, 2012, 6:00 PM

Southwest Community Center
6401 Baseline Road, Suite A
Little Rock, AR 72209
Tuesday, July 24, 2012, 6:00 PM

All are welcome to join us to learn more about
Lighthouse Academies and the education
opportunities we will bring to your community.



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

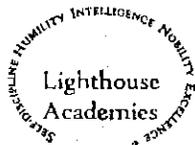
Here is the ad copy for the public hearing ad that was published on July 17.

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

Notice of Public Hearing

Southwest Community Center
6401 Baseline Road, Suite A
Little Rock, AR 72209
July 24, 2012, 6:00 PM

All are welcome to join us to learn more about
Lighthouse Academies and the education
opportunities we will bring to your community.



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

Here is the invoice from the Arkansas Democrat Gazette for the public hearing ad that ran for 3 consecutive weeks before the hearing.

ADVERTISING INVOICE/STATEMENT											
1 ARKANSAS DEMOCRAT-GAZETTE, INC PO BOX 2221 LITTLE ROCK, AR 72203 (501) 399-3660				4 BILLING DATE 07/31/12		6 TERMS OF PAYMENT 08/15/12		3 INVOICE NO. 508610		PAGE 1	
2 LIGHTHOUSE ACADEMIES, INC 251 NORTH 1ST ST JACKSONVILLE AR 72076-4462				9 ADVERTISER/CLIENT NAME 							
				7 BILLED ACCOUNT NO. 1611607		8 ADV./CLIENT 					
				5 BILLING PERIOD 07/01/12 07/31/12							
				ADVERTISING DEPARTMENT RETAIL DISPLAY							
10 DATE	DESCRIPTION	CLASS/TYPE	15 DIMENSIONS	16 TIMES	17 BILLED UNITS	U/M	18 RATE	19 AMOUNT			
06/30/12	BALANCE FORWARD							642.24			
07/31/12	Finance Charge							3.08			
00479 per month (5.7% annual) on balance over 30 days											
PUBLICATION: DEMOCRAT-GAZETTE - RETAIL ADV.											
07/03/12	Notice of Pulic He	ROP	2x4.50	1	9.00in		80.280	722.52			
07/10/12	Notice of Pulic He	ROP	2x4.50	1	9.00in		80.280	722.52			
07/17/12	Notice of Public H	ROP	2x4.00	1	8.00in		80.280	642.24			
Publication Totals:								\$2,087.28			
THANKS FOR ADVERTISING IN THE ARKANSAS DEMOCRAT-GAZETTE!											
24 AGING								21 AMOUNT			
JUNE		MAY		APRIL		OVER 3 MONTHS		2,090.36			
642.24		0.00		0.00		0.00		25 PLEASE PAY TOTAL AMOUNT DUE			
YOUR ACCOUNT IS 1 MONTH PAST DUE. PLEASE PAY TOTAL AMOUNT DUE.								2,732.60			
P.O. Box 2221 BUSINESS OFFICE - RETAIL DISPLAY LITTLE ROCK, AR 72203				27 BILLED ACCOUNT NAME LIGHTHOUSE ACADEMIES, INC							
26 BILLED ACCOUNT NO.		4 BILLING DATE		3 INVOICE NO.		25 TOTAL AMOUNT DUE					
1611607		07/31/12		508610		2,732.60					
COPY											
TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN THIS PORTION WITH YOUR PAYMENT. IN ACCORDANCE WITH FEDERAL RESERVE GUIDELINES, CHECKS YOU SEND US FOR PAYMENT MAY BE PROCESSED ELECTRONICALLY. THIS MEANS CHECKS CLEAR FASTER AND BANK STATEMENTS ARE VALID PROOF OF PAYMENT.											

Here is the certified mail receipt for the public hearing notification sent to Little Rock Superintendent.

UNITED STATES POSTAL SERVICE



First-Class Mail
Postage & Fees Paid
USPS
Permit No. G-10

• Sender: Please print your name, address, and ZIP+4 in this box •

Dr. Phyllis N. Anderson
401 Main St Suite 203
North Little Rock, AR
72116

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

DR. MARVIS HOLMES
CRSD
810 W. Markham
LITTLE ROCK, AR 72201

2. Article Number
(Transfer from service label)

7011 2000 0001 3172 6458

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
 B. Received by (Printed Name) C. Date of Delivery
 Robert Grier 7-4-12
 D. Is delivery address different from item 1? Yes
 No
 If YES, enter delivery address below:

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
 4. Restricted Delivery? (Extra Fee) Yes

PS Form 3811, February 2004

Domestic Return Receipt

102585-02-M-1540