



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 26, 2019



Charter School: Capital City Lighthouse Charter School

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

Contact Information

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Sponsoring Entity:	Lighthouse Academies of Central Arkansas, Inc.
Name of Charter School:	Capital City Lighthouse Charter School (K-5)
School LEA #	6056701-School 6056700-District
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Rosanna Mhlanga 3901 Virginia Drive North Little Rock, AR 72118 501-313-2901 501-313-2105 rosanna.mhlanga@capitalcity.lha.net
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Charles Caradine 3901 Virginia Drive North Little Rock, AR 72118 501-425-4853 501-313-2105 charles.caradine@capitalcity.lha.net

Number of Years Requested for Renewal (1-20): 3

Renewal Application Approval Date by the School/Entity Board(s): September 26, 2019

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11-point Times New Roman font. This response can be no longer than 5 pages.

A description of the charter school’s governance structure

Our Capital City Lighthouse Charter School Board of Directors comprises five dedicated, responsible team members who provide skillful school governance and oversight, drawing upon a wide range of professional expertise and experience. The allowable number of board members is anywhere between three to nine, inclusive, based on the Board’s bylaws. Our Board’s structured bylaws dictate the actions of the school Board, ensuring clarity and strict adherence to all relevant rules and regulations that impact the Board and the school’s operation. The bylaws include key considerations such as how Board members are appointed, the term(s) they serve, and the use of committees (for example, we maintain an active Finance and Audit Committee) to provide efficient and focused governance of the school. Committees may be added, eliminated or modified as needed.

Board meetings occur 12 times per year, with a quorum—a *majority* of total membership (i.e., currently three out of five)—required to be present to conduct official business. Special meetings may be called by the President, or upon written request to the President by a majority of the Board of Directors. Meetings follow a standard agenda, which states key components of the school’s academic, organizational, and fiscal health, and are highlighted and monitored against established high-level steering goals.

Our Capital City Lighthouse Charter School Board utilizes an online platform, *Board on Track*, in order to comply with Arkansas Open Meeting Law, wherein meeting dates and agendas are made available in advance, meeting minutes are promptly made available to the public, and *Board on Track* resources and staff are made available for ongoing professional development and advancement for all Board members.

An explanation of the selection process for charter board members

Directors of our Capital City Lighthouse Charter School (CCLCS) Board engage in a rigorous process to be elected to the Board. All must demonstrate a deeply felt belief in our engaged families, offering strong evidence of unwavering commitment to the hopes, dreams, and aspirations of our capable scholars. When there is a vacancy and/or the Board chooses to add new member(s), Lighthouse Academies (LHA), our school’s Charter Management Organization (CMO), deploys its regional and local resources to assist in identifying and recruiting potential Board members. Additionally, local word of mouth is one of our community’s most reliable referral sources, so we embrace tapping into the networks of our *already appointed* Board members who know and deeply understand the importance of the work we do—they also *know* qualified people with the needed passion, availability, propensity to commit, and variety of expertise that together contribute to a robust Board. Once potential members are identified, our CCLCS Board partners with Lighthouse Academies to co-lead more formal conversations about each candidate’s interest in joining the CCLCS Board. We communicate a clear sense of the responsibilities of a Board member, while gleaning specific insight into what skills and attributes each particular interested person can bring to the Board. If there is a mutual interest on behalf of both our Board and the candidate, the potential Board member is invited to an upcoming Board meeting to observe the meeting and interview with our Board’s existing members. Ultimately, the Board votes to determine whether or not they would like to extend an offer for this person to join the team. Once s/he’s joined the Board, each member receives a combination of onboarding support from our current Board members and from Lighthouse Academies. Supports include, but are not limited to, *Board on Track* portal training, supported immersion in the Board’s bylaws, and school visits to meet the school leaders and scholars.

An explanation of the authority of the board

CCLCS' Board of Directors is engaged in a written Service Agreement, as well as critical partnership, with LHA, the CMO. This partnership enables the school to receive services around three key pillars of the school: academia, operations, and finances. LHA provides these services to multiple schools in the state of Arkansas, as well as Indiana and New York.

Under Arkansas state law, our CCLCS Board is established and endowed with the legal authority to provide strategic, operational, and fiscal oversight; approve employment compensation via an annual budget approval process; approve major contracts; provide consultative support based on Board members' expertise; and nurture relationships on behalf of the school with the community and other stakeholders.

In order to ensure appropriate legal and fiscal compliance and controls, our Board contracts with an independent auditor, annually, to conduct regular audits. Due to our school's strong operational procedures and practices, no material findings have occurred in the school's yearly audits during this charter term.

While Capital City Lighthouse Charter School (CCLCS) Board has ultimate responsibility for and authority over the school, Lighthouse Academies (LHA), our Charter Management Organization, has an equally important role to play in the success of the school. Examples of key areas of the responsibility/contribution of both CCLCS and LHA include, but are not limited to:

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

An explanation of the responsibilities of the board.

Our Capital City Lighthouse Charter School Board members' responsibilities include and extend beyond fiduciary obligations to our school and its scholars. At a minimum, Board members are required to attend monthly meetings, participate in committees, and serve as effective governing board members, asking questions pertaining to "how well" (as opposed to "how will"), keeping scholars' outcomes at the forefront of their work. Our Board members are active participants in

meetings, asking thoughtful questions, engaging in productive dialogue, and helping to promote priorities/initiatives that have demonstrated proven results to impact communities similar to ours.

Beyond this, our Board members go above and beyond to immerse themselves in the school setting. This participation varies from attending a Kindergarten *stepping-up* ceremony to judging a science fair, and much in between. Our Capital City Board members consistently demonstrate their commitment to support and co-create a dynamic, fulfilling experience for every child who walks through the doors of our school.

Beyond Structure (the catalytic human element) — Those who comprise/propel our Board

We understand that an effectively *composed* board of directors is essential to the success of the school. In addition to the **expertise, skills, knowledge and relationships** that our Directors bring to the school, our Directors must possess the right *personal characteristics*, state of being, and *attitudes* for the job.

Within the **structures** described above, our Board of Directors makes crucial decisions regarding the school's long-term strategy and direction. These decisions include hiring a principal; approving that principal's recommendations concerning employment of other staff; approval of budgets; engagement of auditors; management of the property; oversight of Capital City Lighthouse (organization and infrastructure); and establishment of *policies* regarding such issues as curriculum, employment and discipline; along with much else. Our Board members are as follows:

Charles D. Caradine Jr. was born and raised in Little Rock, Arkansas. Upon graduating from high school, he enlisted in the United States Army, serving 23 years in different locations around the United States, Europe, Korea and the Middle East. Mr. Caradine retired from active military service in 2007. He has served in various ministerial positions spanning 25 years in ministry. He is currently serving in his tenth year as Senior Pastor of the King Solomon Baptist Church in North Little Rock, Arkansas. He has been employed by the Arkansas Crime Information Center and is currently employed by the U.S. Veterans Administration. Mr. Caradine has also worked as a charter school administrator and is currently **Board President** of our Capital City Lighthouse Charter School in North Little Rock, Arkansas, where he is a *founding board member*. Mr. Caradine enjoys traveling, exercising, and watching Razorback football. He has four adult children and four grandchildren.

Tenesha Brown is a resident of Sherwood, Arkansas and has been a member of the Capital City Lighthouse School Board since the 2018-2019 school year. She is a believer in the quality education of children in the greater Little Rock area. Mrs. Brown holds a Bachelor of Arts degrees in both Criminal Justice and Psychology and a Master of Arts in Public Administration, obtained from the University of Arkansas at Little Rock. She is also a 2016 graduate of the Bowen School of Law in Little Rock, where she received her Juris Doctorate degree. Mrs. Brown has worked for the United States District Court in Little Rock for twenty years, presently as the Courtroom Deputy for U.S. Magistrate Judge J. Thomas Ray. Her family includes three children: Devin aged 21, a senior at UCA; Tenia age 19, a 2019 graduate from Sylvan Hills High School; and Landon, 7, who presently attends Oakbrooke Elementary located in Sherwood. Mrs. Brown is committed to encouraging children to strive for higher education and to work hard to achieve excellence in school. As a member of First Baptist Church in North Little Rock, Mrs. Brown serves as a mentor for S.T.E.P. Ministries, a program focused on faith-based mentorship for children living in the Eastgate Community in North Little Rock, Arkansas.

Tracey Shine is a 15-year employee of the Department of Human Services (DHS) and is currently the DHS Program Administrator for the Health & Nutrition program of the Division of Childcare and Early Childhood Education (DCCECE). She has 15 years-plus of experience in Social Service, working with people with disabilities, underserved families, supervising programs

(staff), and management of grant proposals. Her education background includes earning her Master of Business Administration (MBA) from the University of Phoenix and earning a Bachelor of Arts in Sociology from Philander Smith College in Little Rock, Arkansas. Ms. Brown is a 26-year resident of Little Rock, AR. She was born in Chicago and grew up in Blytheville, Arkansas prior to moving to Little Rock. She has a heart and passion as a social service advocate, life coach, and administrator. She currently serves as the President (Former Club Coach) of Speaker-N-Action Toastmaster Club and former Area-2 Governor for Toastmaster, Tru-Service Supervisory Board Member, Capital City Lighthouse Charter School Board Member, Former Campaign Coach for District 36 Candidate, Arkansas Democratic Black Caucus interim secretary, former Secretary for the Little Rock Chapter of African American Postal League United for Success (A-PLUS), and former PTA Membership Chair for McClellan High School. Ms. Brown is an active member of Delta Sigma Theta Sorority, Inc. (Little Rock Alumnae Chapter), where she serves as the Social Action Committee Chair. She is a member of King Solomon Baptist Church in North Little Rock, Arkansas and a proud mother of two adult daughters.

Danielle Woods is an American businesswoman. She is a member of Alpha Kappa Alpha Sorority, Inc., Chi Eta Omega Chapter, where she serves in many human service capacities. Very active in her local community, Ms. Woods was born and raised in Bastrop, Louisiana by her grandmother Dessie Jones. She is the only daughter of Deborah Lumpkin. She has lived in the Little Rock/North Little Rock area for the last 22 years. She received her Bachelor of Business Administration degree in Computer Information Systems from Northeast Louisiana University (now ULM) in 1996. She pursued Post-Baccalaureate studies in Speech Pathology and Sign Language at the University of Arkansas Little Rock. She has been employed with State Farm Insurance Companies for 24 years and currently works on the Catastrophe Services Team. Her residence is in the city of North Little Rock. Ms. Woods became a board member for Capital City Lighthouse Charter School in 2017. Her motivation has always been helping others in both her personal and professional life.

Lenisha Broadway Roberts is the Executive Director for Lighthouse Academies of Central Arkansas, Inc. (LACA) in Arkansas. She has served as the Regional Director and Regional Vice President of Lighthouse for four years prior to her becoming the Executive Director. Mrs. Broadway Roberts served as the Principal at Ridge Road Middle Charter School in North Little Rock, AR for five years, and as the Assistant Principal for four years prior. Before that, Mrs. Broadway Roberts taught special education for four years at Lakewood Middle School in North Little Rock, AR. She also served as a field facilitator for the FISH! for Schools Program of best practices in social and emotional learning, character education, classroom management and human behavior. Mrs. Broadway Roberts earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

Respond below in 11-point Times New Roman font. This response can be no longer than 3 pages.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Charles Caradine 3901 Virginia Drive North Little Rock, AR 72118	None	
Tracey Shine 3901 Virginia Drive North Little Rock, AR 72118	None	
Tenesha Brown 3901 Virginia Drive North Little Rock, AR 72118	None	
Danielle Woods 3901 Virginia Drive North Little Rock, AR 72118	None	
Lenisha Broadway Roberts 401 Main Street Suite 202 North Little Rock, AR 72116 lenisha.roberts@lha.net 501-313-2901	None	

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter’s school mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

Mission

The mission of Capital City Lighthouse Charter School since it was chartered in 2015 has been to prepare scholars for college through a rigorous, arts-infused program. Over the course of the current charter term, we have been working to realize this mission in myriad ways, described shortly.

History / Context / Demographics / Scholar Conditions associated with our Mission

Capital City Lighthouse Charter School first welcomed scholars to our North Little Rock campus in the fall of the 2015-2016 school year. We currently serve 165 scholars in kindergarten through grade five.

Our scholars—enthusiastic, radiant, hardy, and curious (overflowing with capacity and potential)—come from diverse and unique backgrounds. Approximately 87% are African American, 7% are Hispanic, 4% are Caucasian, and 2% are Multiracial. Five percent receive English Language Learner services.

The **socio-economic profile** of Capital City Lighthouse scholars has evolved substantially since the school’s inception in 2015. The scholar mobility rate over the past three years has averaged between 22% and 35%, as scholars in this area were very often shuttling (sometimes at high rates) between/among households of grandparents, single parents, and foster parents, often being placed in another school for a term or a year before sometimes then coming back to CCLCS. As this shuttling and discontinuity has now gradually slowed and settled—coinciding largely with the spreading reputation of Capital City Lighthouse as an increasingly safe, nurturing, and effective learning-place *for scholars facing even the most* challenging backgrounds—the percentage of our scholars coming from financially distressed households and now eligible for **free and reduced lunch** has grown significantly: Benefits of the Community Eligibility Provision (CEP) program began at our school in 2016-17. For the past *two* years, eligibility to receive the provision and participate has **increased to 100%** of our scholars. We are presently a Title I school with a Universal Feeding Program. (We were not a Universal Feeding Program at the start of our charter period).

Of our 165 scholars, 47 (20 in first grade, 19 in second grade, and 8 in kindergarten) have screened positive for significant indicators of dyslexia. In support of our mission, as we explore the elevated dyslexia indicators—with the help of an expert—we have already mobilized specialized resources and approaches to assure maximally tailored support for **all** of our scholars, meeting **each** wherever s/he is (ranging from the 14% formally enrolled in our special education services to the 4% in our gifted and talented program). **All** of our scholars, since 2018-19, have been receiving more **differentiated**, targeted, *personalized* instruction and support based on their *functional* grade levels. (We detail our approach and implementation later in this renewal application.)

The substantial shift in our student body’s demographics, household incomes/poverty prevalence, and known exposure to childhood trauma, along with our organization’s heightened awareness about factors (including dyslexia) that may be inhibiting scholar learning have led to our recently hiring leadership, teachers, and support staff at CCLCS with broader/deeper skills than those we originally hired at the start of the charter period. We have also introduced more specialized *training* and personalized *models* of learning and curricula.

Our scholars and community are amazing and resilient. We are fortunate to be able to serve them each day. Energized by the many opportunities and challenges accompanying the above-referenced shifts, we

are confident that the capacity to maximally thrive—among each scholar and family of Capital City Lighthouse Charter Schools—remains profound and limitless. The numerous and varied strategic and tactical supports we have introduced will bring each of our scholars one or more additional steps closer to being college-ready.

Our Charter’s Progress Toward Maintaining the Mission:

In promoting *progress* during this charter period, we have continually kept our **mission** statement’s three constituent components top-of-mind and top-of-action. These are: (a) “**preparing** scholars for college”; (b) “through a **rigorous**”; (c) “**arts-infused** program.”

Preparing scholars for college in the context of our elementary school has meant—in part—utilizing meaningful diagnostic and summative assessments *beginning* at the *earliest* grade levels (K-2), consistently scheduling personalized learning instructional blocks, including the use of small-group learning, and providing content *tailored* to each scholar’s assessed needs and pace of growth—helping children to build *momentum* toward college-readiness *earlier*. **Rigorous programming** has meant our delivering curricula aligned with Arkansas Academic Standards as well as scaffolds and enrichment opportunities for scholars. At CCLCS, all scholars engage in grade-level, standards-based instruction, tailored with scaffolds or enrichment opportunities as dictated by each scholar’s current mastery. All scholars also engage in a separate learning block that includes small-group instruction with mixed-grade peers at their current functional-grade-level. **Arts-infused programming** has meant our teachers receiving newly introduced professional development and piloting techniques that merge shared-reading with visual art, music, dance, creative writing, and theatre. As such, our K-5 scholars are increasingly engaged in units of study that use arts to gradually address skills related to discovering character perspective and traits, making inferences, identifying story elements, exploring words, comparing/synthesizing, writing personal narratives, noticing themes, visualizing, and summarizing—all of which *together* support rigorous programming that better prepares scholars for *college*, engaging their intellect, imaginations, and felt sense of beauty, starting from young ages. The provided rigor-level and stretch opportunities are customized for each of our K-5 learners.

Since Capital City Lighthouse Charter School opened its doors in 2015, we have focused our efforts on ensuring that we serve our scholars in adherence to our mission. This began with the implementation/integration of specific, rigorous *curricular* programs aligned with the Arkansas Academic Standards.

For example, our current reading program is founded on the required *Reading Initiative for Student Excellence (R.I.S.E.) Arkansas*, which emphasizes words-study and encourages a culture of reading. To that we’ve added/adapted enhanced design elements from the science of reading, including **Heggerty** Phonemic Awareness, with its 35-week curriculum of daily phonemic awareness lesson plans and instruction, including letter & sound recognition components, eight focused skill-development-areas, and a small-group, time-effective format (10-12-minute segments) that we can organically weave into each day. We have also integrated into our educational activities the age-group-oriented reading, writing, listening, speaking, and vocabulary-building programs **Core Knowledge Language Arts** (for grades K-2) and **Expeditionary Learning** [EL] (grades 3-5), this latter with a heightened emphasis on learning by *doing* and a particular focus on character growth, teamwork, reflection and literacy. Toward our mission, our scholars benefit also from **Eureka Math**, which provides an Academic Standards-aligned curriculum that equates mathematical concepts to stories, helping to develop conceptual understanding; and in *science* we deliver a Summit-centered curriculum infusing components of **Project Lead the Way**, with its emphasis (in each science subject) on creating highly engaging, real-world, applied learning experiences that empower our young scholars to gain more of the skills they need to thrive (fueling their momentum toward college-level thinking and college readiness overall).

During the current charter term, we have worked to ensure that our program meets the needs of our unique scholars, providing tailored enrichment that helps prepare each for college. Starting in the 2016-

2017 school year, we implemented a 40-minute personalized block of instruction each day to ensure that each scholar receives ELA and mathematics instruction within their personalized zone of proximal development (i.e., just above their functional grade level), regardless of their current actual grade level. This means that scholars with lagging skills were able to receive needed / targeted *intervention*, while scholars who have exceeded grade-level expectations have been able to experience more *advanced* instructional blocks tailored to their functional grade levels, nurturing the edge of their capacities.

In the 2018-2019 school year, *we further built* on our work to ensure that all scholars have instruction tailored to their needs by incorporating more personalized learning through more use of the Summit Learning program, with its nurturing of our young scholars' abilities to use *self-direction* to develop *self-confidence*, understand their own strengths and weaknesses, and prepare themselves for current and future successes (another potent catalyst in our mission-driven *preparing scholars for college* toolkit). In the 2018-2019 school year, we piloted Summit's personalized learning programming in a single grade level (6th, a grade we no longer offer after catastrophic flooding, building closure, and other factors led us to narrow and focus our scope). Based on the results from that Summit Learning pilot cohort—including enthused scholars visibly/audibly celebrating their own progress and even asking for more time to study and learn—we have adopted Summit Learning more broadly, delivering it to our 5th grade class in 2019-2020, and planning to roll this out to other grades (at the recommended pacing) in the years ahead.

Toward addressing and better serving the elevated segment of our scholar population facing documented or potential learning disabilities, Capital City Lighthouse Charter School engaged (starting in summer 2019) expert/specialist Michaela Patterson, Dyslexia Interventionist, who has already begun applying her boots-on-the-ground experience working with scholars who show indicators of dyslexia. Coming to Lighthouse after three years of working in a small private school focused on scholars with learning disabilities, dyslexia especially, Ms. Patterson brings both theory and practice to our scholars and teachers. (Eighty-five percent of the scholars Ms. Patterson previously served had indicators of dyslexia.) In her years of teaching scholars with these special needs, Ms. Patterson saw scholars' reading and comprehension skills increase, scores rise, and confidence lift. Ms. Patterson is now leveraging at CCLCS her extensive training in two catalytic methods: (1) the Barton program and (2) the Orton-Gillingham approach. These two industry-respected models align, infusing the teaching/tutoring of literacy to special-needs populations (especially dyslexic) with a *systematic, multisensory, direct, explicit, structured and sequential* approach—often using 10 layers (or levels) of growth and progress. Presently, as a Lighthouse employee, Ms. Patterson has begun using these approaches—along with her training in the Arkansas R.I.S.E. reading model—with subsets of our scholars, where we've already noticed preliminarily increases in reading scores, correlating with her engaged approach, training, and experience.

To support our scholars (and our teachers' professional development), we've also engaged outside experts (including a skilled professor) to train our staff in key advancements, such as the science of reading. And our new school principal, Rosanna Mhlanga—well studied and practiced in the science of reading—has started *coaching* teachers in ways never done before.

Other Supports toward Progress in Achieving our Mission

Since the 2016-2017 school year, Capital City Lighthouse Charter School has received ongoing support from the **Arkansas Public School Resource Center (APSRC)**—the nonprofit membership organization that offers customized technical assistance and training to charter schools (like ours) and rural school districts across the state—to ensure the success of both our *general* academic program and our academic *intervention* program. In 2016-2017 and 2017-2018, we received instructional support through the APSRC's ABC (Above and Beyond the Core) consultant/coach, with special attention to both mathematics and R.I.S.E. implementation. In a boost of our present and future capacity, this ABC consultant recently accepted our offer to serve on-staff as a Lighthouse Academies of Arkansas instructional specialist, and in this capacity she continues to serve our Capital City Lighthouse scholars,

as we also receive *additional* support from Arkansas Department of Education (ADE) through a Title I 1003 Implementation grant.

Public Recognition of our Charter’s Progress

The results of our focus on academics, our ongoing engagement of expert support, and our consistent commitment to *staff development* have led us to receive two honors for growth from the University of Arkansas Office for Education Policy. Each of these awards was based on our growth scores demonstrated on the 2018 ACT Aspire English Language Arts (ELA) assessment in 2018: (1) We received the statewide *High ELA Growth* award—an award given to only 10 schools, which recognizes the level of growth that our scholars showed on the test; and (2) We received the statewide *Beating the Odds* award in ELA—an award that recognized high growth in schools that serve scholars from *low-income* communities. For this award, we were ranked **third in the state** for *growth* in low-income community schools. This recognition was fulfilling for our school community to receive.

Limits of our Progress and What We’re Doing About It

Although we recently won these awards from the University of Arkansas Office for Education Policy for our growth scores in ELA over the last two years, we are not satisfied with the overall proficiency outcomes of our program. Our overall current outcomes in scholars’ academic proficiency, despite our deepening focus on academic rigor, college readiness, and arts-infused programming, has caused us to become acutely reflective, analytic, and deliberate in our efforts to identify and remedy root causes. We have been relentlessly examining the changing needs of our scholars and both the successes and weaknesses of our approach(es).

Here, we share a summary of our next steps—**actions launched and in progress**—based on a comprehensive and data-driven analysis of many factors, including the numerical indicators presented in the subsequent section (Section 2B) of this document:

- (1) **Building Foundations: Trust and Healthy Relationships.** Alongside our academically rigorous curriculum choices, two other needed ingredients for scholars’ learning are receiving our prioritized attention: (1) a felt sense of *trust* between scholars and teachers (and between/among scholars), and (2) awareness and skills (among scholars and staff) about how to create and maintain *healthy relationships*. Without these two pillars of social-emotional strength, our academic planning, content, and delivery would have limited impact on scholars. As an elevated priority, our Board and school leadership have taken major, research-informed steps, and have launched new, integrated initiatives to begin building *both* trust and healthy relationships among all stakeholders in our school. In a short time since new practices have been introduced, the entire feel and tone of the school has begun shifting palpably, nourishingly. Scholars, teachers, parents, and outside observers are noticing the shift. In short, scholars *want* to learn more, *feel* more confident and supported, and are less distracted by *non-academic stressors* in the school environment. We share much more about our approach shortly.
- (2) **Increasing Academic and Social-Emotional Supports for Our Scholars.** Our evolving body of young scholars—including an escalating proportion of scholars from low-income communities—are experiencing *greater needs* now for specialized resources compared to scholars attending the school even in 2015-2016. We have recognized that our scholars need more support as a prerequisite to being able to access academics. As such, we’ve promoted *regular access* for our staff and scholars to *mental health resources* available through two local agencies, the Centers for Youth and Families and The P.A.T. [People Advocating Transition] Center, both in Little Rock; we’ve prioritized the availability of teacher coaching and small-group instruction led by a Special Education teacher, a Literacy Specialist, and a paraprofessional; and we’ve rolled out trauma-informed trainings and practices to our staff, starting with our Director of Security, who has participated in a *train-the-trainer* in San Jose delivered by the nationwide-service organization Handle With Care. This Director has been training personnel at our school. We’ve also increased

our overall on-campus capacity and *staffing* to serve scholars with **dyslexia** and other learning disabilities. Significantly, too, we've maintained commitment to an Intervention Block (a 40-minute daily period) for all scholars to get *customized* time to receive *personalized* support based on their current functional level.

- (3) **Retaining Teachers / Building Continuity.** With Board support, we have acted meaningfully to retain our teachers, including by giving a retention bonus last year—resulting in successfully retaining 80% of our teachers into this year. The salary boost helped to bring our school's pay up to (and even slightly above) that of similar area schools. Increased teacher retention will support stronger scholarly outcomes as scholars' familiarity with the teachers across the school increases and as teachers have the opportunity to use and apply professional development received year-over-year, further optimizing their skills and impact. The *combination* of financial *and* school-culture-change incentives happening now at Capital City Lighthouse Charter School is making our environment a more desirable place to teach, grow, have meaningful impact, and call 'home.'
- (4) **Transforming School Culture.** Two recent events – one unanticipated, the other intentionally undertaken – have gone a long way toward advancing a maximally coherent and supportive culture for learning and community at CCLCS: (a) the catastrophic flood in spring of this year (2019), which inundated and rendered permanently unusable one of our dear school buildings (and other treasures in our community), has brought our community together in unprecedented cooperation, collaboration, and a shared vision of re-focus and advancing together in support of our children; and (b) our **hiring of an experienced Culture Coordinator**, has offered a new focal point and prioritization on a school culture that is built on the principles of healthy relationships, mutual respect, honoring/celebrating of diversity, restorative practices, and sharing a joy in learning at each person's own pace and capacity. Our commitment to maintaining a strong school culture is embodied *structurally* in the new position of Culture Coordinator and is already gaining personal resonance and amplification among scholars and teachers school-wide.
- (5) **Increasing Support from Top Leadership.** Toward supporting our scholars' success from the highest levels of the organization, we have hired a CCLCS-values-aligned principal, Rosanna Mhlanga—coming a great distance from Georgia, based largely on her believing in our potential and her on-the-ground experience previously coaching our teachers successfully in the science of reading. Principal Mhlanga is a staunch supporter of both the academic and social-emotional rigor needed to improve our scholars' thriving and their academic achievement. The timing of enlisting Principal Mhlanga's specific experience, contributions, and demeanor is pivotal to help catapult our school culture to new, sustained heights. More than others, she has the potential to help lead/implement the other supportive structural improvements we've been introducing.
- (6) **Increasing Impact by Narrowing Focus.** In 2019-2020, we have intentionally sharpened and narrowed our focus to specialize strictly on grades K-5, rather than K-8, which we had gradually moved toward. (Our well-performing sister school in Jacksonville has been able to absorb scholars in grades 6-8). To avoid our school resources being spread too thinly across too many grade levels, we took the opportunity after the flood to re-organize as a K-5, for greater potency.

Additional Details about Progress toward our Mission

During our two years of research in identifying barriers to our scholars' achievement—and proposed solutions—we repeatedly encountered the framework of “**the 3R's**” (rigor, relevance, and relationships).

We studied the *practices of other schools that successfully* turned their school models around quickly.

Our research led us to understand that although the **rigor** in each case had been appropriately in place, adequate attention to social-emotional support and attention to scholar-teacher and scholar-scholar relationships was lacking. Capital City Lighthouse Charter School fit this profile exactly. This was a catalytic revelation and an organizational epiphany.

Given our high mobility rate, and given the 100% free- and reduced lunch (or CEP) status of our school—and stressors associated with poverty, trauma, and economic disadvantage—we understand with new clarity how critical it is to ensure that **relationships** serve as the center of our educational model and that relationships are strengthened and leveraged to support *academic* outcomes.

In the last two years, therefore, we have strengthened our *comprehensive* approach to address the **3R's**, with **additional emphasis on relationships and relevance**. Our introduced “Healthy Relationships” curricular design element speaks directly to our emphasis on relationships and relevance.

The “Healthy Relationships” design element recognizes that when relationships are strong and positive, they are a catalyst to fostering empowerment within and achievement by our scholars. The implementation of this design element has been helping us communicate quickly to all who become a part of our school community that all interactions among scholars, among staff, and between scholars and staff must be based on the firm and valid belief that each scholar is a unique individual whose voice, cultural background, ideas, opinions, and dreams are assets that need to be appreciated and nurtured.

To ensure that the full potential of this design element is realized, Capital City Lighthouse has arranged for all instructional staff members to participate in Ruby Payne training (developed by Ruby Payne, Ph.D.), which focuses on strategies for teaching and working with children from **high poverty** backgrounds. Alongside this training, we have been increasing our staff’s professional development in the area of **trauma-informed** education (since many of our scholars have experienced Adverse Childhood Experiences, often unaddressed). We’ve increased our collective skills in how to de-escalate and prevent crises by assuming that many of our scholars are being triggered by their past traumas—and by utilizing techniques taught in this program. Further—and a point of ongoing re-emphasis—our Culture Coordinator, other staff, and scholars also receive support from two local mental health agencies in Little Rock.

Pivotaly, over the past thirteen months, we have introduced a set of **seven “Signature Practices”** that help ensure we are developing and maintaining strong, positive relationships throughout our school. Some of these practices include a **warm and welcoming environment** which sets the tone for the day with physical spaces and greetings that welcome scholars and community members from the moment they step on campus, **morning meetings**, where teachers and scholars have opportunities to share their joys and challenges with one another in a supportive (and often fun) environment, as well as **restorative circles** which are used to ensure that the scholars have opportunities to “make it right” when a relationship is damaged through a mis-behavior or harmful behavior. Further, we focus on building an **intentional positive school culture** with features such as our weekly town hall meetings, where we celebrate our scholars for their individual personal and academic growth through multi-class assemblies, and we provide **additional personnel** such as case workers and culture coordinators to ensure that scholars who need additional support are able to receive it at all times.

As a result of our *structural* and curricular focus on Healthy Relationships, we are now able to ensure that when scholars come to Capital City Lighthouse, they experience an immediate and dramatic difference in received attention to their *social* and *emotional growth* and needs. Based on our research and the studied success of other schools overcoming hurdles, we have appropriately set the stage for learning. This new attention to social-emotional growth and healthy relationships has allowed us to keep our scholars engaged in the school community and we are **proud to share** that our current climate is safe and supportive, and our exclusionary consequence rate is less than **1% for suspensions** and **0% for expulsions**.

Finally, since our inception, and increasingly with our newest team members who have been hired with new objectives in mind, we have maintained an emphasis on incorporating the **arts** in the daily experience of our scholars. Research indicates that incorporating the arts allows the brain to more actively engage in the learning process, and as such, our program strives to ensure that our young scholars experience fine and performance art routinely. In addition to providing daily exposure to the works of

master artists, we also incorporate poetry competitions, choral presentations, “Reader’s Theater” performances, art showcases of scholars’ work, dance demonstrations (various styles), and field trips to musical performances at the local arts theater.

Such arts programming directly supports our mission “to prepare scholars for college through a rigorous, arts-infused program.”

Conclusion / Summary of Concrete Progress Steps

From the highest perspective: three years ago, we introduced an *academic*-focused **Intervention Block** of time each day to meet each child where s/he is in *academics*. In recognizing, however, that such intervention fails *unless* our scholars also experience *trust* and strong relationships with their teachers and fellow classmates, we introduced (two years ago) **social emotional learning** and *healthy-relationship* content to staff and scholars using design-thinking: children/youth must continually feel safe, nurtured, self-aware, and respected/respectful as a *pre-requisite* for academic achievement. One year ago, we added our **Seven Signature Practices**, which—among other key shifts—proactively convenes scholars in supportive, “healthy relationship” circles daily (morning, noon, and afternoon) so that every child is seen and heard, often benefiting from mindful, staff-led conversational prompts that build relationships (some prompts embody fun and light-hearted questions/games/sharing, revealing the *playful sides* of each scholar’s personality, while others embody deeper and potentially more *serious connection*-exercises, evoking voluntary vulnerability and growing new empathy/support among scholars toward each other’s personal and/or family challenges and struggles).

Each of these changes combined with the various other steps detailed earlier, including our teacher-retention initiative, our addition of a skilled Culture Coordinator, and our increase in staffing and outside-specialist-consulting for scholars with learning disabilities, has set the stage for an upcoming leap in academic achievement and elevated thriving among our scholars that can be *sustained* in a meaningful way long-term. We are already seeing progress.

We now have the right teachers, trained by specialists in the science of reading, healthy-relationship theory/skills, and trauma-informed practices, all receiving aligned coaching/professional development, and each committed to connecting socially with scholars throughout the day (as a non-negotiable and increasingly enjoyable/fulfilling part of their job). The results have been that teachers and scholars are (more and more) thoughtfully *pre-empting* and/or *responding* calmly to conflict rather than *reacting* reflexively and escalating conflict.

In short, the school environment is notably different from just three years ago. It has shifted to a “culture of calm,” conducive to learning, in which teachers have come to know scholars “by name and need,” and which is suitable to greater advances in scholars’ academic achievement and social-emotional thriving.

Part B: Current Performance Goals

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that scholars can achieve the goal.

Goals as stated in the prior application:

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**** Further key context** informing our Current Performance Goals table that follows: CCLCS began the charter period as a K-5 school and gradually expanded one grade each year, serving K-8 by Year 4. Then, following the catastrophic flood in May/June 2019 (at the end of Year 4), and aligned with our emerging priority to sharpen our focus, efficacy and impact, we have now returned to serving only K-5 scholars.

Goals

	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Met Goal Yes or No
1. Performance Annual Measurable Objective (AMO) set by the state, or Growth Annual Measurable Objective <i>Lit.</i>	State-approved Next Generation Assessments	Set by Arkansas Department of Education (ADE)	Annually Baseline data SY2015-16	In the 2015-2016 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives for schools	In the 2016-2017 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives.	In the 2017-2018 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives.	In the 2018-2019 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives.	As written in the charter’s application, the instrument for measurement is the Capital City Lighthouse will meet the Measurable Objective set by the state or the Growth Annual Measurable Objective in Literacy. This goal is currently not applicable, as the state of Arkansas no longer utilizes Measurable Objectives or Growth Annual Measurable Objective in Literacy.

	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Met Goal Yes or No
2. Reading Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels in reading	NWEA's MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually	In the 2015-2016 school year, the Capital City Lighthouse Charter School grades K-5 achieved an average growth of 1.5 years.	In the 2016-2017 school year, the Capital City Lighthouse Charter School grades K-6 achieved an average growth of 1.4 years.	In the 2017-2018 school year, the Capital City Lighthouse Charter School grades K-7 achieved an average growth of 0.7 years.	In the 2018-2019 school year, the Capital City Lighthouse Charter School grades K-8 achieved an average growth of 1.0 years.	Yes, in Year 1 and Year 2; No in Year 3 and Year 4. On average, we fell short of this goal by 0.05 grade levels.
3. Performance Annual Measurable Objective (AMO) set by the state, or Growth Annual Measurable Objective <i>Math</i>	State-approved Next Generation Assessments	Set by ADE	Annually Baseline data SY2015-16	In the 2015-2016 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives for Math.	In the 2016-2017 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives for Math.	In the 2017-2018 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives for Math.	In the 2018-2019 school year, Capital City Lighthouse Charter school took the ACT Aspire assessment; the State no longer sets AMOs or Growth Annual Measurable Objectives for Math.	This goal is currently not applicable, as the Arkansas Department of Education (ADE) does not provide annual measurable objectives or growth annual measurable objectives in Mathematics.

	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Met Goal Yes or No
4. Math Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels	NWEA’s MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually	In the 2015-2016 school year, the Capital City Lighthouse Charter School grades K-5 achieved an average growth of 1.3 years.	In the 2016-2017 school year, the Capital City Lighthouse Charter School grades K-6 achieved an average growth of 1.4 years.	In the 2017-2018 school year, the Capital City Lighthouse Charter School grades K-7 achieved an average growth of 0.65 years.	In the 2018-2019 school year, the Capital City Lighthouse Charter School grades K-8 achieved an average growth of 1.0 years.	Yes, in Year 1 and Year 2; No, in Year 3 and Year 4. On average, we fell short of this goal by 0.15 grade levels.
5. Scholars will take rigorous courses.	Each scholar will take a minimum of 2 Advanced Placement (AP) courses over the course of their high school career.	100% of 10th -12th graders will take a Pre-AP or AP course annually.	Annually	During the 2015-2016 school, Capital City Lighthouse served grades Kindergarten through 5th grade, therefore scholars were not enrolled in AP Courses.	During the 2016-2017 school, Capital City Lighthouse served grades Kindergarten through 6th grade, therefore scholars were not enrolled in AP Courses.	During the 2017-2018 school, Capital City Lighthouse served grades Kindergarten through 7th grade, therefore scholars were not enrolled in AP Courses.	During the 2018-2019 school, Capital City Lighthouse served grades Kindergarten through 8th grade, therefore scholars were not enrolled in AP Courses.	As written in the charter’s application, the instrument for measurement is that every scholar will take two AP courses in grades 9-12. This goal is not currently applicable as Capital City Lighthouse is currently a K-5 campus.
6. 100% of scholars are College Ready	College readiness tracked progressively from 7th grade through assessments.	100% of 12th grade graduates are accepted to at least one four-year college	Annually Baseline data: Class of 2022	The Baseline Data is for the Class of 2022. During the 2015-2016 school year Capital City included only Kindergarten through 5th grade.	The Baseline Data is for the Class of 2022. During the 2016-2017 school year Capital City included only Kindergarten through 6th grade.	The Baseline Data is for the Class of 2022. During the 2017-2018 school year Capital City included only Kindergarten through 7th grade.	The Baseline Data is for the Class of 2022. During the 2018-2019 school year Capital City included only Kindergarten through 8th grade.	As written in the charter’s application, the instrument for measurement is that every scholar be accepted into a four-year college or university with the baseline data collected in 2022. This goal is not currently applicable as Capital City Lighthouse is currently a K-5 campus.

	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Met Goal Yes or No
7. 100% Graduation	Graduation rate	100% of scholars enrolled since at least 9th grade will graduate high school in four years;	Annually Baseline data: Class of 2022	In 2015-2016, Capital City Lighthouse served grades Kindergarten through 5th grade.	In 2016-2017, Capital City Lighthouse served grades Kindergarten through 6th grade.	In 2017-2018, Capital City Lighthouse served grades Kindergarten through 7th grade.	In 2018-2019, Capital City Lighthouse served grades Kindergarten through 8th grade.	As written in the charter’s application, the instrument for measurement is that 100% of the scholars enrolled since 9 th grade will graduate, with the baseline data collected in 2022. This goal is not currently applicable as Capital City Lighthouse is currently a K-5 campus.
8. Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey	Survey will be administered at least once annually at the third-quarter Scholar/ Family/ Teacher Conferences	The school will receive an overall rating of good, excellent with a survey return rate of 75%, or higher.	Annually Spring 2016 will be the first administration of the CCLCS Family Survey.	In 2015-2016 school year, Capital City Lighthouse had a 75% Family satisfaction as indicated on the survey.	In 2016-2017 school year, Capital City Lighthouse had an 88% Family satisfaction as indicated on the survey.	In 2017-2018 school year, Capital City Lighthouse had a 92% Family satisfaction as indicated on the survey.	In 2018-2019 school year, Capital City Lighthouse had a 90% Family satisfaction as indicated on the survey	Yes

Narrative content regarding the table above appears beginning on the next page.

Narrative context for the preceding table of Current Goals

1. Performance Annual Measurable Objective set by the state or Growth Annual Measurable Objective Lit.

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

Arkansas Department of Education does not provide annual measurable objectives or annual growth measurable objectives in Literacy, which we had intended to measure and track in our Current Goals. In accordance with ESSA, our school is measured on Weighted Achievement, Value-Added Growth, and School Quality Success Scores. The data for each component is composed of the ACT Aspire Summative Data for all grade levels.

In 2018, Capital City Lighthouse was recognized by the University of Arkansas’s Office of Education Policy (OEP) for the following **awards for academic growth**:

- **OEP Award for ELA Growth.** Capital City Lighthouse College Preparatory Academy received this award was based on ELA Growth on the ACT Aspire (2018).
 - The school was **one of 10 schools in the State of Arkansas** to receive this honor.
 - The school was **ranked 2nd of five schools in the Central Region** to receive this honor.
- **OEP Award for Beating the Odds.** Capital City Lighthouse College Preparatory Academy received this award based on ELA content growth on the ACT Aspire while serving a low-income community.
 - The school was **one of 10 schools in the State of Arkansas** to receive this honor.
 - The school was **ranked 3rd of the 10 schools** to receive this honor.
 - The school was **ranked 1st in the Central Region** to receive this honor.

In 2017-2018 school year, ACT Aspire changed the cut score for ELA for each grade level. In order to determine growth, Capital City Lighthouse analyzed the scale scores for each grade level cohort as recommended by the ADE Commissioner’s Memo LS-18-108.

ELA Overall Scale Score (Reading, English, and Writing) within grade-level cohorts.

	3 rd grade	4 th grade	5 th grade
2016	413	416	418
2017	416	418	421
2018	418	421	422
2019	419	420	423
4-year trend	+6	+4	+5

The scale score for each grade-level cohort increased an average of 4.5 points in from 2016 to 2019.

2. Reading Growth: Each year, scholars in grades K-7 on average will gain at least 1.25 grade levels in reading as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA Map) in Reading.

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

Capital City Lighthouse’s three-year average for observed growth on the Northwest Evaluation Measures of Academic Progress (MAP) Assessment (NWEA) was 1.2 years. For two of the years, Capital City Lighthouse Charter School exceeded the 1.25 years of growth targeted. In the 2017-2018 school year, 50% of the scholars met their growth goal of 1.25 years.

NWEA (Map) Reading Growth

	Average Growth
2015-2016	+1.5 years
2016-2017	+1.4 years
2017-2018	+0.7 years
2018-2019	+1.0 years
4-year average	+1.2 years

Detractors of momentum in 2017-2018 included especially the mid-school-year departure of both the Principal and the Assistant Principal of Capital City Lighthouse (due to unrelated personal reasons), and the impact that this temporary, unanticipated leadership gap had on our teachers and scholars. Our energies during that year were heavily directed toward stabilization. These efforts were rewarded, and as a community, we immediately began rebuilding our strength and momentum, and adding *both* academic and *social-emotional learning* supports (including new curriculum content and school culture enhancement, making unrestrained academic learning more possible). For the **2018-2019** school year, Capital City Lighthouse Charter School showed improvements in our NWEA scores, with four grade levels (of the eight we served that year) being within 0.05 years on average of meeting the national average of 1.0 years.

Actions being taken to augment our improvement: For 2019-2020, via a practice to be continued in future years, all K-5 ELA teachers received three consecutive days of dedicated professional development (August 6th, 7th, and 8th) in which they unpacked the Arkansas ELA standards, developed the phonics calendar using the Core Knowledge curriculum, attuned to the nuances of FlyLeaf decodable text, and planned Tier 1 instruction. All teachers are also receiving *ongoing* training, coaching, and professional development in the **Science of Reading** through Arkansas R.I.S.E., and are participating with Dr. LeAnn Howard from Harding University in absorbing and applying the key teaching skills associated with the **BrainsRead** model, which emphasizes a multi-sensory approach toward learning and reading. A Regional Literacy Specialist, Elizabeth Ann Hall

Shock—who previously served the State as a school-improvement specialist and then served on the Arkansas Public School Resource Center—**joined Lighthouse as an employee** in 2018, where she has been escalating her provision of her subject-matter-expertise in the *teaching* of literacy to young scholars. Recognized by the State as R.I.S.E.-proficient, Ms. Shock is working with teachers and leaders at CCLCS two-to-three times per week.

3. Performance Annual Measurable Objective set by the state or Growth Annual Measurable Objective Math

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

The Arkansas Department of Education does not provide annual measurable objectives or growth annual measurable objectives in Mathematics, which we had intended to measure and track in our Current Goals. In accordance with the Every Student Succeeds Act (ESSA), the school is now measured on Weighted Achievement, Value-Added Growth, and School Quality Success Scores. The data for each component is composed of the ACT Aspire Summative Data for all grade levels.

	% of Scholars Meeting Benchmark: Math
2015-2016	28%
2016-2017	29%
2017-2018	15%
2018-2019	23%

For the reasons indicated in earlier sections, the 2017-18 school year experienced temporary disruption in our forward momentum. We are showing signs of maintaining a steady recovery. **Actions** we’re taking to support this, as discussed in prior sections, include: (1) proactively and structurally addressing issues of scholar-teacher *trust* and healthy *relationship* practices as a pre-requisite for academic learning; (2) modifying the *culture* of the school and environment to become a “culture of calm” (including via the hiring and deployment of a Culture Coordinator who has been creating visibly more room and opportunity for enriched connections, empathy, and courageous communication and learning across all of our stakeholders, from scholars to teachers to parents to administrators); and (3) introducing new academic supports specific to the learning of mathematics.

4. Math Growth: Each year, scholars in grades K-7, on average, will gain at least 1.25 grade levels.

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

Capital City Lighthouse’s four-year average for observed growth on the Northwest Evaluation Assessment (NWEA) was 1.1 years. For two of the years, Capital City Lighthouse Charter School exceeded the 1.25 years of growth target. In a third year, four of the eight grade-level cohorts met or exceeded the 1.25 growth goal.

NWEA (MAP) Math Growth

	Average Growth
2015-2016	+1.3 years
2016-2017	+1.4 year
2017-2018	+0.65 years
2018-2019	+1.0 years
4-year average	+1.1 years

For the 2018-2019 school year, Capital City Lighthouse Charter School showed improvements in their NWEA growth goals. Although our charter goal is to achieve 125% growth (1.25 grade levels), the national NWEA goal is for a scholar to grow 100% (1.00 grade levels) in a school year. This past year, in math, we had three grade levels (K, 3rd, and 7th grade), surpass this national NWEA goal of 100% growth. CCLCS teachers serving scholars in the grade levels that performed well were three of our teachers who had been with our school for two years or more and who had (and continued to demonstrate) very strong relationships with scholars, remaining enthusiastically committed to the mission and vision of the school.

Actions being taken to augment our improvement: through our 1003 grant, we have been able to bring in Eureka Math consultants to work with our teachers. We’ve increased ongoing professional development in teaching math, including holding a dedicated series of sessions this past summer focused on unpacking the math standards. Through this expanded emphasis on professional development, teachers are being equipped with a recommended planning protocol so they can more easily customize instruction to meet the needs of their scholars while retaining fidelity to the critical parts of the curriculum (for each grade).

5. Scholars will take rigorous courses.

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

As written in the charter’s application, the instrument for measurement is that every scholar will take two AP courses in grades 9-12. This goal is not currently applicable, as Capital City Lighthouse is currently a K-5 campus.

6. 100% of scholars are College Ready

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Progress toward goal:

As written in the charter’s application, the instrument for measurement is that every scholar be accepted into a four-year college or university, with the baseline data collected in 2022. This goal is not currently applicable, as Capital City Lighthouse is currently a K-5 campus.

7. 100% Graduation

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

As written in the charter’s application, the instrument for measurement is that 100% of the scholars enrolled since at least 9th grade will graduate high school in four years. This goal is not currently applicable, as Capital City Lighthouse is currently a K-5 campus.

8. Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey

Respond below in 11-point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. (No. Additional documentation is not attached.) This response can be no longer than 1 page, excluding the supporting documentation.

Each year families will express overall satisfaction with the school-based Lighthouse Family Survey.

Progress toward goal:

	Percentage of families indicating satisfaction with Capital City Lighthouse Charter School
2015-2016	75%
2016-2017	88%
2017-2018	92%
2018-2019	90%
4-year trend	Increased by 15 percentage points

Capital City Lighthouse had an overall average (mean) satisfaction rating of 86% as indicated by families on the annual Lighthouse Family Survey for the four-year period. Additionally, the data has generally trended upward, increasing by 15 percentage points over the life of this charter term.

Part C: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

Capital City Lighthouse Charter School understands that during the term of charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

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

Respond below in 11-point Times New Roman font. This response can be no longer than 2 pages.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal
<p>1. CCLCS will have an increase in Reading proficiency by 10 percentage points on the state assessment over a three-year time span</p>	<p>State mandated Assessment in Literacy (ACT Aspire)</p>	<p>Ready or Exceeding</p>	<p>CCLCS will assess progress toward the goal annually, but the attainment will be assessed at the end of the charter cycle.</p>	<p>The district will have an increase in Reading proficiency by three (3) percentage points on the state assessment.</p>	<p>The district will have an increase in Reading proficiency by three (3) percentage points on the state assessment.</p>	<p>The district will have an increase in Reading proficiency by four (4) percentage points on the state assessment.</p>

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal
<p>2. The district will have an increase in Math proficiency by 10 percentage points on the state assessment over a three-year time span.</p>	<p>State-mandated Assessment in Math (ACT Aspire)</p>	<p>Ready or Exceeding</p>	<p>CCLCS will assess the goals annually but the attainment will be assessed at the end of the charter cycle.</p>	<p>The district will have an increase in Math proficiency by three (3) percentage points on the state assessment.</p>	<p>The district will have an increase in Math proficiency by three (3) percentage points on the state assessment.</p>	<p>The district will have an increase in Math proficiency by four (4) percentage points on the state assessment.</p>
<p>3. The district will have an increase in Science proficiency by eight (8) percentage points on the state assessment over a three-year time span.</p>	<p>State-mandated Assessment in Science (ACT Aspire)</p>	<p>Ready or Exceeding</p>	<p>CCLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle.</p>	<p>School-wide strategies for science will be implemented at all grade levels.</p>	<p>The district will have an increase in Science proficiency by four (4) percentage points on the state assessment.</p>	<p>The district will have an increase in Science proficiency by four (4) percentage points on the state assessment.</p>
<p>4. The average scholar growth at the school will meet or exceed the national average growth norms in reading.</p>	<p>NWEA (Map Assessment for K-5) or national normed scholar growth oriented assessment.</p>	<p>On average (median), CCLCS scholars will meet or exceed the national growth norms for reading</p>	<p>CCLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle.</p>	<p>Average scholar growth will meet or exceed the national average for scholar growth norms in reading.</p>	<p>Based on a <i>two-year average</i>, scholar growth will meet or exceed the national average for scholar growth norms in reading.</p>	<p>Based on a <i>three-year average</i>, scholar growth will meet or exceed the national average for scholar growth norms in reading.</p>

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal
<p>5. The average scholar growth at the school will meet or exceed the national average growth norms in math.</p>	<p>NWEA (Map Assessment for K-5) or national normed scholar growth oriented assessment.</p>	<p>On average (median), CCLCS scholars will meet or exceed the national growth norms for math</p>	<p>CCLCS will assess the goal annually, but the attainment will be at the end of the charter cycle.</p>	<p>Average scholar growth will meet or exceed the national average for scholar growth norms in math.</p>	<p>Based on a <i>two-year average</i>, scholar growth will meet or exceed the national average for scholar growth norms in math.</p>	<p>Based on a <i>three-year average</i>, scholar growth will meet or exceed the national average for scholar growth norms in math and reading.</p>
<p>6. The chronic attendance (absence) rate for scholars will be reduced by eight percent (8%) over a three-year time span.</p>	<p>Chronic Attendance (absence) Report</p>	<p>Chronic attendance (absence) is reduced by eight percent (8%)</p>	<p>Annually</p>	<p>School-wide attendance programs and incentives will be put into place.</p>	<p>The district will have a decrease in chronic attendance (absence) by four percent (4%).</p>	<p>The district will have a decrease in chronic attendance (absence) by four percent (4%).</p>
<p>7. Maintain a suspension rate of one percent (1%) or less</p>	<p>Eschool discipline reports and Educator's Handbook</p>	<p>Less than 1% suspension rate</p>	<p>Annually</p>	<p>Scholar suspension rate will continue to be less than one percent (1%)</p>	<p>Scholar suspension rate will continue to be less than one percent (1%)</p>	<p>Scholar suspension rate will continue to be less than one percent (1%)</p>

Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
A.C.A §§ 6-10-106(a)(1)(A)	Flexible Schedule	10/15/2014	6/30/2020	
A.C.A §§ 6-10-106(a)(1)(A)	Flexible Schedule	5/14/2019	6/30/2020	
A.C.A §§ 6-13-109	Superintendent	10/15/2014	6/30/2020	
A.C.A §§ 6-13-601 et seq.	Board of Directors	10/15/2014	6/30/2020	
A.C.A §§ 6-14-101 et seq.	School Elections	10/15/2014	6/30/2020	
A.C.A §§ 6-15-1004	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-15-1005(b)(5)	Alternative Learning Environment	10/15/2014	6/30/2020	
A.C.A §§ 6-15-2006(b)	Reporting Requirements	10/15/2014	6/30/2020	
A.C.A §§ 6-17-201(c)(2)	Salaries/Compensation	10/15/2014	6/30/2020	
A.C.A §§ 6-17-2201 et seq.	Salaries/Compensation	10/15/2014	6/30/2020	
A.C.A §§ 6-17-2301 et seq.	Personnel Policies	10/15/2014	6/30/2020	
A.C.A §§ 6-17-2401 et seq.	Salaries/Compensation	10/15/2014	6/30/2020	
A.C.A §§ 6-17-301	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-17-302	Principal	10/15/2014	6/30/2020	
A.C.A §§ 6-17-309	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-17-401	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-17-427	Superintendent	10/15/2014	6/30/2020	
A.C.A §§ 6-17-807	Salaries/Compensation	10/15/2014	6/30/2020	
A.C.A §§ 6-17-812	Class Size and Teaching Load	2/25/2019	6/30/2020	
A.C.A §§ 6-17-902	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-17-919	Teacher Licensure	10/15/2014	6/30/2020	
A.C.A §§ 6-18-503(a)(1)(C)(i)	Alternative Learning Environment	10/15/2014	6/30/2020	
A.C.A §§ 6-25-101 et seq.	Library Media	10/15/2014	6/30/2020	
A.C.A §§ 6-48-101 et seq.	Alternative Learning Environment	10/15/2014	6/30/2020	
1-A.6	Class Size and Teaching Load	10/18/2018	6/30/2020	
2-D.1	Library Media	11/13/2018	6/30/2020	
2-I.1	Alternative Learning Environment	10/18/2018	6/30/2020	
4-B.1	Superintendent	10/18/2018	6/30/2020	
4-B.2	Superintendent	10/18/2018	6/30/2020	
4-C.1	Principal	10/18/2018	6/30/2020	
4-C.2	Principal	10/18/2018	6/30/2020	
4-D.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.2	Guidance and Counseling	5/14/2019	6/30/2020	

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
4-F.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.2	Library Media	11/13/2018	6/30/2020	
Class Size and Teaching Load	Class Size and Teaching Load	2/25/2019	6/30/2020	
Distribution of Scholar Special Needs Funding and the Determination of Allowable Expenditures of those Funds	Alternative Learning Environment	10/15/2014	6/30/2020	Section 4.0 Only
Educator Licensure	Teacher Licensure	10/15/2014	6/30/2020	
School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Personnel Policies, Salaries/Compensation	10/15/2014	6/30/2020	Sections 6, 7 and 8
School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Personnel Policies, Salaries/Compensation	10/15/2014	6/30/2020	Sections 4.02.3 and 5
Superintendent Mentoring	Superintendent	10/15/2014	6/30/2020	

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

New waiver request *are* attached on Waiver Request Form

Please see attached new waiver request.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (for first year of operation only)

7.03 Annual Report to the Public (first year only)

If the charter wishes to maintain all currently approved waivers, state this.

Respond below in 11-point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

We wish to maintain all waivers except the waiver in Part B listed.

Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

If no charter amendments are requested, state this.

Respond below in 11-point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

No charter amendments are requested.

Section 5 –Desegregation Analysis

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

Respond below in 11-point Times New Roman font.

This desegregation analysis is submitted in support of Capital City Lighthouse Charter School’s application to receive approval from the State’s charter authorizer to renew its open-enrollment public school charter for three (3) years. To the extent Ark. Code Ann. §6-23-106 applies to charter renewals, Capital City Charter Lighthouse School (CCLCS) is required to carefully review the potential impact its operations would have upon the efforts of the North Little Rock School District (NLRSD), Little Rock School District (LRSD), Pulaski County Special School District (PCSSD) and Jacksonville-North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. CCLCS is located within the boundaries of the NLRSD. CCLCS currently draws most of its scholars from the NLRSD, LRSD, PCSSD and JNPSD. CCLCS currently provides instruction to scholars in kindergarten through the fifth grade; it wishes to continue serving kindergarten through fifth grade scholars for the duration of its renewal period.

CCLCS, in this analysis, has carefully reviewed the potential impact that its renewal request would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, CCLCS has substantiated that the NLRSD and LRSD have been found by the Federal District Court to be unitary in all respects of their school operations. The PCSSD and JNPSD (having assumed the desegregation obligations of the PCSSD) are unitary in all respects concerning inter-district scholar assignment. The importance of the attainment of unitary status of the NLRSD and LRSD, and the status of the PCSSD and JNPSD as unitary in the area of inter-district scholar assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of a renewal of CCLCS’ charter cannot be said to have a negative impact on the NLRSD, LRSD, PCSSD and the JNPSD’s ability to comply with the districts’ court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the 2018-2019 school year enrollment figures (October 1, 2018 scholar count; the latest figures available) as maintained by the ADE Data Center, the NLRSD had a scholar population of 8,145 scholars; the LRSD had a scholar population of 21,595 scholars; the PCSSD had a scholar population of 11,863 scholars, and the JNPSD had a scholar population of 3,958 scholars. CCLCS' scholar population was 213 scholars. Ark. Code Ann. §6-23-106 requires that CCLCS be race-neutral and non-discriminatory in its scholar selection and admission processes, so it is not possible to accurately project future racial composition; with that being said, CCLCS' 2018-2019 scholar population was comprised of approximately 88.3% African-American scholars and 6.6% Hispanic scholars. NLRSD's scholar population was comprised of approximately 60% African-American scholars, 28% Caucasian scholars and 9.4% Hispanic scholars. LRSD's scholar population was comprised of approximately 61.3% African-American scholars, 19% Caucasian scholars and 15.2% Hispanic scholars. PCSSD's scholar population was comprised of approximately 43% African-American scholars, 42% Caucasian scholars and 9% Hispanic scholars. JNPSD's scholar population was comprised of approximately 51.6% African-American scholars, 34.4% Caucasian scholars and 7.8% Hispanic scholars. Ark. Code Ann. §6-23-106 also requires that CCLCS' operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. CCLCS' careful review of the relevant statutes and court orders affecting the four (4) Pulaski County School Districts, and the scholar populations of such districts, shows that such negative effect is not present here. In January 2014, Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern District of Arkansas, Western Division) involving the then three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of LRSD's appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, Capital City Lighthouse Charter School submits that upon the basis of its review, no existing federal District Court desegregation order affecting the NLRSD, LRSD, PCSSD and JNPSD, nor the 1989 Settlement Agreement, would prohibit the State's charter authorizer from granting its application for a renewal of its current charter to continue operating an open-enrollment public charter school in Pulaski County.