

Appendix A

CHARTER SCHOOL AGREEMENT

DATED AS OF 22nd DAY OF August, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of _____, 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 1325, W Street, NW, Washington, D.C. 20002-20009 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades Pre-kindergarten through third grade. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades four through twelve. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in Pre-kindergarten through twelfth grade, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than two hundred and eight (208) pupils in its first academic year and no more than three hundred and eighty-four (384) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School

Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the “**Implementation Date**”). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may

require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of Trustees**”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**”

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2005, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; “**Fiscal Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; “**Interim Period**” shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2005 on October 15, 2005;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a “**Budget**”) for the next succeeding Fiscal Year; the School Corporation’s operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2006, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2004; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a “**School Emergency**”), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation’s response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation’s receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words “hereof”, “herein” and “hereunder” and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words “include,” “includes” or “including” are used in this Agreement, they shall be deemed to be followed by the words “without limitation.” Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Potomac Lighthouse Public Charter School
1325 W Street, NW
Washington, D.C. 20002-20009
Telephone: (202) 526-6003
Telecopier: (202) 526-6005

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

SCHEDULES

SCHEDULE I – Maximum Enrollment

SCHEDULE I

Maximum Enrollment

Grade	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Pre-K	36	36	36	36	36
K	40	40	40	36	36
One	44	44	44	44	44
Two	44	44	44	44	44
Three	44	44	44	44	44
Four		44	44	44	44
Five			44	44	44
Six				44	44
Seven					44
Total	208	252	296	340	384

Appendix B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal

- Board Action
- Notice of Concern
- Notice of Deficiency
- Notice of Probation
- Charter Warning
- Proposed Revocation
- Revocation
- Charter Continuance
- PCSB Policy

School Request

- Enrollment Ceiling Increase
- Change in LEA Status
- Lift Board Action
- Approve Accountability Plan
- Operate in a New Location
- Charter Amendment
- Approve E-Rate Plan

PREPARED BY: Staff: Sean T. Coleman, Ph.D.

SUBJECT: Potomac Lighthouse Public Charter School - Preliminary Charter Review

DATE: February 22, 2010

BACKGROUND

As part of the PCSB monitoring process, schools in their fifth year of operation receive feedback on their academic, non-academic, and organizational performance related to compliance, governance, and fiscal management against the goals set out in the school's accountability plans and the PCSB's Charter Review Framework. Any school that has not met all of the performance standards outlined in the Fifth Year Review Criteria is in jeopardy of being placed on charter warning. Therefore, the PCSB has established a process to review the status of a school's charter and to notify schools of its status and next steps pending the board's preliminary charter review decision.

The purpose of the Preliminary Charter Review is to assess a school's performance over a four year period. Schools that are undergoing preliminary charter review, that are placed on charter warning, will have an opportunity to take corrective action to improve their outcomes and thus avoid possible charter revocation by being responsive to the results of the preliminary charter review conducted in year five.

Potomac Lighthouse Public Charter School opened in fall of 2005. The school serves pre-K through sixth grades with a focus on preparing students for college through a rigorous arts infused program. The school struggles with leadership stability, both at the BOT and site level. In approximately two years, Potomac Lighthouse transitioned 3 new BOT chairs and 4 new school principals.

Potomac Lighthouse’s Preliminary Charter Review analysis reveals the school met the standard in non-academic, compliance, and fiscal areas. However, the school failed to meet the standard in both academic and governance areas. Regarding the academic standard, Potomac Lighthouse achieved middle performance in reading and math. The school failed to meet the majority of its performance targets as well as AYP in both reading and math. Concerning governance, Potomac Lighthouse demonstrated fully functioning or exemplary performance in 2 of 7 categories. The Program Development Review found areas of concern in below average to average performance, providing adequate resources, BOT and school leadership stability, and operating within charter’s bylaws.

PROPOSAL

Potomac Lighthouse Public Charter School met the non-academic, compliance, and fiscal performance standards based on the PCSB’s Preliminary Charter Review Framework. The school did not meet the academic and governance standard. Therefore, the school is a candidate for charter warning.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal: _____

Appendix C



**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

ACADEMIC PERFORMANCE

A school becomes a candidate for the Charter Warning List if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fourth year academic performance targets.

Potomac Lighthouse Public Charter School met 3 of 6 annual academic targets.

Overall, Potomac Lighthouse Public Charter School did not meet this criterion.

Criterion #2: Students must attain no less than a school-wide average of middle performance levels (50-70% of questions answered correctly) on the DC CAS reading and mathematics assessments.

Potomac Lighthouse Public Charter School met middle performance in reading (54.63%), and math when rounding to 50% (49.70%).

Overall, Potomac Lighthouse Public Charter School did meet this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and math.

Potomac Lighthouse Public Charter School did not meet AYP in reading and math. Potomac Lighthouse produced 30.56% proficient in reading and 13.89% proficient in mathematics.

Overall, Potomac Lighthouse Public Charter School did not this criterion.

OUTCOME: Potomac Lighthouse Public Charter School met 1 of the 3 academic standards; therefore, the school does not meet the standard for academic performance.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Potomac Lighthouse Public Charter School met 3 of 4 of its non-academic targets. One of the missed targets was within 80% of the annual target.

Overall, Potomac Lighthouse Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Potomac Lighthouse Public Charter School met its annual attendance target of 92%. The school yielded a 95% attendance. Therefore the school did meet the attendance rate target.

Overall, Potomac Lighthouse Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Potomac Lighthouse Public Charter School's enrollment is sufficient to sustain the economic viability of the school.

Overall, Potomac Lighthouse Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

Potomac Lighthouse Public Charter School's student re-enrollment numbers average 68% for 2007-2008 SY and 71% for 2008-2009 SY.

Overall, Potomac Lighthouse Public Charter School did not meet this criterion.

OUTCOME: Potomac Lighthouse Public Charter School met 3 of the 4 non-academic performance standards; thus the school meets the standard for non-academic performance.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3
PCSB Action	2.5
Annual Reporting	2.5
Adequate Resources	2
Implementation of School Design	3
Leadership	2
Operating within Bylaws	2.5

OUTCOME: Potomac Lighthouse Public Charter School demonstrated fully functioning or exemplary performance in 2 of 7 categories; thus the school did not meet this standard for organizational performance.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	2
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	2.5
Open Enrollment Process	4
NCLB Requirements	1

OUTCOME: Potomac Lighthouse Public Charter School demonstrated a fully functioning to exemplary level of compliance in 4 of 7 categories and limited or low level for 3 of the compliance categories, thus, the school meets this standard for organizational performance.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	4.25
2. Financial Reporting	2.75
3. Internal Controls	4.38
4. Transparency of Financial Management	4.17
5. Fiscal Prudence	2.88

OUTCOME: Potomac Lighthouse Public Charter School demonstrated above average or satisfactory performance in 3 out of 5 categories, and thus meets this standard for organizational performance.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

Summary

Potomac Lighthouse Public Charter School has been in existence for five years. Potomac Lighthouse met the non-academic, compliance, and fiscal organizational performance standards. However, the school did not meet the standard for academic performance and governance. Therefore, based on the Preliminary Charter Review framework, Potomac Lighthouse is a candidate for Charter Warning. The most recent Program Development Review took place this fall and a summary of the results is enclosed. See fig. 1.

Academic

Potomac Lighthouse Public Charter School met 1 of 3 academic standards; thus, the school does not meet the standard for academic performance.

Potomac Lighthouse failed to meet 3 of 6 academic targets due to low achievement toward meeting accountability targets. Although Potomac Lighthouse achieved middle performance level for reading and math, producing 54.63% score in reading and a rounded 50% (49.70) in math. Potomac Lighthouse did not achieve AYP in reading or mathematics. The school yielded 30.56% of students proficient in reading and 13.89% of students proficient in math on the DC CAS.

Non-Academic

Potomac Lighthouse Public Charter School met 3 of the 4 non-academic standards; thus the school meets the standard for non-academic performance.

Potomac Lighthouse Public Charter School met its attendance target as the school reached 95% annual attendance. Additionally, the Potomac Lighthouse current enrollment levels appear sufficient to sustain the economic viability of the school. Potomac Lighthouse met 3 of its 4 annual non-academic targets and achieved within 80% of both the missed target. The school did not reach the 75% standard for re-enrollment. Re-enrollment numbers indicate 47% for 2007-2008 SY and 68% for 2008-2009 SY.

Organizational – Governance

Potomac Lighthouse demonstrated fully functioning or exemplary performance in 2 of 7 categories; thus the school does not meet this standard for organizational performance.

Potomac Lighthouse's Board of Trustees has submitted the school's annual report each year in operation on time. However, the Program Development Review indicates a trend of several governance and leadership challenges in the school's attempt to operate a fully functioning and operational level of implementation. The areas of concern are in below average to average performance, providing adequate resources, BOT and school leadership stability, and operating within charter's bylaws.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

Organizational – Compliance

Potomac Lighthouse Public Charter School demonstrated a fully functional to exemplary level of compliance in 5 of 7 categories, and thus meets this standard for organizational performance.

Overall, Potomac Lighthouse's performance has been in compliance with applicable rules, laws, and regulations. However, PCSB denotes concerns related to health and safety regulations, inventory of assets, and abiding by NCLB requirements.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the Potomac Lighthouse Public Charter School has adequate fiscal management processes in place. The school's audit reports (FY06-FY09) reflect sound accounting and internal controls policies. The school has done a so-so job submitting all necessary budgetary documents to PCSB for review when required. As a result of the school's current financial position, school leaders must do a better job of providing updated budgets and cash flow forecast to the PCSB on a monthly basis. The school must aim to increase its net asset reserve accumulation to a sufficient level capable of absorbing three to six months of operating expenditures. The school should continue to rely upon debt only when necessary. For the year ending June 30, 2009, the school's net assets declined to (\$608K) down from (\$565K) the prior year. Additionally, the school's liquidity ratio of .37 is indicative of an institution on the verge of financial collapse and needs to be strengthened with a substantial unrestricted cash infusion. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
Based on Charter Review Framework**

Figure 1.

Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)	Limited
a. The school administers standardized and internal assessments that are aligned to state standards, Performance Management Framework (PMF) and accountability plan goals and targets	Inadequate
b. Test results are made available regularly	Adequate
c. Test results are provided in a useable format	Adequate
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Limited
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	Inadequate
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Adequate
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	Limited
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Inadequate
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Limited
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Proficient
School Climate	
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Limited
4.2 The school is a safe and orderly learning environment.	Limited
4.3 Parents/guardians and students are satisfied with the school.	Inadequate
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Adequate
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Limited
5.3 The Board has ensured strong and stable school leadership.	Inadequate
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or	



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

**Preliminary Charter Review Analysis
Potomac Lighthouse Public Charter School
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students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	N/A
6.2 Documented progress monitoring of school improvement activities is on-going.	N/A

Appendix D

DC Public Charter School Board
Public Board Meeting
February 22, 2010
6:00 PM

Board members in attendance: Mr. Tom Nida, Chair; Mr. Brian Jones, Vice-Chair; Mr. Will Marshall, Ms. Sara Mead, Mr. Don Soifer, Mr. John “Skip” McKoy, and Ms. Josephine Baker, Ex-officio, and Secretary.

Board member excused: Dr. Darren Woodruff

Mr. Tom Nida called the meeting to order at 6:15 pm.

Acknowledgement of Public Officials

Mr. Tom Nida invited elected officials to stand and be acknowledged. There were none present.

Approval of the Agenda

Mr. Tom Nida noted the proposed agenda for the February 22, 2010 meeting. The agenda was accepted by all Board members present.

Approval of January Minutes

Mr. Tom Nida presented the January 25, 2010 meeting minutes for approval. The minutes were approved by all Board members present.

Contracts Reviewed

Mr. Tom Nida reported on contracts reviewed over 25,000.00 which were approved by the Finance Committee. Ms. Sara Mead made the motion to accept the report and Mr. Don Soifer seconded the motion. The report was accepted by all Board members present.

Strategic Plan Approval

PCSB staff member Ms. Tamara Lumpkin gave an overview of the 2009-2012 Strategic Plan and how it relates to customer and stakeholder engagement, internal processes, and strategic priorities. Ms. Lumpkin commented on key areas recommended by the Board and staff in the assessment of the plan. She summarized the strategic planning goals, outcomes, and annual activities scheduled within the three-year phase.

Mr. John “Skip” McKoy moved that the Strategic Plan be approved and Ms. Sara Mead seconded the motion. The motion was carried unanimously by all Board members present. Mr. Will Marshall asked that we make the strategic plan available on the website. The strategic plan will serve as a model representing how the Board plans to proceed in the next few years. The suggestion was made that the schools could pattern their plans charter schools should refer to their strategic plan within their minutes.

Request to Operate in a New Location

Imagine Southeast Public Charter School (PCS)

School Representation Present: Mr. Michael DePass

PCSB staff member Ms. Carolyn Trice reported that Imagine Southeast PCS which serves pre-K currently leases space from the Congress Heights United Methodist Church located at 421 Alabama Ave, S.E., and is requesting full approval of its petition to operate in a new location, at 600 Alabama Ave., S.E. as the school has submitted all relevant documents to the PCSB. The school will initially operate out of both sites until the expected renovation completion date of December 2010.

The new location will provide additional space and a playground with a more suitable learning environment than the current facility. Mr. Michael DePass of Imagine Southeast noted that the lease has been approved. Mr. John "Skip" McKoy moved to approve the request to operate in a new location and Mr. Will Marshall seconded the motion. The motion was carried unanimously by all Board members present. Once fully approved to relocate, the PCSB staff will conduct a pre-opening visit to document the site's readiness to operate.

Request to Lift Notice of Conditional Continuance

Cesar Chavez Public Charter School for Public Policy

School Representation Present: Tracy Wright, Kimberly Bryant, Jeff Cooper and Irasema Salcido

PCSB staff member Jackie Boddie reported that based on Cesar Chavez's charter review analysis, the school was issued a Notice of Conditional Continuance on January 26, 2009 because the school did not meet the academic performance standards. Dr. Boddie stated that the school had to address all issues in order for the Notice of Conditional Continuance to be lifted within a one year time frame. She noted that the PCSB staff reviewed the materials related to the identified issues and found that twenty-one of the twenty-six conditions have been satisfactorily addressed, while five conditions require further attention. The Schools Committee acknowledged Cesar Chavez for its outstanding progress for AYP for all campuses. The Schools Committee is requesting that the Notice of Conditional Continuance be lifted and Cesar Chavez be granted Full Continuance.

There was discussion about the remaining conditions and the need for the school to address different learning styles, demographic data, and the faculty to mirror student population. Ms. Salcido thanked the Board for its guidance and stated the school will take very seriously improvement of student achievement. A representative from the PTA voiced various parent concerns and frustrations about the Parkside campus' needs to still address issues such as the adequate learning materials/books, lunch program, security, graduation credits and teacher retention. Mr. Will Marshall asked the PTA representative if they had a chance to present their case to the school's Board of Trustees. The representative responded that multiple requests were made to bring the issues to the Board with no success. Mr. Tom Nida asked that Cesar Chavez's leadership and Board have a response to the issues brought up by the PTA representatives to the PCSB Board by March 15, 2010.

Ms. Sara Mead questioned the certainty that the school has reached satisfactory leadership in the school. Mr. Jeff Cooper stated that the school has principals in place and two in the high school on an interim basis. Mr. Tom Nida entertained a motion to action on the request.

Mr. Don Soifer moved to lift the Notice of Continuance and Brian seconded the motion. The motion passed unanimously by all Board members present

2010 Preliminary Charter Review Analyses

AppleTree Early Learning Public Charter School

School Representation Present: Mr. Jack McCarthy, Board Chair, and Mr. Russ Williams

PCSB staff member Ms. Taishya Adams reported that Apple Tree Early Learning is in its fifth year of operation and has met academic, non-academic, and organizational performance standards. The school has attained a majority of fourth year annual academic performance targets and comes within eighty percent of their targets. The school did not demonstrate improvement on the majority of academic targets over the two most recent years. The school has no targets for the 3 year old program and provided no data to the PCSB regarding their academic performance. Based on the D. C. Public Charter School Board's (DCPCSB) Charter Review framework, Apple Tree Early Learning is not a candidate for Charter Warning.

Ms. Sara Mead recused herself from the vote. There was discussion about the school having one hundred and eighty students on three campuses and the opportunity to consolidate more sites.

Mr. Tom Nida reminded the school that the reviews will get more rigorous the next school year.

The school thanked Ms. Taishya Adams for her continued support and feedback from the board.

2010 Preliminary Charter Review Analyses

Capital City Public Charter School (PCS)

School Representation Present: Ms. Lauren Canig, Data and Reporting and Ms. Janine Gomez, Lower School Principal

Ms. Monique Miller reported that after nine years of operation, Capital City Public Charter School met the academic, non-academic, and organizational performance standards and is not a candidate for Charter Warning. Ms. Lauren Canig stated that the math benchmarks were met but not the gains and commented that Pre-K through the eighth grade is doing well.

2010 Preliminary Charter Review Analyses

Howard University Public Charter Middle School of Math and Science

School Representation Present: Ms. Marie Johns, Board Chair, Ms. Sue White, CEO and Mr. John Godeaux

PCSB staff member Robert Mayo reported that Howard University Middle School of Math and Science Public Charter School serves students in grades six through eight. The school has been in existence for five years and has a focus on preparing students for careers in math and science. Howard University Middle School of Math and Science met the academic, non-academic, and organizational performance standards for governance, compliance, and fiscal management. Based on the DCPCSB's Preliminary Charter Review Framework, Howard University Middle School of Math and Science is not a candidate for Charter Warning. The school's Board Chair, Ms. Marie Johns thanked the Board and PCSB staff members Ms. Susan Miller and Mr. Robert

Mayo for their support over the years. She stated that the school is eager to reach the next milestone.

2010 Preliminary Charter Review Analyses

Tree of Life Community Public Charter School

School Representation Present:

PCSB staff member Ms. Taishya Adams reported that Tree of Life Community Public Charter School is in its ninth year of operation. Tree of Life Community PCS met the academic, non-academic, organizational-compliance, organizational- governance and fiscal management performance standards and targets. Based on the DCPCSB's Preliminary Charter Review Framework, Tree of Life Community Public Charter School is not a candidate for charter warning.

2010 Preliminary Charter Review Analyses

YouthBuild Public Charter School

School Representation Present: Ms. Christie Cunningham, Board Chair, Ms. Andrea Henson, Principal, and Mr. Arthur Davis, Executive Director

PCSB staff member Ms. Charlotte Cureton reported that LAYC YouthBuild Public Charter School is an alternative school in its 5th year of operation and met the academic and non-academic performance standards and targets. Based on the DCPCSB's Charter Review Framework analyses of accountability plan and organizational performance, the school met the academic, non-academic and organizational (governance, compliance and financial) performance standards and is not a candidate for charter warning.

The schools' Board of Trustees acknowledged that the school functions under the Latin American Youth Center and extended thanks to Ms. Charlotte Cureton for her support and understanding of the school's mission. Mr. Will Marshall asked the reason for not having a problem with truancy. Mr. Arthur Davis stated that the school engages the youth with programs and rewards the students. He noted that the school leadership and staff has built a tremendous culture for the school; the students feel safe and want to come to school.

2010 Preliminary Charter Review Analyses

ALTA Public Charter School

School Representation Present: Ms. Donna Potts, Board Chair, Ms. Pam Peabody, Development Officer, Ms. Carla Toliver, Head of School, and Ms. Audrey Phillips

PCSB staff member Sean Coleman reported that ALTA Public Charter School has been in existence for five years and did not meet Adequate Yearly Progress (AYP); academic and governance performance standards were also not met. He noted that the school was issued a Notice of Deficiency and responded favorably to meet demands although the latest Performance Development Review (PDR) showed that school was still limited in performance. The PDR also found limited or inadequate finances. Based on the DCPCSB's Preliminary Charter Review Framework, ALTA Public Charter School met the non-academic, compliance, and fiscal performance standards. The school did not meet the academic and governance standard. Therefore, the school is a candidate for charter warning.

Ms. Carla Toliver stated that as the school continues to grow, the school has separated the third and fourth grade classes and put tutoring in place. Ms. Donna Potts commented that the review does not reflect the progress that the school has made; the school did not have a baseline to measure performance as the reason for such a limited showing. She reported that the Board is very involved and working on the limited finances and that the school has recruited people with strong arts background. Mr. John "Skip" McKoy asked about the math problem? Ms. Potts responded that the students were not being taught skills in isolation without separation of grades. Mr. Will Marshall questioned the plan for reducing the large deficit, high staff and building costs. Ms. Audrey Phillips replied that the loans will be paid off soon and that cuts have been made at the administrative level.

Mr. Tom Nida mentioned the potential next step of charter revocation for schools being in the charter warning status that does not raise the performance standards to an acceptable level above failing. Mr. Don Soifer raised concerns about DCCAS, specifically when the school falls into a declining pattern for three years with low growth indicators. He asked what steps will be taken to turn around academically. Ms. Donna Potts stated that the school will address the need and support of students that may require special education services. Mr. Brian Jones also asked how has the board changed its support and what is the plan to address the urgent situation. Ms. Donna Potts reported that the school now has a complete structured Board that has allowed the school to establish committees which improve communication and parent participation. She stated that the school currently has a technology specialist reviewing the IT system with a focus around the academics. Mr. Tom Nida entertained a motion to vote. Mr. Don Soifer moved that the school be placed on charter warning and Mr. Brian Jones seconded the motion. The motion was unanimously carried by all Board members present. Mr. Tom Nida stressed the importance of the school working on the issues to turnaround the standards that shows a different report.

2010 Preliminary Charter Review Analyses

Early Childhood Academy Public Charter School

School Representation Present: Mr. Dennis Saunders, Board Chair, Ms. Wendy Edwards, Principal, and Ms. Pam Falk

PCSB staff member Ms. Taishya Adams reported that Early Childhood Academy PCS has not shown improvement on the majority of the fourth year annual academic performance standards and the school did not come within the eighty percent, missing the assessment targets.

Ms. Adams stated that the school did have exemplary ratings in Governance.

The most recent program development review commended the school for its school climate and instructional strategies related to students with ELL and IEP and procedures for the accurate and timely identification and evaluation of students who have special needs as well as in the area of governance, and management. The school received an adequate rating for the majority of the indicators related to curriculum, instruction, and assessment. Based on an analysis of Early Childhood Academy's fourth year accountability plan performance, the school met the non-academic, governance, compliance, and financial performance standards for the Charter Review. The school, however, did not meet the academic performance standards and is a candidate for charter warning.

Ms. Wendy Edwards noted that the school used the Diebels tool for the second and third grade assessments, and has convened a school planning team. Ms. Edwards stated that the school wants to pursue professional development and has received training to review data and use it effectively. She indicated that the school is effectively integrating vocabulary into their instruction and that Ms. Frances Besler will help teachers change the focus from pre-school to full teacher-directed focus. Ms. Edwards mentioned that the Board Chair is fully engaged in ensuring staff is fully equipped to be able to teach while making sure that the budget can accommodate professional development.

Mr. Tom Nida asked about the tracking of the trajectory of the school and Ms. Taishya Adams said that it is in the upward slope. Mr. John “Skip” McKoy asked whether the school has competent and adequate staff. Mr. McKoy received a positive response. Mr. McKoy noted that the Deibles does stand out and that looking at academics they seem to be moving in the right direction. Following a discussion about the schools ratings, the DCPCSB made no motion.

2010 Preliminary Charter Review Analyses

Hope Community Public Charter School

School Representation Present: Mr. Kevin Welch, Ms. Chole Marshall and Mr. Jimmy Kemp
PCSB staff member Ms. Carolyn Trice reported that Hope Community Public Charter School based on the DCPCSB’s fourth year Charter Review Framework analysis, the school met the academic, non-academic, and organizational (governance, compliance, and financial) performance standards. Mr. Jimmy Kemp expressed his appreciation for the review process and complimented the new leadership. Mr. Will Marshall asked if the school will meet the Adequate Yearly Progress. Ms. Chloe Marshall stated that the school increased by seven points in math last year and is making gains as the school moves forward. Ms. Sara Mead questioned the plans on improving the schools finance scores. Mr. Kevin Welch noted that the school has taken a number of steps including changed staffing, to include someone with a background in CPA audit experience. He indicated that the school also has improved processes and internal controls. Mr. Welch mentioned that management has a strong operating agreement with Imagine Schools which is looking to help them with debt relief. Mr. Nida Tom pointed out that as Board members, the school must recognize the attachment between the school and the management company that will be a bigger issue to address next year. Following a discussion about the schools ratings, the DCPCSB made no motion.

2010 Preliminary Charter Review Analyses

Bridges Public Charter School

School Representation Present: Ms. Amy Dunn, Ms. Alexa Kuuskraa, and Ms. Olivia Smith, Director

PCSB staff member Ms. Carolyn Trice reported that Bridges Public Charter School has attained the majority of its fourth year academic targets, meeting the third year targets proved to be a challenge as student performance declined in two of three non-baseline targets. Based on an analysis of the fourth year accountability plan performance, Bridges PCS met the non-academic, and organizational (governance, compliance, and financial) performance standards based on the PCSB’s Charter Review Framework although the school did not meet the academic standard. Therefore, the school is a candidate for charter warning. There was discussion about the

assessment and the discontinued use of the tool for the Performance Management Framework. The school will review the student population since eighty percent of the students have English as a second language, testing in English only, no dual language program.

Ms. Carolyn Trice noted that Bridges has continually shown improvement over the years and that the school's Program Development Reviews indicate that Bridges' academic program is on an upward trajectory. She stated that the school consistently scores proficient and exemplary on the curriculum, instruction, and assessment indicators meeting twenty of the twenty six.

Ms. Sara Mead asked about the challenge with the tool given that the school will not go on with the tool, will the school be able to continue to measure the students performance.

Ms. Olivia Smith responded that the school think what they are doing is the right approach.

Mr. Tom Nida pointed out that the charter warning status allows people to become more focused and is intended to be a constructive step. Mr. John "Skip" McKoy asked if this step was in place a few years ago, if the school would have this problem. Ms. Carolyn Trice stated that the PMF would have helped the school. Following discussion about the schools reviews, the DCPCSB was not inclined to take any action.

2010 Preliminary Charter Review Analyses

Paul Public Charter School

School Representation Present: Mr. Lee Manley, Board Chair, Ms. Danelle Singh, Academics, and Ms. Jami Dunhan

PCSB staff member Ms. Monique Miller reported that Paul Public Charter School is in its tenth year of operation and based on the Preliminary Charter Review Framework analyses its accountability plan and organizational performance, the school did not meet the one of three academic standards. Ms. Miller stated that although the school did meet the non-academic and organizational performance standards and has demonstrated sustained aggregate growth academically on the state assessments, the school is a candidate for charter warning.

Ms. Jami Dunhan noted that the school has consistently exceeded NCLB targets, made positive DCCAS scores although the school did not meet AYP in 2009 due to ELL, SPED and the change in read aloud. She indicated that the school made various changes by using the Aco-teaching model, increased professional development, and exceeding targets in math and reading.

Ms. Dunhan noted that the school is analyzing if this was the best assessment to use, and that fifty one percent of SPED students made growth and the performance needs would be addressed through the PMF. Ms. Danelle Singh mentioned that the changes reflected that one hundred percent of the teacher staff is highly qualified and three are Board certified. She pointed out that the school has a new academic team and added block scheduling. The school is also focusing on differentiation and the use of a bridge. The school has a Saturday program and additional lab program adding an ESL program for literacy. Ms. Singh indicated that from a Board's perspective, Paul is solid with strong leadership and financials. By providing more information the school is on a more concrete ground from an organization and structure perspective.

Ms. Lee Manley commented that the school, parents and community all care about the children and that the Board is a work in progress. Mr. Don Soifer asked when the switch was made to co-teaching. Ms. Jamie Dunhan reported it began in the school year of 2008 and expressed that the school needs more time to evaluate the tool. Mr. Soifer inquired about the school's priorities. Ms. Dunhan mentioned that the school is looking at the increased benchmarks to determine what

can be done to help the students academically. She noted that teachers will receive in-house and external training, and conduct team meetings. She also added that every teacher has a mentor and focus on effective leadership has increased. Following a discussion about the schools reviews, the DCPCSB did not take any action.

2010 Preliminary Charter Review Analyses

Potomac Lighthouse Public Charter School

School Representation Present: Mr. Mike Roanan, Founder, Mr. Raymond Richards, Mr. Kiershon Woods, Board Chair

PCSB staff member Sean Coleman reported that Lighthouse Public Charter School met the non-academic, compliance, and fiscal performance standards although the school did not meet the academic, and governance standards. He stated that based on the DCPCSB's Preliminary Charter Review Framework, the school is a candidate for charter warning. Mr. Coleman indicated that the school failed to meet the Adequate Yearly Progress measures and eighty four percent of the targets were rated as limited or adequate with a poor financial GPA.

Mr. Kiershon thanked Mr. Coleman for his feedback and noted that the charter review analysis was received last week, and that the school had a conversation around growth and finance with PCSB staff members Mr. Coleman and Mr. Jeremy Williams. Mr Kiershon indicated that the school wants to focus on the big picture of the school starting as a small school in a shared space and has now relocated to a permanent space. He stated that enrollment decreased due to the three sites relocating in the first three years. Mr. Kiershon noted that the school has focused on all four outstanding items, improved enrollment, and that the school's financial position is current on all debts through rescheduling of loans. He added that the school made strides in governance and had a stable board up until last month and stated that the school needs more direction from the DC PCSB Board about organizational guidance and governance and will be attending more meetings looking for help. Mr. Kiershon commented that he is an active member of the Board and that the Board has made significant improvement in the last few years.

Mr. John "Skip" Mckoy pointed out that the math scores have dropped tremendously and wanted to know how the school determined that they have the right staff. Mr. Raymond Richards stated that the training is data-driven, in-house training to support teachers and student monitoring. Mr. Tom Nida asked if the other targets around student performance showed a decrease. Mr. Richards indicated that there was a decrease due to a population shift in the Pre-K and 4 year olds. Mrs. Josephine Baker voiced her concern about increasing staff and enrollment. Mr. Michael Roanan reported that the ratio is slightly lower than last year and with classes sizes of eighteen and nineteen. Ms. Sara Mead asked if there were any safety and health issues the Board should be made aware of. Mr. Michael mentioned that the school at Michigan Park had a nurse although when the school moved to Varnum Street N.E., there was not a nurse.

After further discussion, Mr. Coleman reported that no known health code violations have been cited for the school. Mrs. Josephine Baker questioned whether the school qualifies for a school nurse and Mr. Michael Roanan responded yes. Mr. Will Marshall inquired about the school's observation as to the trajectory. Mr. Sean Coleman noted that there have been four chair persons on the Board with five changes in leadership which can be attributed to some of the down slopes

and instability of the school leadership. Mr. Michael noted that the school made the Adequate Yearly Progress (AYP) for three years and the one year the school did not meet AYP, the school acquired seventy five percent new students. Mr. Roanan stated that he was not in agreement with the statement of instability of the school leadership. Will Marshall commented on the large financial loss in the first three years of operation. Mr. Tom Nida noted that the main perspective is having a small school that is not financially viable and not necessarily stable which constitutes a perfect time to put the school on charter warning to give the school the opportunity to get on track for the next school year and that the school needs to continue the upward trend. Ms. Sara Mead moved that Potomac Lighthouse Public Charter School be issued a charter warning and Mr. Don Soifer seconded the motion. The motion was carried and unanimously approved by all Board members present.

Public Comment

Lieutenant William Dexter, Director of IDEA Public Charter School stated that the school wants to be loyal followers of the board and thanked the Board for all of its work. He stated that the school will download the strategic plan.

Mr. Will Marshall commended Mr. Tom Nida for his exemplary service and expressed the Board's honor to work with him as an unstoppable force for the good of the charter movement.

Dr. Ramona Edelin expressed that Mr. Tom Nida's direction of the Board is on point and that Charter School Board Association truly appreciates what he has done for the movement.

There being no other public comment, the meeting was adjourned at 8:45 pm.

Appendix E



Memorandum of Understanding
between the
District of Columbia Public Charter School Board
and the
Potomac Lighthouse Public Charter School
April 9, 2010

This Memorandum of Understanding summarizes agreements between the Potomac Lighthouse Public Charter School (Potomac Lighthouse) and the District of Columbia Public Charter School Board (PCSB) regarding actions each will take in response to the school's placement on the Charter Warning List in February 2010.

Background

As part of the PCSB monitoring process, schools in their fifth year of operation receive feedback on their performance against the criteria outlined in the PCSB's Charter Review Framework. Any school that has not met the academic, non-academic, and organizational performance standards of the Charter Review Framework is in jeopardy of charter revocation and is placed on the Charter Warning List.

In November 2009, PCSB staff analyzed Potomac Lighthouse's academic and non-academic performance in relation to its accountability plan goals, the organizational performance standards related to compliance, governance, and fiscal management. In conducting the analysis, PCSB staff found that the school met the non-academic performance standards and the organizational performance standards related to compliance and fiscal management in the Charter Review Framework.

However, the school did not meet the standard for academic performance and governance. More specifically, Potomac Lighthouse missed the 3 of 6 academic targets, thus, it did not meet the majority of the academic performance targets. Potomac Lighthouse did not meet AYP in reading or math. Concerning Organizational Governance, Potomac Lighthouse failed to demonstrate fully functioning or exemplary performance in the areas of PCSB Board Action, Annual Reporting, Adequate Resources, Leadership, and Operating within Bylaws. As such, on February 28, 2010, the PCSB voted to place Potomac Lighthouse on Charter Warning.

Recommendations and Action Steps

The following statements summarize comments and the recommendations from PCSB staff, the 2009-2010 Program Development Review, and the Charter Review Analysis, as well as describe the actions underway or planned by the school in response to the recommendations.

Concern 1: Curriculum and Standards

- A. During the PDR, Lighthouse Academies provided pacing guides in the four content areas of English/language arts, math, science, and social studies for each grade level. However, there was no evidence of a comprehensive curriculum document with essential knowledge and skills for all core content areas, electives, and mission specific activities aligned with state standards, mission, goals, and philosophy. Additionally, there is a lack of clarity with regard to the meaning associated with the major components of the mission statement: arts-infusion, college preparatory and instructional rigor, and the implications for student learning.

Recommendation: Create and implement a comprehensive curriculum document with curricular maps, pacing guides, suggested resources, assessment tools and instructional activities that are aligned with DC Learning Standards, and aligned to the school's mission goals and philosophy.

Recommendation: Design a lesson plan template that includes all components of the curriculum and aligns with the mission specific goals; and include an implementation and monitoring timeline for the 2010-11 SY.

Recommendation: Administer assessments (rubrics, standardized test, etc.) that include attributes for assessing classroom activities for their effectiveness in satisfying conditions of arts-infusion, college preparatory and instructional rigor.

- B. Although student performance data is reviewed with Directors of Instruction (DOIs) and teachers on a weekly basis, there is no written ongoing process to review and revise the curriculum.

Recommendation: Develop processes and procedures to review and make adjustments to the curriculum that are based on analysis of school performance data.

Response:

A(1). *Teachers have been diligently working to ensure that classroom academic lessons align with DC Learning Standards ("DC standards"). Teachers use the Open Court curriculum, Saxon, FOSS, and Pearson Core Knowledge to support academic learning in the classroom. Additionally, the school leadership has formed a team to work on further codifying the alignment of the curricula to the standards. This team will work specifically to align all core subject areas and the arts to the DC standards. The team will consist of three teachers who will work over the summer, under the supervision of the principal. Once the teachers have aligned the curriculum to the DC standards, the principal will review the teachers' submission and then submit the final draft of our curriculum alignment to an external consultant to ensure objective standard alignment. Assessments continue to occur based upon the assessment calendar. This enables us to identify if adjustments to the curriculum map or pacing guide are necessary. Our*

mission specific objectives including the S.H.I.N.E. and Music Appreciation curriculum will also be incorporated into the curriculum map.

A(2). *A lesson plan template has been created and is available at the school. This template includes all components of the curriculum including a section for arts-infusion components of the curriculum. The school's leadership team is currently discussing the implementation and execution of this lesson plan template. The plan will be fully in place during the start of the 2010-2011 SY.*

A(3). *Since the fall visit we have made great gains with assessing student progress this year. Progress is assessed through teacher created assessments, a writing assessment conducted in both the winter and spring to see student progression, and the DC-BAS (in addition to curricular assessments and the NWEA). All assessments have enabled us to see individual and group strengths and areas for growth. We are in the process of transferring our rubrics and assessments of content standards to assessing the effectiveness of various class activities within the classroom. Currently, PLPCS uses a Teacher Performance Rubric to assess the instructional rigor of our teachers' lessons. Additionally, we are creating assessments that examine whole-school programming as it relates to arts-infusion, college preparatory and instructional rigor.*

B. *We view our curricula as "living documents" constantly being tweaked to meet the needs of our scholars. We continue to use data to drive instruction. Immediately following the NWEA assessment this fall and winter, the Directors of Instruction worked with teachers to support them with differentiated instruction and to create opportunities for independent practice based on the needs of individual students. Following the implementation of the DC-BAS, teachers in grades 3-7 identified correlations between the ongoing needs of individual students and specific content areas in the curriculum that required re-teaching. Furthermore, weekly classroom based assessments enabled teachers to see immediate growth or areas for improvement for students. Data has been reviewed on a consistent basis including teacher discussion of data in weekly grade level meetings and during professional development meetings. Additionally, modifications to lesson plans and/or supplementary material have been utilized based on the results of data collection.*

We are saving samples of these documents for next year's site visit. We will continue to implement these tools and processes at the start of the 2010-2011 school year, including a standardized planning timeline, outlined in written form, and made available to all members of the instructional team across grade levels. This implementation plan is outlined in the school's assessment calendar for the 2010-2011 school year.

Concern 2: Instruction

- A. Classroom observations revealed limited differentiated instruction and the use of critical thinking.

Recommendation: Develop a professional development calendar that address teachers' use of differentiated instruction, critical thinking, and high expectations for student learning with appropriate student support.

- B. A Student Support Team process is in effect in the school to address students who are struggling in the school. However, the PDR revealed there was no structured intervention programs, strategies, and supports in place to address struggling students or advanced learners.

Recommendation: Provide professional development to staff that will enable teachers to understand how to use academic intervention strategies in the classrooms. Additionally, it is recommended that professional development include data-driven instruction so that lessons correlate with student needs.

Recommendation: Develop a professional development calendar reflecting the previous recommendation.

Recommendation: Establish academic intervention programs in the school, e.g. tutorial/enrichment programs, which will give students the opportunity to maximize their potential.

- C. IEP summary sheets are provided to respective teachers; a random sample of IEP review indicated the IEPs are up to date and current; and the school makes accommodations for testing as indicated on the students' IEPs. PDR data indicates that there are limited resources and materials to support instruction and modifications for special needs students; the staff is not able to ensure that all students' required hours on their IEP's are met; there is not adequate space dedicated for the SPED pull-out component; and there is limited time allotted for SPED team and general education teacher collaboration.

Recommendation: Provide necessary in-class resources for students with IEPs; identify adequate space for pull-out; and revise school's master schedule to ensure that time is allotted for collaboration between SPED and general education teachers so that planned lessons are reflective of the special needs of the students.

- D. The school provides instructional planning time during the day for teachers. Although teachers are allotted common planning time for grade level meetings, PDR results revealed there is no record of this occurring. Also, while teachers are required to submit lesson plans, there is no evidence suggesting there is follow-up or a system of lesson feedback.

Recommendation: Institute a formal process that demonstrates grade-level collaborative planning to include recording meeting minutes.

Recommendation: Implement a process whereby lesson plan feedback is provided and documented.

E. While time is provided for Professional Development, there is no evidence of data that demonstrates the effectiveness of the Professional Development Plan.

Recommendation: Implement an evaluation of the Professional Development Plan and subsequent teachers' fidelity in incorporating PD topics and constructs.

F. PDR results revealed that each staff member has an individual professional development plan. However, the majority of the school's teachers were not Highly Qualified Teachers (HQT). It was evidenced that there is not a plan to assist teacher in securing their HQT status.

Recommendation: Develop and implement a timeline for teachers to acquire their HQT designation and highlight Potomac Lighthouse support.

Response:

A. PLPCS has already drafted a professional development calendar for the 2010-2011 SY. We have created a differentiated professional development framework to support our teachers with their instruction of students, based on teachers IPDPs (Individual Professional Development Plans) and the needs of the school, specific grade levels, and students. The school administration has also created within the professional development framework calendar specific times to monitor teachers' progress with differentiation in the classroom and with their own professional development plans.

B. Since the PDR visit, and prior to this Memorandum, PLPCS has streamlined the Student Support Team process to meet the needs of the school. The school has adopted a more structured, organized program to support with the identification of specific students in need of additional academic/behavioral support or academic extensions within the general education classroom. The Student Support Team also works with teachers and families to create an academic or behavioral intervention action plan for students. The more structured Student Support Team meets weekly and is composed of representatives from varied disciplines within the school.

In addition to supporting with the identification of classroom and home based interventions, the Student Support Team works together with teachers and families to determine next steps including referrals to Special Education or need for further evaluations. The Student Support Team also supports with data collection for interventions, and it monitors student progress with the support of the classroom teacher. Members of the student support team work with classroom teachers to address how to collect data and how to appropriately document intervention strategies.

Professional develop has been primarily focused on specific classroom teachers in the small group setting to support the immediate and specific needs of the student(s) within the class. As the Student Support Team notices trends among classes, professional development will be developed surrounding those specific needs and will then add those needs to our Professional Development calendar.

Our tutorial/intervention/enrichment program, Saturday S.H.I.N.E Academy, began at the close of the second advisory to help students develop or enhance skills in a smaller group setting in addition to the academic day/week. We also began afterschool tutoring

twice a week for students who were not able to attend the Saturday S.H.I.N.E. Academy program or who wanted even more additional support/intervention/enrichment. As was the case last year, we will hold four weeks of Summer S.H.I.N.E Academy this summer for students who are at-risk academically. The leadership team is currently working with the Board of Trustees to develop a volunteer partnership with retired classroom teachers and college / university students to support our tutoring efforts.

C. While PDR data indicates that “there are limited resources and materials to support instruction and modifications for special needs students”, we have since ordered the Corrective Reading Program with ARRA stimulus money and posted an opening for a new Reading Specialist position on our website who will manage the Response to Intervention (RTI) program. Stimulus funds have also been set aside for a math program to supplement for our special needs students.

Since the PDR team’s report of our staff not being “able to ensure that all students’ required hours on their IEP’s are met”, Potomac Lighthouse Public Charter School has increased its human capital. IEP needs for SY 2010-2011 are currently being reviewed as well as special education staffing based on projected needs.

Another PDR finding stated that “summary sheets are provided to respective teachers”; however, “there is limited time allotted for the Special Education team and general education teacher collaboration.” The Special Education Coordinator at PLPCS, will continue to collaborate with the Principal to ensure time is built into the grade level meetings schedule for teachers to meet with Special Education staff for planning accommodations for their students with special needs based off of their summary sheets.

We understand the constraints on our Special Education pull-out program given the partitioning of our facility with Washington Yu Ying PCS. While the PDR team stated that “there is not adequate space dedicated for the Special Education pull-out component” the Principal will propose a facility-use plan that will include designated rooms for students who are pulled out of their classrooms for special needs services. Furthermore, since the PDR visit, PLPCS has dedicated a space specifically for K-4 pull out services and has created a counselor’s office for those services. Please see below for additional information on space plans for 2010-2011.

D(1). Weekly grade level planning meetings are held. There is a formal process in place for grade level collaborative planning that occurs once a week with the Directors of Instruction. Agendas have been maintained for these meetings. While the agendas have been helpful in directing the course of the meetings, there does need to be consistent recording for the minutes of the meetings and the specific outcomes that have been developed. Thus, we have established a school norm to maintain the minutes of all grade level collaborative meetings. These minutes will be kept in a binder and reviewed at the beginning of the next meeting. The absence of minutes does not indicate an absence of meetings and a calendar of meetings has been in effect since August 2009.

D(2). We are instituting a formal lesson plan submission and feedback process to be implemented in the beginning of the 2010-2011 SY. Lesson plans will be submitted to Directors of Instruction the Thursday prior to the week they will be implemented. Directors of Instruction will review lesson plans and provide feedback within 24 hours.

Teachers will then be able to reflect upon the feedback over the weekend, seek any additional thoughts from the Directors of Instruction, and make the necessary revisions to implement a more thoughtful plan come the following week. Teachers will maintain a lesson plan binder that is accessible to coaches, teachers, and/or visitors, and the Directors of Instruction will maintain a record of all edited lesson plans.

E(1). There will be an Implementation Plan after every professional development, in which following each session, there will be a certain time allotted, which will depend on the extensiveness of the concept delivered from the session, for teachers to implement the insight gained from the professional development. Follow up from administrators to assess the quality in which the teachers have embraced the concepts will subsequently occur. A discussion of next steps for professional development needs per that concept will be developed with the data gained from these observations.

E(2). A survey/feedback form will be returned directly following each professional development session from teachers addressing the effectiveness of the session, any gaps that the teachers would like addressed to support the implementation of the concepts from the session, and lingering questions or concerns.

E(3). We will embrace the opportunity for the professional development calendar outlining the topics to be covered throughout the year to be regularly reassessed based upon on-going observational data around the instructional needs and priorities of the school.

F. The PDR data states that “the majority of the school’s teachers were not Highly Qualified Teachers (HQT).” However, at the time of the visit 4 out of the 14 classroom teachers (28.57%) were not highly qualified. The progress report was sent to OSSE on December 15, 2009. There are currently 0 classroom teachers who are not Highly Qualified. We encourage all of our teachers to be or become HQT within 12 months of hire.

Again, we are saving samples of the documents referred to above for the fall 2010 visit.

Concern 3: Assessment

- A. Potomac Lighthouse administers three standardized assessments as well as curriculum-based and teacher made assessments. However, according to PDR results, the school does not have a school-wide testing calendar.

Recommendation: Develop a school-wide testing calendar for the 2010-2011 SY.

- B. Although the school tracks and monitors student data, according to PDR results, there was no evidence that data is used to determine instructional effectiveness in the classrooms.

Recommendation: Implement a process to help teachers to use data to assess instruction and improve instruction.

Response:

A. We believe the statement in section A is factually incorrect. Currently, PLPCS administers the (1) NWEA, (2) DC-BAS, and (3) DC-CAS. Both the NWEA and the DC-BAS are either directly or indirectly aligned to the DC Learning Standards, and both assessments were administered multiple times during the course of this academic year.

Once the school receives the disaggregated data the Directors of Instruction and the Principal support the classroom teachers to develop strategies and interventions to modify instructional practices to target our students' academic weakness.

PLPCS has also administered a network-wide Writing Assessment this winter. The Writing Assessment is aligned to the DC Learning Standards. Once our students completed their written assessments, we held a cross-grade level scoring professional development, to ensure that all of our scoring teachers were "normed" and understood the difference between a score of a 1 and 6, scoring rubric on a 6-point scale. After scoring each student's written assessment the teaching staff was able to modify their writing instruction to support students' progression as writers.

In the 2010-2011 SY, PLPCS will continue with its standards-aligned assessments. We intend to add additional, school-created standards-aligned assessments quarterly to provide more data on student progress against specific DC Learning Standards, and these are already included in our SY2010-2011 assessment calendar. Teacher leaders are currently creating these in conjunction with the curricular maps described above.

For each school year, PLPCS will prepare a separate written testing calendar, including pre-arranged contingencies for make-up testing in the event testing is cancelled due to exigent circumstances.

B. In addition to the information above, PLPCS has included in our school-wide testing calendar for the 2010-2011 SY, a period of time when the school leadership can work with teachers to provide feedback on DC Learning Standards aligned assessments to improve instruction. After each assessment, teachers and the administration will collect the disaggregated data and regroup students based on their strengths and weakness. The information we pull from these assessments will continue to improve classroom instruction.

Also, our teacher performance standards and evaluation processes rely on student data as a key element of teacher performance. As such, it is a lever for school leaders to use with teachers to assess and improve their performance in terms of instruction. These teacher performance standards are available and have been in use at PLPCS since 2008.

We request that these factual errors be corrected.

Concern 4: School Climate—During the PDR review, the review team observed many incidences of anger, disruptive and violent behaviors displayed between students in the classrooms which threatened the safety of other children and staff.

Recommendation: Provide teachers with on-going training, modeling, student contracts, intervention strategies, team teaching, and effective instruction strategies. Develop a plan and identify intervention teams to address school-wide discipline to include hostile and dangerous behavioral situations that warrant emergency attention.

Response:

The school continues to address incidences that disrupt student learning. The school has developed a six-week New Teacher Training program that focuses specifically on

Classroom Management. Teachers that were new to Potomac Lighthouse Public Charter School and new to teaching were required to attend this training. We have also worked closely with both our School Counselor and our Special Education Coordinator to help lead professional development sessions with our teachers on topics that include: bullying, teamwork between peers, interventions, and differentiation to help SPED students. Our Directors of Instruction have also assisted teachers by providing model lessons in Responsive Classroom morning meeting to develop a positive classroom culture.

Additionally, with the support of the School Counselor, the Administration, and Classroom Teachers, the school has implemented a structured Student Support Team to help identify and support students who are in need of additional academic and behavioral modifications in the general education classroom. This team works with classroom teachers and families to implement strategies within the general education classroom to support student progress. Additionally, members of the Student Support Team work with classroom teachers to help with data collection and progress monitoring. The School Counselor also has worked with teachers to provide intervention strategies, triggers to problematic behaviors, and sample behavior contracts to support in addressing problematic classroom behaviors. In addition to meeting with students on an ongoing basis to address behavioral challenges, the school counselor conducted mini-lessons in the classrooms as needed to provide students with strategies to address problematic behaviors. General education teachers have also met with members of the Special Education department and the School Counselor to address problematic behaviors in a collaborative manner.

As the school prepares for the 2010-2011 SY, several action items to address PLPCS' school climate are being developed and executed. First, in collaboration with the School Counselor, Special Education teachers, and the administration, PLPCS has begun the process of developing a Crisis Plan which outlines specific interventions and procedural steps teachers should take in the event of an emergency. Second, PLPCS is in the process of revising our school-wide behavior system to provide teachers with immediate support during instances that warrant emergency attention. In the revision process, the administration is working closely with classroom teachers to ensure that the system is not entirely punitive and has logical and consistent rewards that students can work towards. Third, during the fourth quarter, the administration with support from Upper Academy classroom teachers have developed an Advisory hour to work exclusively with our Middle School scholars. During this Advisory block, groups of 12-15 students are paired with an advisor (i.e., administrator, teacher, staff member), where the students discuss concerns they may have and work together as an advisory group to resolve immediate issues.

In addition, in the 2010-2011 SY, the school will implement a teacher mentoring system to support with teacher collaboration. The mentor system will help to pair classroom teachers with other colleague to address challenges on an on-going basis.

Again, we are saving samples of the documents referred to above for the fall 2010 visit.

Concern 5: Governance— Potomac Lighthouse's academic performance is below average. Additionally, the school has changed leadership 5 times within 3 academic years.

- A. According to the PDR findings, the school has inadequate staffing, space and material resources to support mission accomplishment and improve student achievement. Additionally, the school demonstrates a high rate of turnover in school staff along with school and BOT leadership.

Recommendation: Develop and implement a school-wide succession plan for teachers, school leadership, and BOT.

- B. Potomac Lighthouse's academic performance is below average, and the school-based and BOT leadership have frequently changed over the past 2 years.

Recommendation: Develop a strategic plan to increase academic performance, maintain consistency in BOT and school leadership, and maintain a 75% re-enrollment of students.

- C. Potomac Lighthouse maintains an even number of BOT members and does not have 2 parent members.

Required: Board of Trustees operate with an odd number of members and include at least 2 parent representatives. Failure to do so is in direct violation of the school's charter agreement, and as such could result in revocation.

- D. Although Potomac Lighthouse submits its annual reports on time, the school does not make all data available for PCSB verification before the annual report submission.

Required: Provide all data to PCSB during data verification.

Response:

A. The Board and school leadership team has discussed the space issue and the allocation of human and financial resources for SY 2010-2011 to address the recommendations made by the PCSB and staff in this MoU. The school is leasing 100% of the available space at its current site. Under the current lease the school may not lease additional space until SY 2011-2012. At this time in grades 6-7, we only have 5 returning students for 2010-2011 SY. On the other hand PreK3 to grade 5 are almost fully enrolled with current and new students. The Board proposes not to offer grades 6-8 next year so that the school's human and financial resources can be focused on PreK3 to grade 5. The Board and school leadership team believe that as a result the school will be best positioned to execute the MoU. The PLPCS Board chair has communicated with staff at the PCSB regarding the change in grades and we understand that the PCSB is supportive of this decision and it will not require further approval of the PCSB Board.

On Board membership we wish to note that three of the original five members of the Board were still serving on the Board when the PDR was conducted. The school has had three Board Chairs up through the PDR. One relocated to Germany; one became an employee of the District of Columbia Public Schools and felt that he could not serve as Chair of the Board. The 3rd Board Chair, Ms. Burt, was present for the PDR and was a founding Board member. The Board maintains an active recruitment committee and

has an officer succession plan as part of its bylaws and will develop a formal board succession plan in SY 2010-2011.

The first school leader remained at the school for 3 years. There were two leader changes between her departure and the PDR. The school's leadership succession plan calls for the second administrator (the director of instruction) at the school to act as the school leader until the Board meets and appoints a new leader. The PCSB staff has counted interim staff, appointed according to our succession plan, as school leader turnover.

B. *The plan to improve test scores is articulated above and assumes that the school focuses on grades PreK3 to 5 in SY 2010-2011. In addition, the school annually creates, and the Board annually approves, a Culture of Achievement Plan (CAP) which sets out goals and action steps to improve student achievement and school culture. This is a living document that guides the work of the school leadership team and which is used regularly to monitor progress toward goals and adjust action steps.*

C. *There were two parent Board members present at the PDR Board interview. The Board currently has nine members including two parent representatives. The Board will set forth a written process for the filling of Board vacancies.*

D. *We understand the timing requirements to make data available and we will make every effort to comply with those requirements as we have done previously.*

It is agreed that the above statements represent an accurate summary of the recommendations contained in the Charter Review Analysis and 2009-2010 Program Development Review Panel Report, as well as suggestions by PCSB staff. The actions to be undertaken by the Potomac Lighthouse Public Charter School in response to the Public Charter School Board's conditions and recommendations will be added to this agreement. It is also agreed that, as part of its 2009-2010 Annual Report to the Public Charter School Board, the Potomac Lighthouse Public Charter School will include a brief statement of progress on each of the conditions contained in this Memorandum of Understanding.



(Authorized Signature – Potomac Lighthouse)
- Chairperson -
June 22, 2010

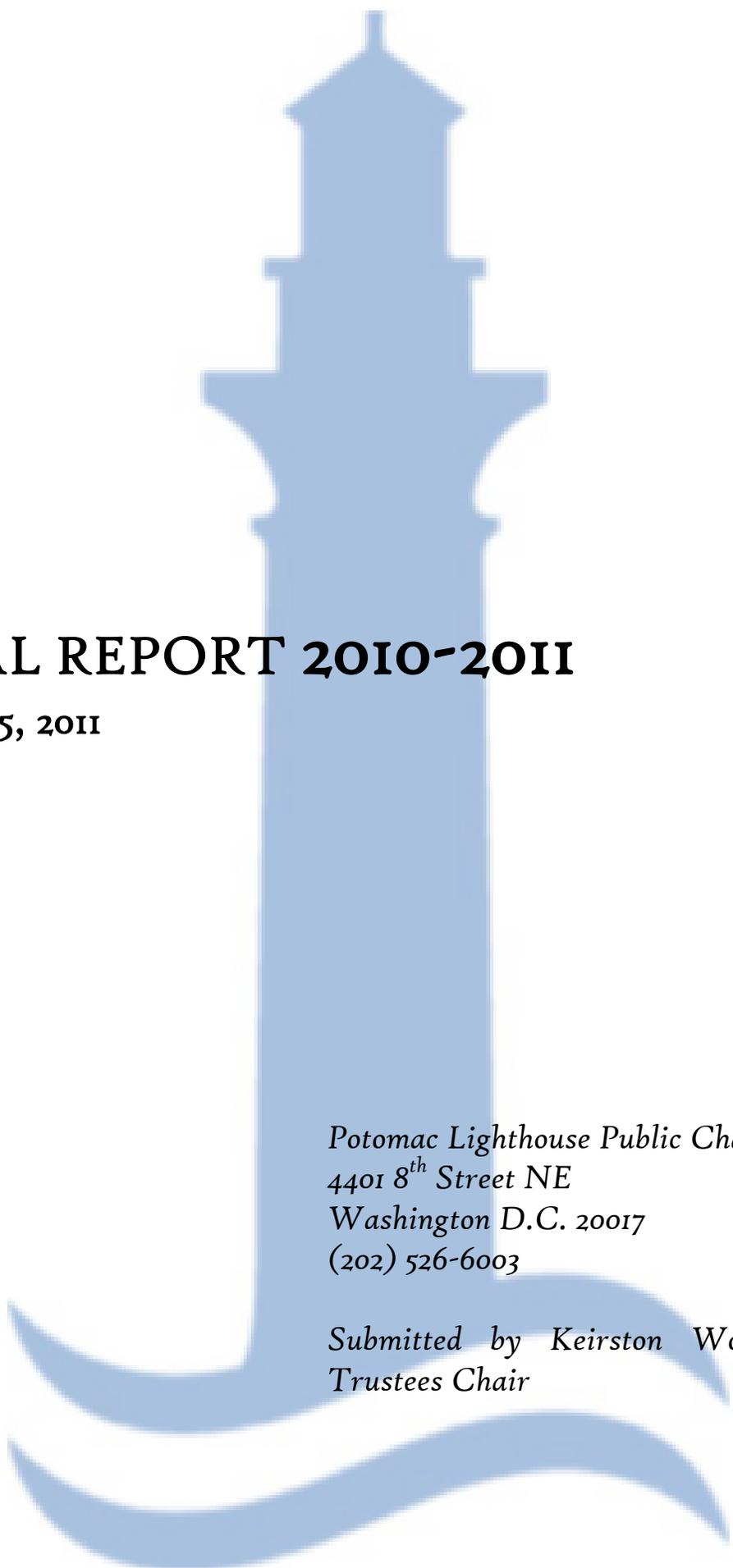
(Date)



(Authorized Signature—Charter Board)
Bar Brian Jones
7/19/10

(Date)

Appendix F



ANNUAL REPORT 2010-2011

September 15, 2011

*Potomac Lighthouse Public Charter School
4401 8th Street NE
Washington D.C. 20017
(202) 526-6003*

*Submitted by Keirston Woods, Board of
Trustees Chair*

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I. BOARD AND SCHOOL LEADERS LISTING

Potomac Lighthouse Public Charter School Board of Trustees, 2010 -2011

The list below is the PLPCS board as of August 2011.

Name	Company	Address	Email	Phone
Alvin Keith	<i>Apollo Theater Foundation; Broadway's Roundabout Theater</i>	405 West 23rd Street #4A New York, NY 10011	alvin.keith@gmail.com	917.941.5390
Elaine Gordon		2901 Tennyson Street NW Washington, DC 20015	edg291@aol.com	301.332.7402
Melissa Rohan	<i>Owner-Operator Independent Drivers Association</i>	809 Delaware Ave SW Washington, DC 20024	melissa.rohan@gmail.com	202.352.0196
Michael Ronan	<i>Lighthouse Academies Inc.</i>	1661 Worcester Road, Suite 207 Framingham, MA 01701	mronan@lighthouse-academies.org	508.769.4061
Keirston Woods	<i>Bryant Miller Olive</i>	1828 L Street, N.W., Suite 370 Washington, DC 20036	keirston.woods@gmail.com	202.526.6003
Shamik Daru	<i>Mooring Financial Corporation</i>	21372 Springwell Drive Ashburn, VA 20148	srdaru@gmail.com	440.212.1506
James Graham	<i>IRS</i>	Ellin Rd. New Carrollton, MD	jaygram007@hotmail.com	202.415.9489
Kelly Lowery		330 Taylor Street Apt. #o34 Washington, DC 20017	klowery@horningbrothers.com	202.491.3900

Potomac Lighthouse Public Charter School – School Leaders, 2010-2011

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	Lagra Newman Jacey Natanzon
Director of School Culture	Tony Sutton
Special Education Coordinator	Desmond Williams / Steaven Hamlin

A complete listing of staff members is included in **Appendix A**.

II. SCHOOL DESCRIPTION

A. Mission Statement

The mission of Potomac Lighthouse Public Charter School (PLPCS) is to prepare students for college through a rigorous, arts- infused program.

We believe that all students should 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.

B. School Program

1. *Grade and age levels served*

During 2010-11 school year, PLPCS served students ages 3through12 in grades PreK through 5thgrade. Students in pre-K through fourth grade constitute the “Lower Academy,” while students in grade 5 constitute the “Upper Academy.”

2. *School Year and Hours of Operation*

PLPCS is in session daily from 8:00 a.m. until 4:00 p.m. Breakfast is served before school and after-school care is available for parents who elect to enroll. School is in session for 190 days total. Our school year began in 2010 on August 23, 2010 and concluded on June 23, 2011. Teachers and staff are required to attend 20 professional development days, in addition to the 190 day school year. Such professional development occurs prior to school opening and throughout the year.

3. *Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited-or non-English proficient*

At PLPCS, we believe all students can excel if given the opportunity and if held to high expectations. PLPCS engages students in a rigorous academic program infusing the arts as a lever for engagement and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Our focus on “logical consequences” helps students to develop the skills they will need to become independent learners in high school and in college. In addition to being a lever for engagement, the arts help to expand our scholars’ cultural knowledge and competence which we believe is essential to making the transition to college and to life. Within this context, PLPCS uses a combination of carefully researched curricula and instructional practices to help all students master the District of Columbia learning standards.

There are several core elements of our design which we believe foster high student achievement and success:

- *Standards-Driven Rigorous Research-Based Programs*
- *Assessment to Drive Instruction*
- *Arts Infusion (discussed below in mission-related programs section 4)*
- *Social Curriculum and SHINE*

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

Standards-Driven, Rigorous Research-Based Program

Language Arts and Reading

The foundation of any strong academic program is reading. PLPCS uses a research-based program – *Open Court Reading (OCR)* – with leveled readers and quality literature in grades PK-5 to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students spend at least 90 minutes per day reading and writing.

OCR 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. OCR is recognized as a research-based reading series, as is called for by the *No Child Left Behind Act* (NCLB).

Mathematics

Mathematics instruction at PLPCS is highly structured. Teachers emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school uses the *Saxon Mathematics* program as the basis for mathematics instruction. 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.

Students at every grade level have the opportunity to integrate art into math. For example, a second grade teacher plans 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.

Furthermore, students in 3rd grade and above made use of the IXL computer-based math program at PLPCS in the 2010-2011 school year. This personalized, adaptive program provides students with questions for each standard area that are at their level and provides teachers with data on student proficiency by standard.

Science

Science instruction at PLPCS has a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we provide all K-6 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the *Full Option Science System (FOSS)*¹. *FOSS* kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom.

Social Studies

As students at PLPCS work toward District of Columbia standards and Lighthouse Academies mastery objectives in Social Studies, they use a wide array of monographs, textbooks, stories, videos, web

What you might see:

Walk into Ms. Wilson's First Grade class. Ms. Wilson 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 to specifically 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.

What you might see:

Ms. Draughon's fifthgrade class identified important figures (i.e., Barrack Obama, Maya Angelou, Louis Armstrong) in United States History to create advertisements, as well as, write essays on the role these figures played in the past and present.

¹More information available at www.lhsfoss.org.

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.² As a resource, however, we 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-5. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in District of Columbia social studies standards and core curriculum as well as LHA's mastery objectives. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards. A variety of primary and secondary sources are utilized in the Upper Academy, including but not limited to Joy Hakim's *History of US* series and Pearson's *World Studies* series.

Students 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.

Physical Education and Health

We mix non-competitive games with content and activities promoting healthy practices in PE and Health at all grade levels. PLPCS use the *SPARK* program³ to teach physical education in addition to specialized instruction in martial arts and dance. Teachers in their homerooms are 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.

Technology

Students at all grade levels at PLPCS learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they use technology to communicate, collaborate, and explore. Technology is investigated as both a tool for productivity and a force that shapes the global community over time. With the growing importance of technology in our society today, it is critical for our college bound scholars to become technologically literate by the time they graduate from the Potomac Lighthouse College Prep Academy. Developing computer literacy goes beyond the use of simple computer games or rewards. Students need to learn to utilize computers and other technology as tools and resources across content areas. In this way they will be adept and ready to compete and succeed in the midst of our rapidly changing technological environment. In order to achieve this level of competence we believe that students need to access technology at an early point in their education. They can begin to utilize technology to reinforce skills, gather and organize information, and communicate. This type of preparation will form a base for the skills that they need to be successful students of higher education.

²"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>>.

³ For more information go to <<http://www.sparkpe.org/programElementaryPE.jsp>>

Assessments to Drive Instruction

Data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Based on the report, *90-90-90 Schools: A Case Study* (research on practices at schools that have 90% free and reduced lunch, 90% minority, and 90% students high performing), schools that achieved significant academic improvements provided frequent performance feedback to students.⁴ This is why students at PLPCS are assessed regularly and receive ongoing feedback on their progress.

Teachers at PLPCS use standardized assessments (NWEA and state assessments) as one measure, but in order to target instruction effectively, teachers regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings 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.

Specifically:

- **NWEA MAP testing** is completed by **all** students in Kindergarten and up three times a year (fall, winter, and spring) with a summer administration optional. These computer-adaptive tests in reading and math (K-10) and language (2-10) are state-aligned assessments that provide immediate results about students' reading, language and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale), percentile rank, as well as Lexile level; results are generated the day after testing.
- **Curricular assessments** in reading and math are administered per the curricular programs (typically weekly); teachers document the results through weekly curriculum tracking sheets and take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.
- **DC Benchmark Assessment System (DC-BAS)** is administered three times a year to students at Potomac Lighthouse in grades 3 and above. This assessment measures students' progress on each of the categories in reading and math that are assessed on the end-of-year state exam, the DC Comprehensive Assessment Systems (DC-CAS).
- **Lighthouse Academies Network Writing Assessment** data will be reviewed in the fall, winter and spring to monitor student writing progress across grades and the school. This will be utilized to not only inform individual student needs, but also classroom, grade and school-wide areas of focus for writing instruction.

⁴Reeves, Douglas. Accountability in Action: A Blueprint for Learning Organizations (2nded.). Denver, CO: Advanced Learning Centers, Inc., 2000.

- **Regular review of authentic student work** occurs as a grade level or vertical team, using a DC-CAS or other agreed upon rubric. These reviews of student work serve as a forum for norming purposes and for sharing of best instructional practices.
- **Homework** is reviewed to provide data points to teachers about student learning needs. Teachers monitor for completion and accuracy as well as reteaching based on common errors as needed.
- **PowerTeacher** is a web-based program for maintaining all grades that feeds into the monthly progress report for families and the quarterly report card. The report card is aligned to common state standards and grade level mastery objectives.

Social Curriculum/SHINE

LHA believes the social curriculum is as important as the academic curriculum and 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. These qualities are included in our **SHINE** character education program:

- Self-Discipline
- Humility
- Intelligence
- Nobility
- Excellence.

PLPCS believes that we can develop these qualities and others in every child, and by doing so, we support our scholars to be successful academically and prepare them to work collaboratively with others as well as build self-management skills to help prepare them for college. These qualities are reinforced throughout the school year through the Responsive Classroom and Developmental Designs for Middle School approach in tandem with the SHINE Program.

The Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at PLPCS and, ultimately, in college and life. RC and DDMS 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.

Developing a positive school culture is an outgrowth of a solid social curriculum. The small community environment developed at PLPCS 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. This is further developed through the practice of looping— the practice of a teacher staying with his or her class for two years in a row – which allows teachers to increase their effectiveness. Since a student’s belief

that his or her teacher genuinely cares about his or her well-being increases the student’s engagement, it is crucial that students and teachers get to know each other well. In addition, teachers can ‘hit the road running’ on the first day of school as they do not need to spend as much time reviewing behavior norms or learning about individual students’ personalities, learning styles and academic levels, thus providing significantly more instructional time.

Students with Special Needs

PLPCS employs a certified special education coordinator and staff. The staff of PLPCS have come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes students with disabilities. 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), PLPCS educates 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 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.

We provide services to exceptional learners (students with special needs) in the following ways:

1. Supporting struggling learners via the SST in the *general education* setting
2. Identifying Exceptional Learners via child find
3. Delivering quality instruction based on research-based practices to insure academic and social growth
4. Integrating instruction and assessment (formative and summative) to track growth for future planning
5. Maintaining compliance with state and federal guidelines.

Identifying Students with Special Needs

The Student Support Team (SST) is the primary method we use to identify students with special needs. The SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. Below describes how students are brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student then gets 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 s/he has tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation – SST member goes into the classroom to observe	1 – 2 weeks

	and takes notes (must have date, time, and content area).	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.	Within a week a meeting is planned and a follow up meeting is scheduled
	Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)	
PHASE TWO	SST Meeting with Teacher <ul style="list-style-type: none"> • next steps strategies/timeline and “meeting” time 	
	Follow up with teacher to see progress	

Meeting the Needs and Assessing Growth of Students with Special Needs

Once a child has an IEP, we offer the appropriate service and assess his/her growth regularly against the specific goals. In terms of instructional strategies, we have a menu of choices for our SPECIAL EDUCATION teachers to choose from based on the need and the learning style of the scholar.

1. Open Court Reading Intervention Guide
2. Kaleidoscope Reading Intervention
3. SRA Corrective Reading
4. Differentiated instruction and research-based strategies for supporting exceptional learners.

We monitor growth in a variety of ways:

- NWEA (three times a year in ELA and Math)
- Curricular Assessments (weekly)
- Progress toward IEP goals
- Anecdotal (daily).

Because of the alignment of our curricular programs with the state standards, the weekly curricular assessments provide an excellent way to measure the progress of students with special needs against the state standards. Similarly, the NWEA assessment produces standards-aligned analyses of performance by student against each strand of a content area in reading, language and mathematics; it is an adaptive test that produces questions at the particular level of the student and then gives results in an absolute measure (with a prediction of proficiency on the state assessment and an indication of grade level proficiency) as well as against the grade level standards and strands.

For students with IEPs, progress toward the specific IEP goals is measured by the general education teacher in conjunction with the special education teacher who provides services to

that student (if applicable). After an initial meeting at the start of the year (or at the initiation of the IEP if it is a new IEP or a new student), the general education classroom teacher meets with the special education teacher or coordinator to discuss the IEP goals and accommodations or modifications necessary for the student. Then, the team will meet at least quarterly to discuss the progress of the student against the specific IEP goals. Data is tracked by both team members to demonstrate student progress. The particular data tracked will depend on the goals of the IEP. Progress toward IEP goals is tracked quarterly via the SEDS database and is added to Potomac's standard report card.

English Language Learners

PLPCS serves any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. In accordance with the DC Language Access Act of 2004 Sec. 4. PLPCS provides translations of vital documents into any non-English language spoken by a limited or non-English proficient population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be served or encountered by the school.

Annually, all students who enroll in the school complete the Home Language Survey. If results indicate that a language other than English is spoken in the home or is the native language, then the students are given the ACCESS exam with parental permission. The results of this exam determine the ELL level of the child and services needed. In 2009-2010, PLPCS had no identified students who were English Language Learners (ELLs). However, should the need arise; the school has a plan in place. Students at PLPCS with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. PLPCS will ensure that ELL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction. ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the PLPCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

Research has shown that a structured immersion program is considered effective at teaching English to students. All students with limited English proficiency are expected to become proficient in the English language at a rapid pace. PLPCS believes that the structured English immersion program is most helpful to ELL students in achieving English proficiency in reading, writing, listening, and speaking. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English. However, the level of English used for instruction — both oral and written — is modified appropriately for each ELL student.

PLPCS is committed to providing all necessary staff and specialized curricular materials to enable ELL students to achieve academic language proficiency and attain the high standards established for all students in the school. Curricular materials in grades K-6 may include the Open Court Reading (OCR) English Learner Support series, which focuses on vocabulary acquisition and linguistic patterns.

The school directly provides or makes referrals to any additional support services that maybe needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student. Specifically, ELL students may receive additional support with one or more of the following:

- One-on-one or small group support in and/or out of class from an ESL teacher
- Sheltered language instruction from the classroom teacher designed to make content accessible to ELL students
- Supplementary service during recess or after school and one on one or small group support in and/or out of class.

The school's teachers are responsible for observing each student throughout the class and day with an eye toward supporting limited English proficiency. All teachers receive professional development training on strategies for teaching ELL students. With professional development, teachers also better understand the capabilities of ELL students in their classroom at all levels of English proficiency.

The school purchases high quality textbooks and literature for both English-speakers and ELL students. Quality materials are instrumental to an effective educational program. Materials – particularly texts – that need to be adapted have one or more of the following modifications:

- Reduction in amount of text, without giving up rigor or key content.
- Addition of graphics, such as pictures, charts, graphs, and other non-text supplements by which students can get information.
- Addition of basic comprehension questions to help students find key information.
- Use of recording/playback devices to supplement reading with audio and/or video version.
- Preview of content vocabulary and linguistic patterns to increase comprehension.

4. Brief description of key mission-related programs

Our key mission-related programming is the use of arts infusion.

Arts Infusion

Research shows that arts play a key role in brain development.^{5,6} Additionally, studies show that art increases student engagement in education.⁷ The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently more interesting. Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.⁸ Based on this research we believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **Used 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 (reinforce and extend learning)**

Teachers 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.

<p><i>What you might see:</i> Ms. Zablow's third graders signing their daily skip counting by 3's to prepare for multiplication facts.</p>
--

The focus on engagement and the arts is particularly effective within the community we serve. Students who are in need of additional academic support 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 increase all students' interaction and thus more effectively serve previously marginalized children.

PLPCS scholars, this year, created their own version of a well-known song by changing all of the adjectives to antonyms; other students acted out vocabulary words, became human points on a coordinate graph, and took pictures of acute, right, and obtuse angles found in the neighborhood. Our art and music specialists also infused curriculum into music and art classes. For example, when Third Grade read "The Tree House", our art teacher, Ms. Herz, taught the structural elements of a tree house and created a three dimensional version of the tree house, and our Music teacher, Ms. Calloway, taught a song with all of the states in alphabetical order to support Social Studies curriculum.

⁵ Sylvester, Robert. "Art for the Brain's Sake." Educational Leadership. Volume 56, Number 3. November 1998. Page 32.

⁶ Sinatra, R. (1986). "Visual literacy connections to thinking, reading and writing." New York: Charles C. Thomas.

⁷ 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>

⁸ E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning."

C. School Staff

1. Name and title of those in key leadership positions in the school:

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	Lagra Newman Jacey Natanzon
Director of School Culture	Tony Sutton
Special Education Coordinator	Desmond Williams / Steaven Hamlin

2. Number of teachers:

PLPCS employed **17 full time teachers** in 2010- 2011

3. Number of teacher aides:

During 2010-2011, PLPCS employed **3 full time teaching aides.**

4. Average class size:

Average class size at PLPCS during 2010-2011 was **20 students.**

5. Qualifications and assignments of school staff:

Please see the chart below which shows the qualifications of the school staff by assignment. The same information is found on the Annual Report Data Collection Tool Worksheets.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Principal	1	1	1	1	N/A	1	N/A
Classroom Teachers	12	3	9	10	N/A	12	100%
Specials Teachers	3	3	1	3	0	3	100%
ESL Teachers	0	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	2	2	0	2	1	2	100%

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Teachers							
Counselors	1	1	1	1	1		N/A
Coordinators/ Coaches	5	1	2	3	0	3	N/A
Classroom Aids	3	N/A	N/A	N/A	N/A	3	100%

6. *Staff attrition rate:*

The staff attrition rate for 2010 - 2011 at PLPCS was **24%**.

7. *Salary range and average salary for teachers and administrators:*

The salary range for teachers in 2010-2011 was \$47,000 to \$65,000; the range for administration was \$62,000 to \$103,000. All employees were eligible for bonuses based on their performance and the performance of the students.

D. Student Characteristics

Student Characteristics Table: Potomac Lighthouse Public Charter School							
<i>Number of students enrolled, by grade level</i>	Pre K	K	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
	58	39	22	19	29	35	20
<i>Student attrition rate during the year reported</i>	13.39%						
<i>Student re-enrollment</i>	72%						
<i>Demographics</i>	Asian – 0.9% Black - 96.8% 1.8% Hispanic 0.5% White						
<i>Percentage of limited and non-English proficient students</i>	0.5%						
<i>Percentage of students with special education IEPs</i>	12%						
<i>Percentage of students qualifying for free or reduced price lunch program</i>	82%						
<i>Average daily membership</i>	234						
<i>Average daily attendance</i>	92.7%						
<i>Promotion Rate</i>	97.25%						

Please note that student characteristics pertaining to PSAT, SAT and AP data and graduation rates do not apply to PLPCS during the 2010-2011 school year.

E. Governance

1. *Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.*

Name		Committee Assignment	Company	Address	Phone
Shamik Daru	<i>Treasurer</i>	<i>Executive Finance</i>	<i>Mooring Financial Corporation</i>	21372 Springwell Drive Ashburn, VA 20148	440.212.1506
Elaine Gordon	<i>Member</i>	Education		2901 Tennyson Street NW Washington, DC 20015	301.332.7402
James Graham	<i>Parent Member</i>		IRS	Ellin Rd. New Carrollton, MD	202.415.9489
Alvin Keith	<i>Member</i>	<i>Education</i>	<i>Apollo Theater Foundation; Broadway's Roundabout Theater</i>	405 West 23rd Street #4A New York, NY 10011	917.941.5390
Christina Kyong	<i>Member</i>	<i>Education</i>	<i>Maret School</i>	8832 Copenhaver Drive, Potomac, MD 20854	301.442.6300
Kelly Lowery	<i>Parent Member</i>			330 Taylor Street Apt. #o34 Washington, DC 20017	202.491.3900
Melissa Rohan	<i>Secretary</i>	<i>Marketing Education</i>	<i>Owner-Operator Independent Drivers Association</i>	809 Delaware Ave SW Washington, DC 20024	202.352.0196
Michael Ronan	<i>Member and LHA representative</i>	<i>Finance</i>	<i>Lighthouse Academies Inc.</i>	1661 Worcester Road, Suite 207 Framingham, MA 01701	508.769.4061
Keirston Woods	<i>Board Chair</i>	<i>Executive</i>	<i>Bryant Miller Olive</i>	1828 L Street, N.W., Suite 370 Washington, DC 20036	202.526.6003

2. *Advisory committees (member names and affiliations)*

Potomac Lighthouse Public Charter School currently has a facility advisory committee which meets on an ad hoc basis to discuss our facility needs. Membership is below.

First Name	Last Name	Affiliation
Keirston	Woods	PLPCS Board Chair
Shamik	Daru	PLPCS Board Treasurer
Joel	Scharfer	COO, Charter Facilities Management
Mike	Ronan	CEO, Lighthouse Academies
Matt	Ward	Managing Partner, Studley, Inc.

3. *A description of any training received by members of the Board of Trustees, including workshops, retreats, facilitated work sessions, attendance at conferences, etc.*

The PLPCS Board attended the annual retreat on March 6, 2011. The annual retreat is an off-site meeting of the Board, together with in-school leadership, where the following topics are reviewed and discussed: (1) mission and vision; (2) governance and organizational structure; (3) roles and responsibilities of board members and the Bylaws; (4) educational and curriculum overview; (5) history of PLPCS and LHA; (6) current state of the school; and (6) forward-looking strategies and goal setting. Board Members received a comprehensive package of materials and resources relevant to the school and the Board, which they can, and are expected to, reference on an ongoing basis in connection with (a) governance and (b) development of a full understanding of the vision and any issues of the school.

Potomac Lighthouse Public Charter School Board members attended trainings offered by the DC Public Charter School Board. Such trainings included the following topics:

- Leadership Accountability
- Financial Oversight
- Strategic Direction
- Accountability Systems

F. Finance

1. *A copy of the school’s approved budget for the Fiscal Year 2010-2011*

Please see the FY10 approved budget attached as **Appendix B**.

2. *A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported.*

- The school received \$5000 from Food Research and Action Center Inc. for kitchen equipment.

III. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

Student Academic Performance- Performance Management Framework (Elementary and Middle School)

Student Progress

Performance Management Framework (“PMF”) analyses is not available at this time for publication. An addendum with an analysis will follow per the Public Charter School Board’s instructions.

Student Achievement

DC-CAS (Grades 3 – 5)

Description of Assessment

The DC-CAS (District of Columbia Comprehensive Assessment System) was administered to students in grades 3-5 at Potomac Lighthouse Public Charter School in the 2010-2011 school year. The assessment measures student performance against the DC learning standards for reading and mathematics.

Data and Analysis

Overall school performance is depicted below in the three data charts showing the percent of students advanced and proficient at PLPCS in the 2010-2011 school year compared to the students advanced and proficient in the 2009-2010 and 2008-2009 school years.

Potomac Lighthouse scholars made significant gains in both Reading and Math, as measured by the DC-CAS. Our scholars improved by 18% in reading and improved by 20% in mathematics (students moved from below basic and basic to proficient and advanced) from spring 2010 to spring 2011.

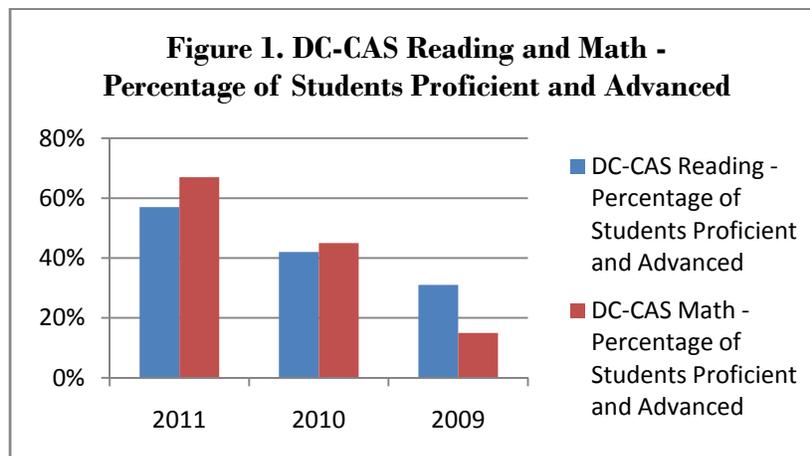


Table 1: Total Number of Students Proficient and Advanced on the Reading DC-CAS 2009-11

	DC-CAS Reading					
	Advanced		Proficient		Advanced/Proficient	
	Total number of students	Percentage	Total number of students	Percentage	Total number of students	Percentage
Spring 2011 ⁹	7	8%	43	48%	50	57%
Spring 2010	6	6%	39	36%	45	42%
Spring 2009	1	1%	22	30%	23	31%

Table 2: Total Number of Students Proficient and Advanced on the Math DC-CAS 2009-11

	DC-CAS Mathematics					
	Advanced		Proficient		Advanced/Proficient	
	Total number of students	Percentage	Total number of students	Percentage	Total number of students	Percentage
Spring 2011 ¹⁰	19	22%	38	43%	57	65%
Spring 2010	14	12%	34	33%	48	45%
Spring 2009	1	1%	10	14%	11	15%

Grade level performance on Reading DC-CAS 2010-2011 is captured below in Tables 3. The percentage of students proficient or advanced in reading grew from 41.79% during the 2009-2010 school year to 56.81% in the 2010-11 school year.

Table 3. Number of Students by Grade Level Proficient and Advanced on the Reading DC-CAS 2011

Grade	DC-CAS Reading 2011					
	Advanced		Proficient		Advanced/Proficient	
	Total number of students	Percentage	Total number of students	Percentage	Total number of students	Percentage
3 rd	1	3%	17	53%	18	56%
4 th	4	11%	15	41%	21	52%
5 th	2	10%	11	52%	13	62%
School Total	7	8%	43	48%	50	57%

Grade level performance on DC-CAS for Mathematics 2010-2011 is captured below in Tables 4. The percentage of students proficient or advanced in reading grew from 44.66% during the 2009-2010 school year to 64.77% in the 2010-11 school year.

⁹ Note that during the 2010-11 school year the school reconfigured grade levels and did not have 6th or 7th grade students.

¹⁰ Note that during the 2010-11 school year the school reconfigured grade levels and did not have 6th or 7th grade students.

Table 4. Number of Students by Grade Level Proficient and Advanced on the Math DC-CAS 2011

Grade	DC-CAS Mathematics 2011					
	Advanced		Proficient		Advanced/Proficient	
	Total number of students	Percentage	Total number of students	Percentage	Total number of students	Percentage
3 rd	11	34%	12	38%	23	72%
4 th	5	14%	17	49%	22	63%
5 th	3	14%	9	43%	12	57%
School Total	19	22%	38	43%	57	65%

Reflection:

PLPCS made significant growth in both reading and math for a second consecutive year. On the 2011, the school made AYP in both areas.

As our leadership team reflects on how we made these gains, we primarily attribute this growth to six items:

1. the analysis of District of Columbia Comprehensive Assessment System (“DC CAS”) results – Student-Level data;
2. the introduction of 5-step lesson plans for Reading and Math instruction for our teachers in grades 3 and above;
3. the ongoing analysis of District of Columbia Benchmark Assessment Systems (—DC-BAS) results;
4. the introduction of response to intervention for reading/fluency instruction – school-wide;
5. our Saturday SHINE Academy; and
6. afterschool tutoring.

PLPCS was able to complete three iterations of the DC-BAS – late November 2010, late January 2011, and late February 2011. Once the leadership team received and reviewed the initial results from each assessment, we identified individual areas for specific classrooms to focus on and one school-wide focus in both reading and math. We then provided our testing grade teachers with resources to reteach these learning strands. As a school we monitored our students’ mastery of these focal points by engaging in both daily and weekly skills tests that focused on these areas of needed growth.

In addition to utilizing the data from the DC-BAS, eight weeks prior to the DC-CAS PLPCS began our Saturday SHINE Academy, for students in grades 2 through 5. Over the course of eight weeks we focused on students that needed additional support to master the DC Learning standards. We utilized both our NWEA data and the data from the DC-BAS, to form grade and skill-level appropriate groups in order to focus on math and reading test preparation. Approximately 50 students participated in our Saturday SHINE Academy where each Saturday from 8:00 a.m. until 1:00 p.m. Potomac scholars worked on a specific

skill in either reading or math. After eight weeks of intensive academic intervention our scholars took final post-assessment to determine how much growth they made over the eight sessions. These results provided our staff with general information as we prepared for the DC-CAS the following week.

In addition to our Saturday Academy and use of the DC-BAS, our testing grade teachers conducted 2-months of afterschool tutoring, twice a week. During this time teachers worked with approximately 15 students where they alternated between reading and mathematics support.

Finally, upon reflecting on our 2010-2011 DC-CAS results the leadership team was excited about our growth, but also realized we still have a lot of work to meet our mission and vision. While growth is always a good thing, the school's leadership team is eager to continue the efforts we began during the 2009-2010 school year.

During the 2011-2012 school year, we plan to: (1) complete three (3) iterations of the Acuity (newly adopted Race to the Top approved assessment), (2) start after school tutoring during the end of our First Advisory, and (3) continue Power Hour (response to intervention program), focused hour during each day where we focus on key skills in for students in grades 2 through 5.

Gateway

DC-CAS (grades 3)

Potomac Lighthouse Public Charter School uses the 3rd grade DC-CAS scores as the Gateway measure on the Performance Management Framework. For the 2010-2011 school year, no 8th grade Gateway scores were available as the oldest students were in 5th grade.

Data and Analysis:

Table 5 below shows the proficiency rates for 3rd graders on the DC-CAS in 2010-2011. The final columns show a comparison to the percent proficient in 2009 and 2010.

Table 5. Third Grade Students Proficient or Advanced on DC-CAS Reading 2009-11

	Advanced		Proficient		Advanced/Proficient			
	Total number of students	%	Total number of students	%	Total number of students	% 2011	% 2010	% 2009
Reading	1	3%	17	53%	18	56%	61%	44%
Math	11	34%	12	38%	23	72%	67%	24%

Reflection

Potomac Lighthouse 3rd grade students did well on the DC-CAS. As a grade level the percentage of students scoring proficient and advanced decreased by 6% in ELA and grew

5% in mathematics from the previous year. We attribute the decrease in our ELA scores to teachers becoming familiar with a new grade level. We attribute our growth in math to several initiatives adopted by the school at the start of the school year. First, the school purchased Study Island, a computer based DC Standards based learning program, to support IXL, another computer-based math program for our scholars in grades 2 through 5. Additionally, our 3rd grade team used their planning period not only to discuss best practices but also to develop common plans to introduce material to their scholars. Furthermore, we believe that our 3rd grade team showed this increased growth in mathematics because the 3rd grade teachers utilized the programs consistently with fidelity. They also reviewed the data provided by both Study Island and IXL Math to identify our 3rd grade students' trouble spots. This provided the 3rd graders with more focused math instruction that was directed to their weakness. Additionally, our 3rd grade team utilized the DC-BAS data to drive their instruction.

Mission Specific Indicators

NWEA (Grades K-5)

Description of Assessment

Potomac Lighthouse Public Charter School uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress as a mission specific indicator of student success. NWEA's MAP testing is completed by all students to measure progress over the course of the year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language and mathematics achievement. Functions within the NWEA online teacher resources allow teachers and school leaders to identify particular skills that are at independent, instructional and frustration levels for individual students and for small groups of students. This type of data is invaluable for planning differentiated instruction.

The NWEA assessments are administered three times a year. Classes take the assessment as a group in the computer lab. Students are assessed individual or in small groups when required by a child's IEP. The assessment is administered by the classroom teacher and the director of instruction. Because the test is completed individually and is computer adaptive, the students are largely self-sufficient once they begin the assessment. The administrator is not required to read anything to students or time anything. Primary grades (K-2) also use headphones so test items are read to them. If a student requires modifications through his/her IEP, a special education teacher provides those services. The director of instruction oversees the administration of the assessment. S/he scripts the introduction to the assessment for the students and schedules classes, accommodations based on IEPs and make-up testing.

The NWEA is aligned to our core curriculum, and our core curriculum is aligned to the DC state standards. In addition, NWEA reports are generated which provide student performance against nationally recognized standard areas and sub-strands. The assessment is scored by the computer and results are available 24 hours after administration. Teachers and the school leadership access individual student's and classroom's data. Additionally,

Lighthouse Academies, together with our leadership team and Board of Trustees, analyzes the school-wide data and provides spreadsheets that list for each classroom: strengths and areas of growth by classroom, growth between administrations and growth relative to the goal of the 50th percentile nationally.

Data and Analysis

Specific NWEA targets include:

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in reading as measured by NWEA.

NWEA Reading Fall 2010-Spring 2011		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth
K	100%	2.32
1	95%	1.81
2	88%	1.63
3	78%	1.5
4	67%	1.26
5	79%	1.84
School	84%	1.78

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in mathematics as measured by NWEA.

NWEA Mathematics Fall 2010-Spring 2011		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth
K	97%	2.0
1	71%	1.15
2	33%	1.02
3	96%	2.04
4	70%	1.59
5	79%	2.09
School	78%	1.64

Reflection

All grades not only met the individual growth target goals, but also exceeded the 1.5 years growth on NWEA based on fall to spring data with the exception of fourth grade, which missed the individual growth target by 3%. This is somewhat consistent with our fourth grade DC-CAS results, which were lower than the other grades from reading as well. Looking forward to next year, we have already begun to use this data to group students and plan for instruction to be proactive in meeting the needs of the current 5th grade class.

In mathematics, all grades met individual growth targets with the exception of second grade. Although students in first grade met the individual growth target goals, as a grade, they did not meet the annual growth target for mathematics. For students in grades three through five, the data on NWEA was consistent with DC-CAS and we will continue to utilize the strategies which were successful last year in the upcoming year. For students who were in first and second grade last year, we will continue to supplement math instruction with Study Island, a computer based DC Standards based learning program and IXL, another computer-based math program for our scholars in grades 2 through 5. These students will also participate in Power Hour this year, which is a one hour block of time when all of our scholars work with both instructional and non-instructional staff on prioritized state standards.

Early Childhood PFM Framework

Teach For America Early Childhood Pre-Kindergarten Indicators of Success (Pre-K)

Description of Assessment

At Potomac Lighthouse our pre-Kindergarten scholars take Teach For America Early Indicators of Success Assessment; this assessment was administered three times a year on tall PK DC Learning Standards. The assessment includes required pre-K skills such as capital and lower case letter identification, letter/sound correspondence, counting and number recognition.

The Early Childhood pre-K Indicators of Assessment is PLPCS's pre-K assessment for the 2010-2011 school year. Specifically, our goal was for 70% of students to demonstrate proficiency.

Data and Analysis

In late August and early September our pre-Kindergarten scholars took the Teach for America Indicators of Success and their initial diagnostic and their average proficiency levels in literacy was 24% and in math was 32%. The initial assessment allowed our leadership team and our early elementary teachers to determine what we needed to focus on to ensure that our scholars reached the set proficiency goals by June. Throughout the year our staff focused primarily on the pre-Kindergarten standards and provided opportunities to reteach certain skills in which our scholars were deficient.

The chart below shows the Diagnostic (fall) and End of Year Assessment results for pre-K classes based on the TFA Early Indicators of Success Assessment.

Teach For America Indicators of Success Assessment			
	Diagnostic (fall) average percent of mastery	End of Year average percent of mastery	Goal Met
PreK Literacy Standards	24%	84%	Yes
Pre K Math Standards	34%	85%	Yes

Student Progress

Academically our pre-Kindergarten scholars have demonstrated exceptional growth during the 2010-2011 school year. This growth will support their development at PLPCS in the upcoming school year.

Throughout the year, the pre-Kindergarten staff refocused instruction on the core reading program and provided explicit and targeted instruction on specific skills which students were struggling. As a result we met our goal of achieving 70% mastery of both literacy and math standards.

Student Achievement

Our early elementary teachers demonstrated significant growth with their scholars, growing 60% in literacy and 50% in mathematics based on fall to spring data. Our pre-K scholars also developed socially and were fully integrated into the PLPCS culture.

The leadership team at PLPCS provided extensive coaching and teacher support during the 2010-2011 school year in an effort to support teachers with the implementation of a standards based pre-Kindergarten program. This included an emphasis on the core reading program, including explicit phonemic awareness and phonics instruction and utilizing the research-based practices, routines and procedures. Beginning in 2010-2011, the pre-K teachers began administrating the mCLASS CIRCLE Early Childhood Assessments, which assessing student progress in reading comprehension, letter fluency and mathematics in addition to the TFA Early Childhood Pre-Kindergarten Assessment. This data provided valuable information on student progress and was used to provide small group instruction. Additionally, the pre-K team focused on the elements of Responsive Classroom methodology to further develop the social and emotional development of the pre-K scholars.

Leading Indicators

Attendance Rate	92.7%
Re-enrollment Rate	53%

2. *Certification of all authorizations*

Please see **Appendix C** for a letter from the Board Chair certifying all authorizations.

B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings

No serious issues were encountered in the collection and reporting of applicable PMF data. All the data contained herein is complete. As we move into the 2011-2012 school year, PLPCS will continue to diligently collect, use and report on data.

There are several lessons we learned during this process of continued data review. We learned that while we showed tremendous growth across all NCLB, our special education population continues to grow at a slower rate. While Potomac Lighthouse is heading in the right direction, we learned that as a leadership team we need to expand our current efforts and become more purposeful with the use of our *disaggregated* data, specifically identifying efforts that will support our special education students make significant growth. As a leadership team, we knew that our scholars had made growth; unfortunately, we still need to capture how our special needs students are doing in all settings (general ed., resource, and related services, so they will also meet our school defined goals. We also learned that while we began many focused activities prior to the DC-CAS, including: (1) Saturday SHINE Academy, (2) after school tutoring, and (3) an 8-week intensive skills hour, we learned that these efforts need to continue to be rigorous and data driven.

We plan to continue implementing the three items above. We will use Acuity, for the first time during the 2011-12 school year, with an eye on what the data continues to tell us about our teaching and students' levels. Potomac Lighthouse plans to continue using our power hour structure, in kindergarten through 6 for the 2011-2012 school year, focusing on reading focusing on reading acquisition, beginning mid-September. For students that we believe are underperforming in reading we plan to utilize our Corrective Reading curriculum, to move our students from one reading tier to another. As data is extremely important to guiding our instruction and to drive differentiation, our directors of instruction and classroom teachers plan to utilize our data to understand where our NCLB subgroups are at throughout the academic year to focus our practice.

The school will begin the implementation of its Year 1 School Improvement Plan this fall.

C. Reporting Performance Management Framework Information to Students, Teachers, and the Public

In September 2011, our PLPCS website will have posted updated versions of accountability documents including DC-CAS and NWEA scores, and the school's Report Card. These documents will also be posted in the school building on the parent information board and will be discussed in parent meetings.

In early September, a State of the School notification will be sent to all families and staff in the principal's weekly newsletter that outlines the current academic status of the school and includes the most recent NWEA and DC-CAS scores as well as the school's Report Card. Discussions of the school's current performance have been happening with parents and prospective parents throughout the month of August and at Family Orientation sessions this summer. Letters will also be sent to families regarding their right to request information on the qualifications of their children's teachers during the first week of school. Students whose teacher is not Highly Qualified will receive that notification after four weeks.

Please see **Appendix D** for the weekly *Potomac Post* from August 26, 2011 which disseminated the 2010-2011 DC-CAS scores to families. The 2011-2012 instructional staff had an opportunity to review and discuss the 2011-2012 NWEA and DC-CAS data during their professional development workshops in August. Specifically, data was a focus of professional development and pre-service training presented to staff during the Summer Professional Development Institute. Staff received an overview of the types of assessment data that will be used throughout this academic year. Workshop sessions presented by the principal and directors of instruction focused on gaining an understanding of the NWEA and DC-CAS assessments. Throughout these sessions, staff analyzed the previous year's data, set target goals for the upcoming year, and worked together to develop classroom and school-wide strategies that could be implemented to reach these goals.

D. Unique Accomplishments

PLPCS has been approved to undergo the initial accreditation process with Middle States Commission on Elementary and Secondary Schools. The accreditation application was submitted in April 2011 and the official accreditation visit is scheduled for November 2011. The school is excited about being an accreditation candidate, and ultimately being fully accredited.

Additionally, this past school year PLPCS received the Teacher Compensation Grant and qualified as a Race to the Top Grant recipient. Both of these grants have allowed our school to be forward thinking as we prepare to implement and execute the Common Core Standards.

For the 2010-2011 school year, PLPCS was the recipient of the SHINE Award, which recognizes the highest performing school in the Lighthouse Academies network. There are 19 schools in the Lighthouse Academies network which spans 5 states, for the 2010-2011 school year, PLPCS outperformed all other Lighthouse Schools as measured by fall to spring growth on NWEA's MAP assessments.

IV. APPROVED BUDGET 2010-2011

Please see **Appendix B** for the approved budget for FY2011.

V. ANNUAL REPORT WORKSHEETS

Please see **Appendix E** for the Annual Report Worksheets.

VI. APPENDICES

- A. **Appendix A** contains a complete Staff Listing for 2010-2011.
- B. **Appendix B** is the FY 2011 Approved School Budget.
- C. **Appendix C** is the letter of certification from the Board chair.
- D. **Appendix D** includes the Potomac Post, a weekly family newsletter.
- E. **Appendix E** is the Annual Report Data Worksheets.

Appendix A

PLPCS Staff 2010-11

Position	Name	HQT
Principal	Ramon Richardson	
Director of School Culture	Tony Sutton	
Director of Instruction (Lower)	Jacey Natanzon	X
Director of Instruction (Upper)	Lagra Newman	X
SpEd Coordinator	Steaven Hamlin	X
Business Manager	Jasmine Dixon	
Family Coordinator	Paula Tucker	
Office Assistant	Maria Flowers	
Food Service Manager	Esther Merriweather	
Office Assistant	Cherita Moore-Gause	
PreK-3	Jessica Coley	X
PK3 Teaching Assistant	Mildred Burch-Dennis	
PreK-4	Amber Hayward	X
PK4 Teaching Assistant	Teresa Walker	
PreK-4	Liza France	X
PK4 Teaching Assistant	India Brown	
Kindergarten	Juliana Blum	X
Kindergarten	Frecia Wright	X
First Grade	Marguerite Wilson	X
Second Grade	Melissa Nelson/Jaclyn Smith	X
Third Grade	Elisa Hull	X
Third Grade	Lindsay Zablow	X
Fourth Grade	Caroline Cragwall	X
Fourth Grade	Zaneta Graves/James Shepard	X
Fifth Grade	Dwight Draughon	X
Special Education Teacher	Christopher DeJarnett	X
Special Education Teacher	Johnnie Glover	X
School Counselor	Rosaline Pinnock	
Art Specialist	Christine Herz	
Music Specialist	Renee Calloway	
Spanish Teacher	Edwin Barbosa	

Appendix B

Potomac Lighthouse Public Charter School			
	Twelve Months Actual	FY11 Budget Amendments #1 passed Oct. 2010	Variance
Revenue			
Per Pupil	\$ 2,667,203	\$ 3,198,197	\$ (210,884)
Federal/ Edu Justice Grant	46,296	-	46,296
Special Education	155,346	181,495	(26,100)
Summer School	77,709	56,153	22,626
Stimulus Title I	76,359	76,359	0
Stimulus IDEA	16,969	43,000	(24,031)
T-1, T-2a & IV Consolidated Award	265,248	279,452	(14,203)
IDEA	51,379	55,000	(3,621)
State	13,594	19,665	(5,946)
Food Program	122,268	150,794	(28,375)
After school Program Fees	8,191	32,000	(22,669)
Preschool Grant	5,186	25,000	(19,814)
Uniform Revenue	4,917	2,400	2,417
Fundraising, net	2,213	-	2,213
Place to the Top	6,363	-	6,363
Miscellaneous Revenue	42,612	-	42,612
Federal Facility Grant	40,003	-	40,003
Teacher Compensation Grant (Federal)	22,110	-	22,110
Interest Income	798	600	198
Total Revenue	3,949,596	4,119,851	(169,255)
Operating Expenses			
Payroll-Administrative			
Principal	107,469	107,000	(469)
Directors of Institution	141,116	149,000	(7,116)
Director of School Culture	61,340	65,000	(3,661)
Business Manager	43,637	43,995	(541)
Office Asst / Receptionist	57,132	66,560	(9,448)
Deafline - Office Assistant	3,376	1,000	2,076
Family Coordinator / Development	43,654	44,512	(858)
Total Payroll-Administrative	457,524	467,586	(9,765)
Basic Education			
Classroom Teacher Salaries	538,898	600,000	(11,202)
Teacher Assistants & Aides	20,800	27,000	(3,600)
Teacher Leader / Fellow Stipend	-	5,000	5,000
Title I Stipends - (Curriculum Alignment)	5,480	5,400	-
Substitutes	13,817	12,500	5,683
Summer School Stipends	20,916	20,916	0
Total Teaching Salaries	718,721	790,816	(22,095)
Specialists			
Spanish Teacher	44,571	47,000	2,430
Art Teacher	42,985	47,000	4,015

Potomac Lighthouse Public Charter School Annual Report 2010-2011

	Twelve Months - Actual	FY11 Budget Amendment #1 passed Oct 2010	Variance
Music Teacher	40,048	47,000	(7,048)
Total Specialists	136,684	141,000	4,316
Special Education			
Special Education Director	51,054	50,000	(1,054)
Special Education - One on One Aide	22,407	11,900	(10,507)
Special Education Teachers	80,042	80,300	2,958
Total Teaching Salaries	173,513	164,200	(9,313)
Service Providers-Other Staff			
Social Worker/Counselor	52,208	52,000	(208)
After school Coord.	10,000	10,000	-
After School Teacher	1,510	1,000	(510)
Food Service	38,755	50,400	11,645
Total Service Providers-Other Staff	102,473	113,400	10,927
	1,583,113	1,027,704	38,681
Taxes & Benefits			
Payroll Taxes	146,903	147,303	390
Health, Dental and Disability	152,000	196,405	44,405
Recruitment Expense	12,275	40,918	28,643
Other Prof/Fees	78,417	12,000	(26,413)
Workers Comp	2,000	8,184	6,184
Total Taxes & Benefits	351,641	404,810	53,169
Staff Development & Recruitment			
Staff Development Directorary	15,347	7,000	(11,347)
Staff Development - LHA Summit	15,990	15,500	(490)
Visiting Artists	2,261	20,000	17,739
Staff Recruitment	14,099	2,360	(11,739)
Total Staff Development & Recruitment	50,697	44,860	(5,837)
Teacher Compensation Grant			
Leadership Curriculum Stipends	10,000	-	(10,000)
Teacher Leader Fellows Stipends	-	-	-
Summer School Div/ Steward	2,500	-	(2,500)
Saturday School	10,104	9,000	(1,104)
	22,604	9,000	(13,604)
Professional Fees			
Academic Services LHA	200,000	200,000	-
LHA Bonus	20,000	25,000	5,000
Reimbursements In LHA for travel	11,213	15,500	4,287
Accounting & Auditing	16,800	10,000	(6,800)
Legal	21,702	10,000	(11,702)
Computer Support	29,942	24,000	(5,942)

Potomac Lighthouse Public Charter School Annual Report 2010-2011

	Twelve Months - Actual	PP11 Budget Amendment #1 passed Oct 2010	Variance
NCS Pearson Inform	-1,140	2,500	(1,640)
NCS Pearson PowerSchool	-2,705	4,976	-2,271
IT repairs and maintenance		2,400	2,400
HRIS	13,780	15,000	1,640
401K Self-Admin	-3,431	5,000	(431)
Food-Winged Meals Contract	155,371	175,104	20,703
SES Set Aside (School Choice)	-8,975	-39,000	20,025
OT/PT/ST/PSych Services	82,255	97,000	14,745
Marketing Expense	8,530	10,500	1,967
Summer School Activities and Consultants	339	500	161
Assessment and Data Service	5,209	3,719	(1,491)
Total Professional Fees	664,425	670,916	53,425
Supplies			
Classroom Supplies	12,516	14,641	2,125
Preschool grant supplies	5,186	25,000	19,814
Title I Materials	-4,086	-	(4,086)
Textbooks	47,430	50,000	2,580
Uniforms	9,801	2,000	(7,801)
Summer School Supplies	1,048	1,100	52
Office Supplies	11,965	18,000	6,015
Janitorial Supplies	2,366	5,000	2,613
Total Supplies	95,031	113,741	18,710
Stimulus T-1 Grant			
SET-ASIDE	430	500	70
Teacher PD	5,727	5,000	273
Curriculum Consultant	3,998	4,000	1,000
Materials	48,025	50,000	1,975
Technology	9,145	14,000	4,855
Total Stimulus T-1 Grant	66,325	74,500	8,175
Stimulus IDEA			
SPED Supplies	2,946	2,433	4,485
SPED Prof Dev	2,715	5,629	3,116
Total Stimulus IDEA	5,661	13,202	7,520
FFE			
FFE Lease Payments	76,471	82,620	6,189
Title I Equipment	14,730	18,000	3,270
Purchases of FFE	1,027	-	(1,027)
Total FFE	94,228	100,620	6,392
School Bus - Contract Budget			
Bus Rental -CPM	75,845	80,780	6,695
Starflex contract	167,451	180,000	15,549
Other cost / contingency	2,805	2,500	(105)
Fuel	1,637	1,630	(7)
Parking	-1,800	1,500	-

Potomac Lighthouse Public Charter School Annual Report 2010-2011

	Twelve Months - Actual	FY11 Budget Amendment #1 passed Oct 2010	Variance
Maintenance	10,328	5,000	(5,328)
Driver Wages	5,003	5,000	(3)
Driver Benefits and taxes	-	-	-
Cell Phones for Drivers	250	250	-
Monitors	34,550	33,000	(1,550)
Summer School Baking	18,021	18,000	(21)
Total Budget	315,182	350,000	15,428
Discrepancy			
Rent	462,153	462,158	3
Landlord's Operating Expenses	96,004	100,000	11,896
Facility Management Contract	20,908	22,000	1,092
Security Deposit	-	-	-
Cleaning Contract	64,334	62,805	(1,529)
Security	164	-	(164)
Repairs and maintenance	11,572	15,000	3,138
Telecommunications	32,276	25,300	7,024
Total Discrepancy	677,711	683,265	15,554
Other Expenses			
Miscellaneous	291	2,400	2,109
Bank Charges	202	400	198
Dues & Subscriptions	5,800	4,000	(1,800)
Field Trips	1,253	2,000	748
Insurance	24,724	21,000	(4,724)
Travel	1,243	100	(1,143)
Copyist & Printing	7,448	10,000	3,352
Postage & Shipping	6,442	8,000	3,158
Authorization Fee	13,967	18,308	3,031
Interest Expense	2,058	2,000	(1,028)
Total Other Expenses	64,324	68,198	3,674
Total Expenses	3,018,963	4,118,468	201,524
Operating Income (Revenue)	32,501	\$ 373	\$ 32,128

Appendix C

Potomac Lighthouse Public Charter School

September 9, 2011

I, Keirston R. Woods, do hereby certify that, to the best of my knowledge, all authorizations required for the operation of Potomac Lighthouse Public Charter School are in full force and effect as of the date of this certificate.



Keirston R. Woods
Chairperson
Board of Trustees
Potomac Lighthouse Public Charter School

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

4401 8th Street NE · Washington, D.C. 20017 · Ph: 202.526.6003 · Fax: 202.526.6005
www.lighthouse-academies.org

Appendix D

Potomac Lighthouse Public Charter School

4400 K Street NE, Washington, DC 20017 - Ph: 202-361-6003 - Fax: 202-361-6005



POTOMAC POST



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

Volume 1, Issue 1 – Page 1

August 25, 2011



School Closings & Inclement Weather

Yesterday we all experienced an event that typically does not occur in the District of Columbia – an earthquake. In the event that the school decides to close the school or release early, parents should tune into Fox Channel 5 or WUSA Channel 9 for announcements regarding school closing, early releases or delayed openings. Our school closure information will be available on those stations. We will also call and/or email parents in the event that the school is closed. Please be sure to update your contact information, so we can call the appropriate number. See attached.

School Building Cleared for Operations

Our building has been cleared by the DC Fire Marshall on Tuesday, August 23, and it was also cleared on Wednesday, August 24, by a structural engineer. A written report will be emailed to the school within 2-3 weeks.

Arrival and Dismissal

Please be mindful of the flow of traffic during arrival and dismissal. We have a responsibility to ensure the safety of all of our scholars. We appreciate your cooperation and hope that you continue to pick your scholars up in the rear of the building, and to not park on Varnum Street as you wait for your scholar. Additionally, do not park in the back alley adjacent to across the street from the school. Families can double

park in the rear of the building as they wait for their scholars. Repeated failure to comply with the traffic guidelines on Varnum Street will result the traffic authorities issuing you with a citation.

Back to School Night

Potomac Lighthouse staff will be hosting the "Back to School Night" on September 13, at 6:00 pm. Please make every effort to attend this event. During this event you will learn more about the curriculum that is used in your scholar's classroom and walk away with several useful tips and strategies to guarantee your scholar's success. Refreshments will be served, so come and join us.

PLPCS Board of Trustees: Parent Representative

Parents and/or guardians, the Potomac Lighthouse Public Charter School Board of Trustees is currently seeking one Parent Representative to join the Board. The PLPCS Board of Trustees meets once a month to discuss and plan various procedures and policies that concern the structure of the school. The Board also has various subcommittees that the members sit on to focus their efforts on specific functions of the school (i.e., education subcommittee, finance committee, marketing committee, facilities committee, etc.). If you are interested in the position please submit a resume and pick up a Parent Representative Interest application.

Potomac Lighthouse Public Charter School

4401 8th Street NE • Washington, DC 20017 • Ph: 202-526-6003 • Fax: 202-526-6005

Uniforms

Parents we want to apologize for the delay in receiving our second shipment of school uniforms. We anticipate the next delivery to arrive at the school during the week of September 2nd. We will notify you when the next uniform shipment has arrived. This academic year we want all of our scholars to wear the Potomac Lighthouse logo shirt. Once we receive this next shipment we will provide families with approximately 2 weeks to purchase the logo shirt. If you have any questions about uniforms please contact the school.

School Supplies

School supplies have arrived. They will be distributed in the classrooms for your scholars.

2010-2011 DC-CAS Results

It is with great pleasure that we inform you that Potomac scholars grew approximately 15% in Reading on the 2010-2011 DC-CAS, and approximately 20% in Mathematics. This resulted in the school making AYP. We hope to continue this upward trend as we begin the 2011-2012 school year. Your continued support and constant encouragement with our 3rd through 6th grade scholars will provide them with the necessary confidence to continue to make significant academic gains.

Busing

This week we have established designated stops for each of the three buses. If you have any concerns or questions contact Mr. Bailey at (202) 550-7742. By next Tuesday all bus routes will be finalized and no changes will be made.

PLPCS Board Mtg – Wed., Sept. 15 @ 6:30 pm

Don't miss the next Board meeting. The Board will hold its next monthly meeting in the Multipurpose Room. Parents are encouraged to attend to share any concerns, questions or comments.

Upcoming Events

September 13, 2011 – Back to School Night (6:30 pm)

Warmest Regards,



Ramon Richardson
Principal

Appendix E

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use the instructions to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Transfer the information from these sheets to your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

Our mission is to provide our students with a safe, sound, and vibrant, well-improved education.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Potomac Lighthouse PCS

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation level (month/year start - month/year end). If your accreditation is pending, missing your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

YES
 NO

Additional Comments

4. Please list the complete contact information for the person completing the District Annual Report for your Campus/LEA. This may or may not be a member of school leadership. However be advised that information collected will be used by the PCOB. Fill out all information completely. Contact information should be direct and current.

Name	
Title	
School Street Address	4401 6th St NE
School Zip	20017
School Ward	5
Direct Phone Number	202-526-1003
Email	

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

<input checked="" type="checkbox"/> PK3	<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 10	<input type="checkbox"/> GED Program
<input type="checkbox"/> PK4	<input type="checkbox"/> 3	<input type="checkbox"/> 7	<input type="checkbox"/> 11	
<input type="checkbox"/> K	<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	
<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 9	<input type="checkbox"/> Adult Ed	

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school year.

<input type="checkbox"/> PK3	<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 10	<input type="checkbox"/> GED Program
<input type="checkbox"/> PK4	<input type="checkbox"/> 3	<input type="checkbox"/> 7	<input type="checkbox"/> 11	
<input type="checkbox"/> K	<input type="checkbox"/> 4	<input type="checkbox"/> 8	<input type="checkbox"/> 12	
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 9	<input type="checkbox"/> Adult Ed	

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7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:00 AM

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start/Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:00 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	08/23/2010
End Date	06/13/2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

- YES (If Yes describe your school's year-round structure in the voice printed box. You'll fill data that indicate the start and end of the academic school year.)
- NO

Additional Comments

12. Please enter the average class size and student/teacher ratio for the 2010-2011 school year in the space provided below.

a. Average Class Size:	27
b. Student/Teacher Ratio:	16 to 1 (17.75 + 3 TAs)

234 students

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

a. # Transferring out of school/Withdrawals (total students)	32
b. # Short-Term Out of School Suspensions (5 days or less)	52
c. # Long-Term Out of School Suspensions (more than 5 days)	0
d. # of Expulsions (total students)	18
e. # of Dropouts (total students)	25
f. # Retained at grade level (total students)	4

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short-term 3 times will count as 3 "incidents" of short-term suspension)

Questions 14-28: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

POSITION	Total Number of Staff	Female	Male	Hispanic	White	Number of Staff	Percentage
Director							
Principal	1		1	1			
Assistant Principal							
Classroom Teachers	12	3	9	10		12	100%
Special Subject Teachers	3					3	100%
Bilingual/ESL Teachers							
Special Education Teachers	2	2		2		2	100%
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	1		1	1			N/A
Librarians/Media Specialists							N/A
Coordinators	5	1	2	3			
Classroom Aides	3	N/A	N/A	N/A	N/A	3	100%
Title I Educational Aides		N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

- YES Skip to Question 28
 NO Skip to Question 29

2010-11

30. Please complete the following entries regarding staffing and salary.

➤ Staff Admin Rate	1.14%
➤ Number of Teachers	17
➤ Salary Range for Teachers	47,800 to 89,600
➤ Average Teacher Salary	76,800
➤ Number of School Support Staff	5
➤ Salary Range for School Support Staff	24,200 to 46,400
➤ Average School Support Staff Salary	46,400
➤ Number of School Administrators	2
➤ Salary Range for School Administrators	62,000 to 107,800
➤ Average School Administrator Salary	84,900
➤ Number of Central Office Administrators	14
➤ Salary Range for Central Office Administrators	60,000
➤ Average Central Office Administrator Salary	112,000

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

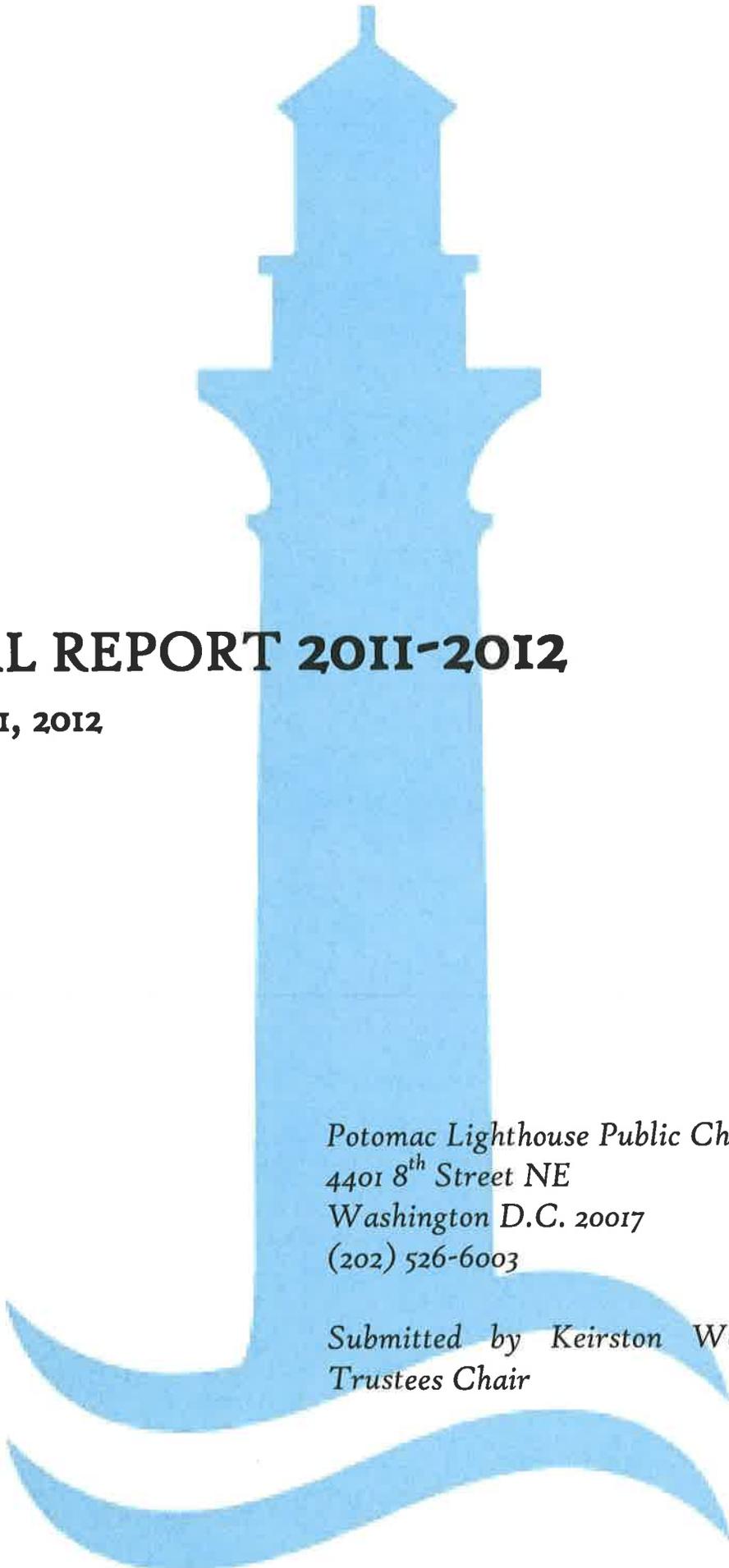
➤ Board Chair Name	Richard J. ...
➤ Board Chair Title	...
➤ Board Chair Email	...
➤ Board Chair Phone	...
➤ Board Chair Mailing Address	...
➤ Board Chair Mailing City, State	...
➤ Board Chair Mailing Zip	...
➤ Exec. Director Name	...
➤ Exec. Director Title	...
➤ Exec. Director Email	...
➤ Exec. Director Phone	...
➤ Exec. Director Mailing Address	...
➤ Exec. Director Mailing City, State	...
➤ Exec. Director Mailing Zip	...
➤ Principal Name	Samuel ...
➤ Principal Title	Principal
➤ Principal Email	...
➤ Principal Phone	...
➤ Asst. Principal Name	...
➤ Asst. Principal Title	...
➤ Asst. Principal Email	...
➤ Asst. Principal Phone	...
➤ Business Manager Name	...
➤ Business Manager Title	...
➤ Business Manager Email	...
➤ Business Manager Phone	...
➤ Business Manager Mailing Address	...
➤ Business Manager Mailing City, State	...

Business Manager Mailing Zip	20617
Special Ed Coordinator Name	Stacy Hamilton
Special Ed Coordinator Title	SPEO Coordinator
Special Ed Coordinator Email	stacy.hamilton@potomac-lighthouse.org
Special Ed Coordinator Phone	301-576-1805
Attendance Manager Name	Maria Fowles
Attendance Manager Title	Office Assistant
Attendance Manager Email	mfowles@potomac-lighthouse.org
Attendance Manager Phone	301-576-1805
Admissions Manager Name	Maria Fowles
Admissions Manager Title	
Admissions Manager Email	
Admissions Manager Phone	

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year:

Campus/LEA Staff Member Name	Laura B. Hamilton
Campus/LEA Staff Member Title	Principal
Campus/LEA Staff Member Phone	301-576-1805
Campus/LEA Staff Member Email	laura.hamilton@potomac-lighthouse.org
Board Member Name	James Hamilton
Board Member Title	Board Member
Board Member Phone	301-576-1805
Board Member Email	james.hamilton@potomac-lighthouse.org
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	



ANNUAL REPORT 2011-2012

September 21, 2012

*Potomac Lighthouse Public Charter School
4401 8th Street NE
Washington D.C. 20017
(202) 526-6003*

*Submitted by Keirston Woods, Board of
Trustees Chair*

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I. BOARD AND SCHOOL LEADERS LISTING

Potomac Lighthouse Public Charter School Board of Trustees, 2011 -2012

The list below is the PLPCS board as of September 2011.

Name	Company	Address	Email	Phone
Alvin Keith	<i>Apollo Theater Foundation; Broadway's Roundabout Theater</i>			
Elaine Gordon				
Melissa Rohan	<i>Owner-Operator Independent Drivers Association</i>			
Peg Ecclesine	<i>Lighthouse Academies Inc.</i>			
Keirston Woods	<i>Bryant Miller Olive</i>			
Shamik Daru	<i>Mooring Financial Corporation</i>			
James Graham	<i>IRS</i>			
Kelly Lowery				

Potomac Lighthouse Public Charter School – School Leaders, 2011-2012

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	James Shepard Jacey Natanzon
Director of Support Services	Phil Bailey
Special Education Coordinator	Steaven Hamlin

II. SCHOOL DESCRIPTION

A. Mission Statement

The mission of Potomac Lighthouse Public Charter School is to prepare students for college through a rigorous, arts infused program.

We believe that all students should 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.

B. School Program

1. Grade and age levels served

During 2011-12 school year, Potomac Lighthouse Public Charter School (PLPCS) served students ages 3-12 in grades PreK through 5th grade. Students in pre-K through fourth grade constitute the “Lower Academy,” while students in grade 5 -6 constitute the “Upper Academy.”

2. School Year and Hours of Operation

Potomac Lighthouse Public Charter School is in session daily from 8:00am until 4:00 pm. Breakfast is served before school and after-school care is available for parents who elect to enroll. School is in session for 190 days total. Our school year began in 2011 on August 22, 2011 and concluded on June 19, 2012. Teachers and staff are required to attend 20 professional development days on top of the 190 day school year which occur prior to school opening and throughout the year.

3. *Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited-or non-English proficient*

At PLPCS, we believe all students can excel if given the opportunity and if held to high expectations. PLPCS engages students in a rigorous academic program infusing the arts as a lever for engagement and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Our focus on “logical consequences” helps students to develop the skills they will need to become independent learners in the College Prep Academy and in college. In addition to being a lever for engagement the arts help to expand our scholars’ cultural knowledge and competence which we believe is essential to making the transition to college and life. Within this context, PLPCS uses a combination of carefully researched curricula and instructional practices to help all students master the District of Columbia learning standards.

There are several core elements of our design which we believe foster high student achievement and success:

- *Standards-Driven Rigorous Research-Based Programs*
- *Assessment to Drive Instruction*
- *Arts Infusion (discussed below in mission-related programs section 3b)*
- *Social Curriculum and SHINE*

The Lower Academy (PK-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) program. Once students enter the Upper Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects. Our students will continue on to our high school program, the College Prep Academy, for 9th – 12th grade.

Standards-Driven, Rigorous Research-Based Program

Language Arts and Reading

The foundation of any strong academic program is reading. PLPCS uses a research-based program – *Open Court Reading (OCR)* – with leveled readers and quality literature in grades PK-6 to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students spend at least 90 minutes per day reading and writing.

OCR 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. OCR is recognized as a research-based reading series, as is called for by the *No Child Left Behind Act* (NCLB).

Mathematics

Mathematics instruction at PLPCS is highly structured. Teachers emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school uses the *Saxon Mathematics* program as the basis for mathematics instruction. 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.

Students at every grade level have the opportunity to integrate art into math. For example, a second grade teacher plans 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.

Furthermore, students in 3rd grade and above made use of the IXL computer-based math program at PLPCS in the 2010-2011 school year. This personalized, adaptive program provides students with questions for each standard area that are at their level and provides teachers with data on student proficiency by standard.

Science

Science instruction at PLPCS has a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we provide all K-6 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the *Full Option Science System (FOSS)*¹. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom.

Social Studies

As students at PLPCS work toward District of Columbia standards and Lighthouse Academies mastery objectives in Social Studies, they use a wide array of monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to

¹More information available at www.lhsfoss.org.

What you might see:

Walk into Ms. Wilson's Kindergarten class. Ms. Wilson 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 to specifically 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.

What you might see:

Mr. Cannon's sixth grade class identified important figures (i.e., Barrack Obama, Maya Angelou, Louis Armstrong) in United States History to create advertisements, as well as, write essays on the role these figures played in the past and present.

study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.² As a resource, however, we 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 District of Columbia social studies standards and core curriculum as well as LHA's mastery objectives. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards. A variety of primary and secondary sources are utilized in the Upper Academy, including but not limited to Joy Hakim's *History of US* series and Pearson's *World Studies* series.

Students 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.

Physical Education and Health

We mix non-competitive games with content and activities promoting healthy practices in PE and Health at all grade levels. PLPCS use the *SPARK* program³ to teach physical education in addition to specialized instruction in martial arts and dance. Teachers in their homerooms are 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.

Technology

Students at all grade levels at PLPCS learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they use technology to communicate, collaborate, and explore. Technology is investigated as both a tool for productivity and a force that shapes the global community over time. With the growing importance of technology in our society today, it is critical for our college bound scholars to become technologically literate by the time they graduate from the Potomac Lighthouse College Prep Academy. Developing computer literacy goes beyond the use of simple computer games or rewards. Students need to learn to utilize computers and other technology as tools and resources across content areas. In this way they will be adept and ready to compete and succeed in the midst of our rapidly changing technological environment. In order to achieve this level of competence we believe that students need to access technology at an early point in their education. They can begin to utilize technology to reinforce skills, gather and organize information, and communicate. This type of preparation will form a base for the skills that they need to be successful students of higher education.

Assessments to Drive Instruction

² "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>>.

³ For more information go to <<http://www.sparkpe.org/programElementaryPE.jsp>>

Data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Based on the report, *90-90-90 Schools: A Case Study* (research on practices at schools that have 90% free and reduced lunch, 90% minority, and 90% students high performing), schools that achieved significant academic improvements provided frequent performance feedback to students.⁴ This is why students at PLPCS are assessed regularly and receive ongoing feedback on their progress.

Teachers at PLPCS use standardized assessments (NWEA and state assessments) as one measure, but in order to target instruction effectively, teachers regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings 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.

Specifically:

- **NWEA MAP testing** is completed by **all** students in Kindergarten and up three times a year (fall, winter, and spring) with a summer administration optional. These computer-adaptive tests in reading and math (K-10) and language (2-10) are state-aligned assessments that provide immediate results about students' reading, language and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale), percentile rank, as well as Lexile level; results are generated the day after testing.
- **Curricular assessments** in reading and math are administered per the curricular programs (typically weekly); teachers document the results through weekly curriculum tracking sheets and take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.
 - **McGraw-Hill Acuity** is administered three times a year to students at Potomac Lighthouse in grades 3 and above. This assessment helps diagnose, predict, report, communicate, and provide individual instruction — all in one powerful and award-winning solution. Acuity measures students' progress on each of the categories in reading and math that are assessed on the end-of-year state exam, the DC Comprehensive Assessment Systems (DC-CAS).
- **Lighthouse Academies Network Writing Assessment** data will be reviewed in the fall, winter and spring to monitor student writing progress across grades and the school. This will be utilized to not only inform individual student needs, but also classroom, grade and school-wide areas of focus for writing instruction.

⁴Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations* (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000.

- **Regular review of authentic student work** occurs as a grade level or vertical team, using a DC-CAS or other agreed upon rubric. These reviews of student work serve as a forum for norming purposes and for sharing of best instructional practices.
- **Homework** is reviewed to provide data points to teachers about student learning needs. Teachers monitor for completion and accuracy as well as reteaching based on common errors as needed.
- **PowerTeacher** is a web-based program for maintaining all grades that feeds into the monthly progress report for families and the quarterly report card. The report card is aligned to common state standards and grade level mastery objectives.

Social Curriculum/SHINE

LHA believes the social curriculum is as important as the academic curriculum and 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. These qualities are included in our **SHINE** character education program:

- Self-Discipline
- Humility
- Intelligence
- Nobility
- Excellence

PLPCS believes that we can develop these qualities and others in every child, and by doing so, we support our scholars to be successful academically and prepare them to work collaboratively with others as well as build self-management skills to help prepare them for college. These qualities are reinforced throughout the school year through the Responsive Classroom and Developmental Designs for Middle School approach in tandem with the SHINE Program.

The Responsive Classroom(RC) and Developmental Designs for Middle School (DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at PLPCS and, ultimately, in college and life. RC and DDMS 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.

Developing a positive school culture is an outgrowth of a solid social curriculum. The small community environment developed at PLPCS 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. This is further developed through the practice of looping– the practice of a teacher staying with his or her class for two years in a row – which allows teachers to increase their effectiveness. Since a student’s belief

that his or her teacher genuinely cares about his or her well-being increases the student’s engagement, it is crucial that students and teachers get to know each other well. In addition, teachers can ‘hit the road running’ on the first day of school as they do not need to spend as much time reviewing behavior norms or learning about individual students’ personalities, learning styles and academic levels, thus providing significantly more instructional time.

Students with Special Needs

PLPCS employs a certified special education coordinator and staff. The staff of PLPCS have come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes students with disabilities. 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), PLPCS educates 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 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.

We provide services to exceptional learners (students with special needs) in the following ways:

1. Supporting struggling learners via the SST in the *general education* setting
2. Identifying Exceptional Learners via child find
3. Delivering quality instruction based on research-based practices to insure academic and social growth
4. Integrating instruction and assessment (formative and summative) to track growth for future planning
5. Maintaining compliance with state and federal guidelines

Identifying Students with Special Needs

The Student Support Team (SST) is the primary method we use to identify students with special needs. The SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. Below describes how students are brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student then gets 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 s/he has tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation – SST member goes into the classroom to observe	1 – 2 weeks

	and takes notes (must have date, time, and content area).	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 <ul style="list-style-type: none"> • next steps strategies/timeline and “meeting” time 	
	Follow up with teacher to see progress	

Meeting the Needs and Assessing Growth of Students with Special Needs

Once a child has an IEP, we offer the appropriate service and assess his/her growth regularly against the specific goals. In terms of instructional strategies, we have a menu of choices for our SPECIAL EDUCATION teachers to choose from based on the need and the learning style of the scholar.

1. Open Court Reading Intervention Guide
2. Kaleidoscope Reading Intervention
3. SRA Corrective Reading
4. Differentiated instruction and research-based strategies for supporting exceptional learners

We monitor growth in a variety of ways:

- NWEA (three times a year in ELA and Math)
- Curricular Assessments (weekly)
- Progress toward IEP goals
- Anecdotal (daily)

Because of the alignment of our curricular programs with the state standards, the weekly curricular assessments provide an excellent way to measure the progress of students with special needs against the state standards. Similarly, the NWEA assessment produces standards-aligned analyses of performance by student against each strand of a content area in reading, language and mathematics; it is an adaptive test that produces questions at the particular level of the student and then gives results in an absolute measure (with a prediction of proficiency on the state assessment and an indication of grade level proficiency) as well as against the grade level standards and strands.

For students with IEPs, progress toward the specific IEP goals is measured by the general education teacher in conjunction with the special education teacher who provides services to that student (if applicable). After an initial meeting at the start of the year (or at the initiation of the IEP if it is a new IEP or a new student), the general education classroom

teacher meets with the special education teacher or coordinator to discuss the IEP goals and accommodations or modifications necessary for the student. Then, the team will meet at least quarterly to discuss the progress of the student against the specific IEP goals. Data is tracked by both team members to demonstrate student progress. The particular data tracked will depend on the goals of the IEP. Progress toward IEP goals is tracked quarterly via the SEDS database and is added to Potomac's standard report card.

English Language Learners

PLPCS serves any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. In accordance with the DC Language Access Act of 2004 Sec. 4. PLPCS provides translations of vital documents into any non-English language spoken by a limited or non-English proficient population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be served or encountered by the school.

Annually, all students who enroll in the school complete the Home Language Survey. If results indicate that a language other than English is spoken in the home or is the native language, then the students are given the ACCESS exam with parental permission. The results of this exam determine the ELL level of the child and services needed. In 2009-2010, PLPCS had no identified students who were English Language Learners (ELLs). However, should the need arise, the school has a plan in place. Students at PLPCS with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. PLPCS will ensure that ELL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction. ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the PLPCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

Research has shown that a structured immersion program is considered effective at teaching English to students. All students with limited English proficiency are expected to become proficient in the English language at a rapid pace. PLPCS believes that the structured English immersion program is most helpful to ELL students in achieving English proficiency in reading, writing, listening, and speaking. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English. However, the level of English used for instruction — both oral and written — is modified appropriately for each ELL student.

PLPCS is committed to providing all necessary staff and specialized curricular materials to enable ELL students to achieve academic language proficiency and attain the high standards

established for all students in the school. Curricular materials in grades K-6 may include the Open Court Reading (OCR) English Learner Support series, which focuses on vocabulary acquisition and linguistic patterns.

The school directly provides or makes referrals to any additional support services that maybe needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student. Specifically, ELL students may receive additional support with one or more of the following:

- One-on-one or small group support in and/or out of class from an ESL teacher
- Sheltered language instruction from the classroom teacher designed to make content accessible to ELL students
- Supplementary service during recess or after school and one on one or small group support in and/or out of class

The school's teachers are responsible for observing each student throughout the class and day with an eye toward supporting limited English proficiency. All teachers receive professional development training on strategies for teaching ELL students. With professional development, teachers also better understand the capabilities of ELL students in their classroom at all levels of English proficiency.

The school purchases high quality textbooks and literature for both English-speakers and ELL students. Quality materials are instrumental to an effective educational program. Materials – particularly texts – that need to be adapted have one or more of the following modifications:

- Reduction in amount of text, without giving up rigor or key content.
- Addition of graphics, such as pictures, charts, graphs, and other non-text supplements by which students can get information.
- Addition of basic comprehension questions to help students find key information.
- Use of recording/playback devices to supplement reading with audio and/or video version.
- Preview of content vocabulary and linguistic patterns to increase comprehension.

4. *Brief description of key mission-related programs*

Our key mission-related programming is the use of arts infusion.

Arts Infusion

Research shows that arts play a key role in brain development.^{5,6} Additionally, studies show that art increases student engagement in education.⁷ The act of creating art makes the

⁵ Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

⁶ Sinatra, R. (1986). "Visual literacy connections to thinking, reading and writing." New York: Charles C. Thomas.

learning and application of core content less abstract, more personally relevant and inherently more interesting. Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.⁸ Based on this research we believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **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 (reinforce and extend learning)**

Teachers 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.

What you might see:
Ms. Frigo's fourth graders signing their daily skip counting by 3's to prepare for multiplication facts.

The focus on engagement and the arts is particularly effective within the community we serve. Students who are in need of additional academic support 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 increase all students' interaction and thus more effectively serve previously marginalized children.

PLPCS scholars this year created their own version of a well-known song by changing all of the adjectives to antonyms; other students acted out vocabulary words, became human points on a coordinate graph, and took pictures of acute, right, and obtuse angles found in the neighborhood. Our art and music specialists also infused curriculum into music and art classes. For example, when Third Grade sing songs from the "Annie" soundtrack with our music teacher, Mrs. Calloway.

⁷ 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>

⁸ E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning."

C. School Staff

1. *Name and title of those in key leadership positions in the school:*

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	James Shepard Jacey Natanzon
Director of Support Services	Phil Bailey
Special Education Coordinator	Steaven Hamlin

2. *Number of teachers:*

Potomac Lighthouse Public Charter School (PLPCS) employed **19 full time teachers** in 2011-2012

3. *Number of teacher aides:*

During 2011-2012, PLPCS employed **6 full time teaching aides**.

4. *Average class size:*

Average class size at PLPCS during 2011-2012 was **20 students**.

5. *Qualifications and assignments of school staff:*

Please see the chart below which shows the qualifications of the school staff by assignment. The same information is found on the Annual Report Data Collection Tool Worksheets.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Principal	1		1	1		1	
Classroom Teachers	14	4	10	11		14	100%
Specials Teachers	3					3	
ESL Teachers							
Special	2	2		2		2	

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Education Teachers							
Counselors	1		1	1			N/A
Coordinators/ Coaches	5	5	5	3		3	
Classroom Aids	6	N/A	N/A	N/A	N/A	6	100%

6. *Staff attrition rate:*

The staff attrition rate for 2011 - 2012 at PLPCS was **47%**.

7. *Salary range and average salary for teachers and administrators:*

The salary range for teachers in 2010-2011 was \$47,000 to \$65,000; the range for administration was \$62,000 to \$120,000. All employees were eligible for bonuses based on their performance and the performance of the students.

D. Student Characteristics

Student Characteristics Table: Potomac Lighthouse Public Charter School								
<i>Number of students enrolled, by grade level</i>	Pre K	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
		58	39	22	19	29	35	20
<i>Student attrition rate during the year reported</i>	13.39%							
<i>Student re-enrollment</i>	72%							
<i>Demographics</i>	Asian – 0.9% Black - 96.8% 1.8% Hispanic 0.5% White							
<i>Percentage of limited and non-English proficient students</i>	0.0%							
<i>Percentage of students with special education IEPs</i>	14%							
<i>Percentage of students qualifying for free or reduced price lunch</i>	84%							

<i>program</i>	
<i>Average daily membership</i>	316
<i>Average daily attendance</i>	92.7%
<i>Promotion Rate</i>	97.25%

Please note that student characteristics pertaining to PSAT, SAT and AP data and graduation rates do not apply to PLPCS during the 2011-2012 school year.

E. Governance

1. *Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.*

Name		Committee Assignment	Company	Address	Phone
Shamik Daru	<i>Treasurer</i>	<i>Executive Finance</i>	<i>Mooring Financial Corporation</i>	21372 Springwell Drive Ashburn, VA 20148	440.212.1506
Elaine Gordon	<i>Member</i>	Education		2901 Tennyson Street NW Washington, DC 20015	301.332.7402
James Graham	<i>Parent Member</i>		IRS	Ellin Rd. New Carrollton, MD	202.415.9489
Alvin Keith	<i>Member</i>	<i>Education</i>	<i>Apollo Theater Foundation; Broadway's Roundabout Theater</i>	405 West 23rd Street #4A New York, NY 10011	917-941-5390
Christina Kyong	<i>Member</i>	<i>Education</i>	<i>Maret School</i>	8832 Copenhaver Drive, Potomac, MD 20854	301-442-6300
Kelly Lowery	<i>Parent Member</i>			330 Taylor Street Apt. #o34 Washington, DC 20017	202.491.3900
Melissa Rohan	<i>Secretary</i>	<i>Marketing Education</i>	<i>Owner-Operator Independent Drivers Association</i>	809 Delaware Ave SW Washington, DC 20024	202.352.0196
Peg Eccelsine	<i>Member and LHA representative</i>	<i>Finance</i>	<i>Lighthouse Academies Inc.</i>	1661 Worcester Road, Suite 207 Framingham, MA 01701	508.769.4061
Keirston Woods	<i>Board Chair</i>	<i>Executive</i>	<i>Bryant Miller Olive</i>	1828 L Street, N.W., Suite 370 Washington, DC 20036	202.631.2571

2. *Advisory committees (member names and affiliations)*

Potomac Lighthouse Public Charter School currently has a facility advisory committee which meets on an ad hoc basis to discuss our facility needs. Membership is below.

First Name	Last Name	Affiliation
Keirston	Woods	PLPCS Board Chair
Shamik	Daru	PLPCS Board Treasurer
Joel	Scharfer	COO, Charter Facilities Management
Mike	Ronan	CEO, Lighthouse Academies
Matt	Ward	Managing Partner, Studley, Inc.

F. Finance

1. *A copy of the school's approved budget for the Fiscal Year 2011-2012*

Please see the FY11 approved budget attached as **Appendix A**.

2. *A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported.*

- None

III. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

Student Academic Performance- Performance Management Framework (Elementary and Middle School)

Student Progress

Performance Management Framework (“PMF”) analyses is not available at this time for publication. An addendum with an analysis will follow per the Public Charter School Board’s instructions.

Student Achievement

DC-CAS (Grades 3 – 6)

Description of Assessment

The DC-CAS (District of Columbia Comprehensive Assessment System) was administered to students in grades 3-5 at Potomac Lighthouse Public Charter School in the 2010-2011 school year. The assessment measures student performance against the DC learning standards for reading and mathematics.

Data and Analysis

See Appendix B

Reflection:

PLPCS decreased in both reading and math during the 2011-12 school year. On the 2012 DC CAS, the school did not make AYP in reading or math.

As our leadership team reflects on how the 2011-12 school year went, we primarily attribute this decrease to:

1. Teacher retention (several teachers moved on to professional schools);
2. Ineffective coaching for our new hires; and
3. Leadership team movement to take on other leadership opportunities
- 4.

PLPCS was able to complete three iterations of the Acuity – late November 2011, late January 2012, and late February 2012. Once the leadership team received and reviewed the initial results from each assessment, we identified individual areas for specific classrooms to focus on and one school-wide focus in both reading and math. We then provided our testing grade teachers with resources to reteach these learning strands. As a school we monitored our students’ mastery of these focal points by engaging in both daily and weekly skills tests that focused on these areas of needed growth.

In addition to utilizing the data from the Acuity, eight weeks prior to the DC-CAS PLPCS began our Saturday SHINE Academy, for students in grades 2 through 6. Over the course of eight weeks we focused on students that needed additional support to master the DC Learning standards. We utilized both our NWEA data and the data from the DC-BAS, to form grade and skill-level appropriate groups in order to focus on math and reading test preparation. Approximately 50 students participated in our Saturday SHINE Academy where each Saturday from 8:00 AM until 1:00 PM Potomac scholars worked on a specific skill in either reading or math. After eight weeks of intensive academic intervention our scholars took final post-assessment to determine how much growth they made over the eight sessions. These results provided our staff with general information as we prepared for the DC-CAS the following week.

In addition to our Saturday Academy and use of the DC-BAS, our testing grade teachers conducted 2-months of afterschool tutoring, twice a week. During this time teachers worked with approximately 15 students where they alternated between reading and mathematics support.

Finally, upon reflecting on our 2011-2012 DC-CAS results the leadership team understands that we have more work to do to ensure that our newest teachers have the instructional support they need to impact student achievement. While growth is our yearly goal, focusing efforts in third and fourth grade this academic year will have a major impact on our school's overall performance during the 2012-13 academic year. The school's leadership team is eager to continue the efforts we began during the 2009-2010 school year, and plan to not repeat the performance last academic year.

During the 2012-2013 school year, we plan to: (1) complete three (4) iterations of the Achievement Network's Assessments (newly adopted Race to the Top approved assessment), (2) start afterschool tutoring during the end of our First Advisory, and (3) continue—Power Hour (response to intervention program), focused hour during each day where we focus on key skills in for students in grades 2 through 6, in both reading and math.

Gateway

DC-CAS (grades 3)

Potomac Lighthouse Public Charter School uses the 3rd grade DC-CAS scores as the Gateway measure on the Performance Management Framework. For the 2010-2011 school year, no 8th grade Gateway scores were available as the oldest students were in 5th grade.

Data and Analysis:

See Appendix B

Reflection

Potomac Lighthouse 3rd grade students did not meet our school-wide expectations on the DC-CAS. As a grade level the percentage of students proficient and advanced decreased by 21% in ELA and decreased by 57% in mathematics from the previous year. We attribute the decrease in our ELA scores to the placement of a new teacher in 3rd grade and the ineffective coaching.

Mission Specific Indicators

NWEA (Grades K-5)

Description of Assessment

Potomac Lighthouse Public Charter School uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress as a mission specific indicator of student success. NWEA's MAP testing is completed by all students to measure progress over the course of the year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language and mathematics achievement. Functions within the NWEA online teacher resources allow teachers and school leaders to identify particular skills that are at independent, instructional and frustration levels for individual students and for small groups of students. This type of data is invaluable for planning differentiated instruction.

The NWEA assessments are administered three times a year. Classes take the assessment as a group in the computer lab. Students are assessed individual or in small groups when required by a child's IEP. The assessment is administered by the classroom teacher and the director of instruction. Because the test is completed individually and is computer adaptive, the students are largely self-sufficient once they begin the assessment. The administrator is not required to read anything to students or time anything. Primary grades (K-2) also use headphones so test items are read to them. If a student requires modifications through his/her IEP, a special education teacher provides those services. The director of instruction oversees the administration of the assessment. S/he scripts the introduction to the assessment for the students and schedules classes, accommodations based on IEPs and make-up testing.

The NWEA is aligned to our core curriculum, and our core curriculum is aligned to the DC state standards. In addition, NWEA reports are generated which provide student performance against nationally recognized standard areas and sub-strands. The assessment is scored by the computer and results are available 24 hours after administration. Teachers and the school leadership access individual student's and classroom's data. Additionally, Lighthouse Academies, together with our leadership team and Board of Trustees, analyzes the school-wide data and provides spreadsheets that list for each classroom: strengths and areas of growth by classroom, growth between administrations and growth relative to the goal of the 50th percentile nationally.

Data and Analysis

Specific NWEA targets include:

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in reading as measured by NWEA.

NWEA Reading Fall 2011-Spring 2012		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth
K	100%	2.32
1	95%	1.81
2	88%	1.63
3	78%	1.27
4	67%	1.26
5	79%	1.84
6	56%	1.34
School	74%	1.58

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in mathematics as measured by NWEA.

NWEA Mathematics Fall 2010-Spring 2011		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth
K	97%	2.0
1	71%	1.15
2	33%	1.02
3	56%	1.23
4	70%	2.09
5	79%	2.09
6	45%	1.34
School	68%	1.44

Reflection

All grades showed growth on the NWEA and a majority of our students met their individual growth targets, but the school needs to improve with reaching our 1.5 year growth goal in both reading and math. Our fourth and fifth grade DC -CAS results are consistent with the NWEA, which were lower than the other grades from reading as well. Looking forward to next year, we have already begun to use this data to group students and plan for instruction to be proactive in meeting the needs of the current 3rd and 6th grade class.

Early Childhood PFM Framework

Teach For America Early Childhood Pre-Kindergarten Indicators of Success (Pre-K)

Description of Assessment

At Potomac Lighthouse our pre-Kindergarten scholars take Teach For America Early Indicators of Success Assessment; this assessment was administered three times a year on tall PK DC Learning Standards. The assessment includes required pre-K skills such as capital and lower case letter identification, letter/sound correspondence, counting and number recognition.

The Early Childhood pre-K Indicators of Assessment is PLPCS’s pre-K assessment for the 2011-2012 school year. Specifically, our goal was for 70% of students to demonstrate proficiency.

Data and Analysis

In late August and early September our pre-Kindergarten scholars took the Teach for America Indicators of Success and their initial diagnostic and their average proficiency levels in literacy was 24% and in math was 32%. The initial assessment allowed our leadership team and our early elementary teachers to determine what we needed to focus on to ensure that our scholars reached the set proficiency goals by June. Throughout the year our staff focused primarily on the pre-Kindergarten standards and provided opportunities to reteach certain skills in which our scholars were deficient.

The chart below shows the Diagnostic (fall) and End of Year Assessment results for pre-K classes based on the TFA Early Indicators of Success Assessment.

Teach For America Indicators of Success Assessment			
	Diagnostic (fall) average percent of mastery	End of Year average percent of mastery	Goal Met
PreK Literacy Standards	24%	84%	Yes
Pre K Math Standards	34%	85%	Yes

Student Progress

Academically our pre-Kindergarten scholars have demonstrated exceptional growth during the 2011-2012 school year. This growth will support their development at PLPCS in the upcoming school year.

Throughout the year, the pre-Kindergarten staff refocused instruction on the core reading program and provided explicit and targeted instruction on specific skills which students were struggling. As a result we met our goal of achieving 70% mastery of both literacy and math standards.

Student Achievement

Our early elementary teachers demonstrated significant growth with their scholars, growing 60% in literacy and 50% in mathematics based on fall to spring data. Our pre-K scholars also developed socially and were fully integrated into the PLPCS culture.

The leadership team at PLPCS provided extensive coaching and teacher support during the 2010-2011 school year in an effort to support teachers with the implementation of a standards based pre-Kindergarten program. This included an emphasis on the core reading program, including explicit phonemic awareness and phonics instruction and utilizing the research-based practices, routines and

procedures. Beginning in 2011-2012, the pre-K teachers began administrating the Early Child Readiness Assessments, which were provided by Apple Tree which assessing student progress in reading comprehension, letter fluency and mathematics. This data provided valuable information on student progress and was used to provide small group instruction. Additionally, the pre-K team focused on the elements of Responsive Classroom methodology to further develop the social and emotional development of the pre-K scholars.

2. *Certification of all authorizations*

Please see **Attachment A** for a letter from the Board Chair certifying all authorizations.

B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings

No serious issues were encountered in the collection and reporting of applicable PMF data. All the data contained herein is complete. As we move into the 2012-2013 school year, PLPCS will continue to diligently collect, use and report on data.

There are several lessons we learned during this process of continued data review. We learned that while we showed tremendous growth across all NCLB, our special education population continues to grow at a slower rate. While Potomac Lighthouse is heading in the right direction, we learned that as a leadership team we need to expand our current efforts and become more purposeful with the use of our *disaggregated* data, specifically identifying efforts that will support our special education students make significant growth. As a leadership team, we knew that our scholars had made growth; unfortunately, we still need to capture how our special needs students are doing in all settings (general ed., resource, and related services, so they will also meet our school defined goals. We also learned that while we began many focused activities prior to the DC-CAS, including: (1) Saturday SHINE Academy, (2) after school tutoring, and (3) an 8-week intensive skills hour, we learned that these efforts need to continue to be rigorous and data driven.

We plan to continue implementing the three items above. We will use Acuity, for the first time during the 2012-13 school year, with an eye on what the data continues to tell us about our teaching and students' levels. Potomac Lighthouse plans to continue using our power hour structure, in kindergarten through 6, focusing on reading focusing on reading acquisition, beginning mid-September. For students that we believe are underperforming in reading we plan to utilize our Corrective Reading curriculum, to move our students from one reading tier to another. As data is extremely important to guiding our instruction and to drive differentiation, our directors of instruction and classroom teachers plan to utilize our data to understand where our NCLB subgroups are at throughout the academic year to focus our practice.

The school will begin the implementation of its Year 1 School Improvement Plan this fall.

C. Reporting Performance Management Framework Information to Students, Teachers, and the Public

In October 2012, our PLPCS website will have posted updated versions of accountability documents including DC-CAS and NWEA scores, and the school's Report Card. These documents will also be posted in the school building on the parent information board and will be discussed in parent meetings.

In early October, a State of the School notification will be sent to all families and staff in the principal's weekly newsletter that outlines the current academic status of the school and includes the most recent NWEA and DC-CAS scores as well as the school's Report Card. Discussions of the school's current performance have been happening with parents and prospective parents throughout the month of August and at Family Orientation sessions this summer. Letters will also be sent to families regarding their right to request information on the qualifications of their children's teachers during the first week of school. Students whose teacher is not Highly Qualified will receive that notification after four weeks.

D. Unique Accomplishments

Potomac Lighthouse has been accredited by Middle States Colleges and Schools Accreditation. The school is excited about being fully accredited. Additionally, this past school year we received the Teacher Compensation Grant and qualified as a Race to the Top Grant recipient. Both of these grants have allowed our school to be forward thinking as we prepare to implement and execute the Common Core Standards.

IV. APPROVED BUDGET 2011-2012

Please see **Appendix A** for the approved budget for FY2011.

V. ANNUAL REPORT WORKSHEETS

VI. APPENDICES

A. Appendix A is the FY 2011 Approved School Budget.

Potomac Lighthouse Public Charter School	
2011-2012 budget	
	11-12 budget
	Twelve Month(s) - Budget
Revenue	
Per Pupil and Facility	\$ 4,274,556
Federal Edu Jobs Grant	-
Special Education	318,167
Summer School	83,935
T-1, T-2a & IV Consolidated Award	198,434
IDEA	37,000
SIG Grant	-
Erate	23,371
After school Program Fees	15,000
Preschool Grant	20,000
Uniform Revenue	5,000
Fundraising, net	2,000
Race to the Top	30,000
Miscellaneous Revenue	-
Teacher Compensation Grant (Federal)	52,500
Interest Income	500
Total Revenue	5,060,463
Operating Expenses	
Payroll-Administrative	
Principal	120,000
Directors of Instruction	157,000
Director of School support	77,000
Business Manager	54,000
Office Asst / Receptionist	51,314
Overtime	1,200
Family Coordinator / Development	60,000
Total Payroll-Administrative	520,514
Basic Education	
Classroom Teacher Salaries	778,000
Teacher Assistants	200,464
Substitutes	24,000
Summer School	15,916
Total Teaching Salaries	1,018,380
Specialists	
Spanish Teacher	37,738
PE Teacher	49,000
Art Teacher	55,000
Music Teacher	51,500
Total Specialists	193,238
Special Education	
Special Education Director	63,500
Special Education - Aides	61,940
Special Education Teachers	103,500
Total Teaching Salaries	228,940

	11-12 budget
	Twelve Month(s) - Budget
Service Providers-Other Staff	
Social Worker/ Counselor	53,540
Bus Monitors	119,428
After School Stipends	15,000
Support Staff-Other (food, Office)	19,912
Total Service Providers-Other Staff	207,880
	2,168,952
Taxes & Benefits	
Payroll Taxes	198,800
Health & Disability Insurance	216,212
Retirement expense	44,178
Bonus Pool	40,000
Workers Comp	11,044
Total Taxes & Benefits	510,234
Staff Development & Recruitment	
Staff Development-Discretionary	19,000
Staff Development-LHA Summit	12,000
Visiting Artists	-
Staff Recruitment	6,000
Total Staff Development & Recruitment	37,000
Teacher Compensation Grant	
Leadership Curriculum Stipends	24,700
Teacher Leader Fellows Stipends	10,000
Saturday School	17,640
	52,340
Professional Fees	
LHA Management Contract Fee	240,000
LHA Bonus FROM Contract	25,000
Reimbursements to LHA for travel	12,000
Accounting & Auditing	18,000
Legal	15,000
Computer Support	34,980
HRIS	19,560
Benefit Administration-401k	1,200
SES Set Aside (School Tutoring)	1,162
OT/PT/ST/Psych Services	100,000
Marketing Expense	10,500
Summer School Activities	500
Assessment and Data Service	8,000
Total Professional Fees	485,902
Supplies	
Classroom Supplies	35,000
Preschool grant supplies	20,000
Other -Study Island	10,000
Textbooks	90,000
Uniforms	10,000
Summer School Supplies	1,100
Office Supplies	15,045
Kitchen Supplies	-

	11-12 budget
	Twelve Month(s) - Budget
Janitorial Supplies	5,768
Total Supplies	186,913
FFE	
FFE Lease Payments	83,000
Purchases of FFE	60,000
Total FFE	143,000
School Bus - Contract Budget	
Bus Rental - CFM	92,400
Starfleet contract	211,292
Total Busing	303,692
Occupancy	
Facility Rent	557,196
Landlord's Operating Expenses	140,400
Facility Management Contract	27,584
Cleaning Contract	88,800
Small building repairs paid by school	15,046
Telecommunications	31,518
Total Occupancy	860,544
Other Expenses	
Bank Charges	350
Dues & Subscriptions	5,000
Field Trips	2,000
Student Activities	
Insurance-D&O, EPL, Liab., Umbr, Stud Ac	31,346
Travel	1,200
Copying & Printing	13,542
Postage & Shipping	8,777
Authorizer Fee	22,964
Interest Expense	2,000
Total Other Expenses	87,179
Total Expenses	4,835,756
Operating Income (Revenue)	224,707
FOOD PROGRAM	
Food Program Revenue	160,380
Food-Vended Meals Contract	(192,456)
Food Service Staff	(29,937)
Net Income (Loss) Food Program	(62,013)
Net Income	162,694



Appendix B

Potomac Lighthouse Public Charter School State Test (DC-CAS) Results 2010-2012

Grade	% Proficient ELA			% Proficient Math			Strategy and Planning Implications
	2010	2011	2012	2010	2011	2012	
3			35			15	Overall state test results dipped from 2011 to 2012. Although PLPCS isn't up for renewal for a number of years, the school is seeking authorizer approval to expand grades served from K-8 to K-12. Based on conversations with the Executive Director of the Public School Charter Board (PSCB), <i>PLPCS will need to make double-digit growth this school year in order to get the high school expansion approved.</i>
4		56	64		72	69	
5	70	54	62	67	63	65	
6	30	62	21	48	57	37	
Total	42	57	50	45	65	51	

PLPCS Culture of Achievement Plan (CAP): Executive Summary

School-Wide Goals for 2012-2013:

Priority #1: Increasing Quality of Instruction

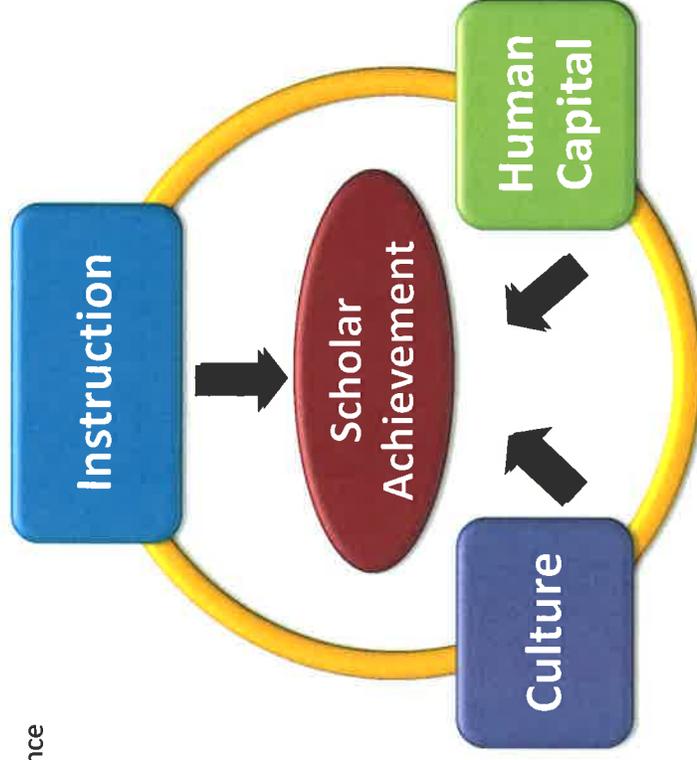
- Improve the quality of writing instruction (network-wide writing initiative)
- Establish long term plans for ELA and Math aligned to Common Core State Standards (CCSS)
- Increase proficiency in instructional delivery (as outlined in the Teacher Performance Standards Rubric [TPSR])
- Increase strategic use of assessment data to drive instruction
- Partnering with New School Venture Fund to improve overall school performance

Priority #2: Increasing Stakeholder Engagement

- Increase scholar engagement via attendance, behavior and academies
- Increase staff member engagement via retention and teacher-led initiatives
- Increase parent involvement through 1:1 conferencing

Priority #3: Building and Maintaining Human Capital

- Recruit highly motivated and effective staff members for 13-14
- Invest new staff members in mission and vision of PLPCS during PDI
- Develop the capacity of all staff members through the TPSR and 1:1 coaching
- Retain effective, motivated staff members





Potomac Lighthouse Public Charter School

Executive Summary: Culture of Achievement Plan

2012-2013

Priority #1: Increasing Quality of Instruction

- Improve the quality of writing instruction (network-wide writing initiative)
 - Execute ED team prescribed initiative with a focus on grade-level norming
 - 1st benchmark is slated to be assessed by mid-October
- Establish long term plans for ELA and Math aligned to Common Core State Standards (CCSS)
 - DOIs work with each teacher to establish these for each class
 - This is complete and all LTPs have been uploaded to PRISM
- Increase proficiency in instructional delivery (as outlined in the Teacher Performance Standards Rubric [TPSR])
 - 1:1 coaching meetings using Leveraging Leadership strategies
 - Regular LT check ins to establish the progress and growth of each teacher
 - All teachers will be trained in the No Nonsense Tutoring model by October 15
 - Differentiated 'battle plan' for each teacher based on NWEA results and IPDPs
- Increase strategic use of assessment data to drive instruction
 - Partnership with ANET
 - Roll-off PD days for literacy and math
 - Strategic school-wide daily intervention blocks for literacy and math (Book Club and Power Hour)
- Partnering with New School Venture Fund (the program is called Accelerate DC) to improve overall school performance
 - Appletree for PK (rigorous curriculum, coaching, baseline assessments, PD for Jacey)
 - ANET for grades 2-7 (interim assessment creation, coaching, PD, data analysis for teachers)
 - Charter Board Partners for our regional advisory board (they will be attending our board meeting on 9/19)
 - TNTP for principal and DOI coaching (Regan is our coach!)
 - CT-3 training for all staff by October 15



Potomac Lighthouse Public Charter School

Executive Summary: Culture of Achievement Plan

2012-2013

Priority #2: Increasing Stakeholder Engagement

- Increase scholar engagement via attendance, behavior and academics
 - Kickboard to track all discipline and culture data
 - Incentive programs for all scholars
 - Daily attendance monitoring
 - Weekly check ins around culture with PAL and DSC
- Increase staff member engagement via retention and teacher-led initiatives
 - Teacher-led taskforces
 - Regular retention conversations and check ins with both DOIs and teachers themselves
 - Plan to involve teachers and staff in planning for 2013-2014 school year starting in November
- Increase parent involvement through 1:1 conferencing
 - Increased parental communication through use of a daily 'homework' folder and weekly Kickboard reports
 - Holding teachers accountable for initiating contact with families, home visits, etc.
 - 1:1 conferences with leaders and teachers – our goal is to meet with every family this year



Potomac Lighthouse Public Charter School

Executive Summary: Culture of Achievement Plan

2012-2013

Priority #3: Building and Maintaining Human Capital

- Recruit highly motivated and effective staff members for 13-14
 - Begin the recruitment process now by partnering early with the RT
 - Regular check ins both around current staff needs and retention of high-performing staff
 - Building the capacity of teachers to serve on the hiring committee
- Invest new staff members in mission and vision of PLPCS during PDI
 - Over 90% of our staff believe in the LHA mission
 - Over 90% of our staff thought PDI was effective and set them up to successful with their scholars
- Develop the capacity of all staff members through the TPRS and 1:1 coaching
 - 1:1 observations **weekly** between teacher and DOI
 - 1:1 debrief conversations **weekly** between teacher and DOI
 - 1:1 coaching conversations **weekly** between PAL and each LT member
 - 1:1 coaching conversation **weekly** between PAL and RD
- Retain effective, motivated staff members
 - Regular retention conversations amongst the LT
 - 'Stay' conversations starting in October

APPENDIX A: DATA COLLECTION TEMPLATE

LEA ANNUAL REPORT

2011-2012 SCHOOL YEAR

Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at tharwood@dcpcsb.org by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

* Data provided by PCSB and verified by LEAs
^ Data provided by LEAs

Section 1

Name and Contact Information ^

LEA name:	Potomac Lighthouse PCS
Campus name:	Potomac Lighthouse PCS
Address 1	4401 8 th Street NE
Address 2	Washington, DC 20017
Phone:	(202) 526-6003
Fax:	(202) 526-6005
Website:	www.lighthouse-academies.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Potomac Lighthouse PCS

School Program Data ^

Ages served	
Enrollment by grade level <i>(Please place a check mark next to the grades served by the campus)</i>	<input checked="" type="checkbox"/> PK-3; <input checked="" type="checkbox"/> PK-4; <input type="checkbox"/> PK; <input checked="" type="checkbox"/> KG; <input checked="" type="checkbox"/> 01; <input checked="" type="checkbox"/> 02; <input checked="" type="checkbox"/> 03; <input checked="" type="checkbox"/> 04; <input checked="" type="checkbox"/> 05; <input checked="" type="checkbox"/> 06; <input type="checkbox"/> 07; <input type="checkbox"/> 08; <input type="checkbox"/> 09; <input type="checkbox"/> 10; <input type="checkbox"/> 11; <input type="checkbox"/> 12; <input type="checkbox"/> Ungraded; <input type="checkbox"/> AO/PG

School instruction dates	Beginning Date: <u>08 / 22 / 11</u>
School instruction dates	End Date: <u>06 / 19 / 12</u>
	Total # of instructional days: # <u>190</u>

Student Demographic Data ^

Demographics (%)	<p>Race/ethnicity:</p> <p>African American <u>97</u> % Hispanic/Latino <u>1</u> % Caucasian <u>>1</u> % Asian/Pacific Islander <u>>1</u> % Other race <u>>1</u> %</p> <p>Gender:</p> <p>Male <u>47</u> % Female <u>53</u> %</p>
Limited or Non-English Proficient	<u>0</u> %
Free or Reduced-Price Lunch	<u>87</u> %
Special Education	<u>12</u> %
# of students with 504 plan* (Select from one of the three categories)	<input type="checkbox"/> 0 students <input checked="" type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	<input type="checkbox"/> 0 students <input checked="" type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)

*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics* *(Leave section(s) blank if not applicable to campus or data is not available by time of submission)*

Percent proficient and advanced, whole school population	Math: <u>51</u> % Reading: <u>50</u> %
Percent advanced, whole school population	Math: <u>11</u> % Reading: <u>12</u> %
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>35</u> % Grade 8 Math: <u> </u> %
Median Growth Percentile, whole school population	Math: Reading:

High School PMF Metrics* *(Leave section(s) blank if not applicable to campus or data is not available by time of submission)*

2012 Graduation rate	<u> </u> %
PSAT performance, 11 th grade	<u> </u> %
SAT performance, 12 th grade	<u> </u> %
College acceptance rate	<u> </u> %
Percent proficient and advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
Percent advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

Attendance Data* *(Leave section(s) blank if not applicable to campus)*

Average Daily Attendance, whole school <i>(Use validated ADA percentage in column C from the discipline verification spreadsheet)</i>	<u>92.4</u> %
In-seat Attendance Rate, whole school <i>(Use validated ADA percentage in column F from the discipline verification spreadsheet)</i>	<u> </u> %
Chronically Absent Rate, whole school <i>(Use validated ADA percentage in column G from the discipline verification spreadsheet)</i>	<u> </u> %

Note: The discipline verification spreadsheet was sent to each LEA executive director on August 6th.

Accountability Plan Results ^ *(Leave section(s) blank if not applicable to campus)*

Targets	Results	Target Met

Discipline Data *

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	#
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	_____ : _____
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	_____ %

Note: The discipline verification spreadsheet was sent to each LEA executive director on August 6th.

Section 3

Unverified Data Elements

School Characteristics ^ *(Leave section(s) blank if not applicable to campus)*

Average # students per class, by grade level and whole school	PK-3	# 22
	PK-4	# 24
	KG	# 21
	1	# 22
	2	# 24
	3	# 25
	4	# 20
	5	# 30
	6	# 20
	7	#
	8	#
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
	Whole school	# 316

Student : Teacher Ratio, average by grade level and whole school	Student : Teacher Ratio	22:1
	PK-3	8:1
	PK-4	10:1
	KG	21:1
	1	22:1
	2	24:1
	3	25:1
	4	20:1
	5	15:1
	6	20:1
	7	: .
	8	: .
	9	: .
	10	: .
	11	: .
	12	: .
	Ungraded	: .
AO/PG	: .	
Whole school	22:1	

Staff Characteristics ^

Teacher Years of service, number and percentage for Teachers and Teacher Aides. (Years of service = total years of teaching experience)		Number	Percentage
	0 to 3 years	# 12	%
	4 to 7 years	# 10	%
	8 or more years	# 3	%
Teacher Attrition, number and percentage for Teachers and Teacher Aides	By years of service:		
		Number	Percentage
	0 to 3 years	# 3	%
	4 to 7 years	# 7	%
	8 or more years	# 1	%

Salary	Teachers	
	Average	\$ <u>52,000</u> .
	Range	Min: \$ <u>47,000</u> . Max: \$ <u>65,000</u> .
	Teacher aides	
	Average	\$ <u>28,000</u> .
	Range	Min: \$ <u>27,500</u> . Max: \$ <u>32,000</u> .
	Support Staff	
	Average	\$ ____.
	Range	Min: \$ ____ . Max: \$ ____.
	School administration	
	Average	\$ <u>81,000</u> .
	Range	Min: \$ <u>65,000</u> . Max: \$ <u>120,000</u> .
	Central Office	
	Average	\$ ____.
Range	Min: \$ ____ . Max: \$ ____.	
HQT Count		
	Number of teachers	# <u>17</u>

Facilities ^

Square footage	<table border="1"> <tr> <td>Entire for building</td> <td># <u>unk</u></td> </tr> <tr> <td>Entire for total classroom space</td> <td># <u>unk</u></td> </tr> </table>	Entire for building	# <u>unk</u>	Entire for total classroom space	# <u>unk</u>																																										
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Room inventory	<p style="text-align: center;">Number of rooms by subject:</p> <table border="1"> <tr><td>Math</td><td># <u>n/a</u></td></tr> <tr><td>Science</td><td># <u>n/a</u></td></tr> <tr><td>Social Studies</td><td># <u>n/a</u></td></tr> <tr><td>English/Language Arts</td><td># <u>n/a</u></td></tr> <tr><td>Art/Music/PE/Other</td><td># <u>2</u></td></tr> <tr><td>Library</td><td># <u>0</u></td></tr> </table> <p style="text-align: center;">Number of rooms by grade level:</p> <table border="1"> <tr><td>PK-3:</td><td># <u>2</u></td></tr> <tr><td>PK-4:</td><td># <u>2</u></td></tr> <tr><td>KG:</td><td># <u>2</u></td></tr> <tr><td>1</td><td># <u>2</u></td></tr> <tr><td>2</td><td># <u>1</u></td></tr> <tr><td>3</td><td># <u>1</u></td></tr> <tr><td>4</td><td># <u>2</u></td></tr> <tr><td>5</td><td># <u>1</u></td></tr> <tr><td>6</td><td># <u>1</u></td></tr> <tr><td>7</td><td># <u>0</u></td></tr> <tr><td>8</td><td># <u> </u></td></tr> <tr><td>9</td><td># <u> </u></td></tr> <tr><td>10</td><td># <u> </u></td></tr> <tr><td>11</td><td># <u> </u></td></tr> <tr><td>12</td><td># <u> </u></td></tr> <tr><td>Ungraded:</td><td># <u> </u></td></tr> <tr><td>AO/PG:</td><td># <u> </u></td></tr> </table>	Math	# <u>n/a</u>	Science	# <u>n/a</u>	Social Studies	# <u>n/a</u>	English/Language Arts	# <u>n/a</u>	Art/Music/PE/Other	# <u>2</u>	Library	# <u>0</u>	PK-3:	# <u>2</u>	PK-4:	# <u>2</u>	KG:	# <u>2</u>	1	# <u>2</u>	2	# <u>1</u>	3	# <u>1</u>	4	# <u>2</u>	5	# <u>1</u>	6	# <u>1</u>	7	# <u>0</u>	8	# <u> </u>	9	# <u> </u>	10	# <u> </u>	11	# <u> </u>	12	# <u> </u>	Ungraded:	# <u> </u>	AO/PG:	# <u> </u>
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Room to students and teacher ratio, average for whole school	<table border="1"> <tr> <td>Student to Classroom ratio</td> <td><u>22 : 1</u></td> </tr> <tr> <td>Teacher to Classroom ratio</td> <td><u>1 : 1</u></td> </tr> </table>	Student to Classroom ratio	<u>22 : 1</u>	Teacher to Classroom ratio	<u>1 : 1</u>																																										
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APPENDIX B: FORMULAS

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools* and the methodology for calculations prepared by schools^.

^Attrition Rate (teachers) – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

$$\frac{\text{total teachers who retired/resigned/were out – placed between October 5, 2011 and the first day of school 2012}}{\text{(total teachers employed as of October 5, 2011)}} \times 100$$

***Average Daily Attendance** – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

$$\frac{\text{(total days present + total excused absences)}}{\text{total days enrolled}} \times 100$$

***Chronically Absent Rate** – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

$$\frac{\text{(total kids with at least 20 absences who have been enrolled for at least 20 days)}}{\text{(total students enrolled as of October 2011 audit)}} \times 100$$

***Graduation Rate (2012)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{\text{(total students graduating in June/August 2012 with a standard diploma)}}{\text{(total first time 9th grade students from Fall 2008 + transfers in and out + emigrants + deceased students)}} \times 100$$

***Incident : Student Ratio** – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

$$\text{(total exclusionary incidents: OSS and proposed expulsion)} : \text{(total students experiencing exclusionary discipline incidents)}$$

***In-seat Attendance** – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

$$\frac{\text{(total days present)}}{\text{total days enrolled}} \times 100$$

***Instructional Days Lost** – percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

$$\frac{\text{(sum of suspension days from exclusionary discipline events)}}{\text{(sum of enrollment days for all students enrolled as of October 2011 audit)}} \times 100$$

***Ninth Grade On-track Rate** – percentage of 9th grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts)

$$\frac{\text{(total 9th grade students on track as of first day of school 2012 – 2013)}}{\text{(total 9th grade students enrolled as of last day of school 2011 – 2012)}} \times 100$$

^Student : Teacher Ratio – ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

$$\text{(total students as of October 2011 audit)} : \text{(total teachers as of October 5, 2011)}$$

* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

APPENDIX C: DEFINITIONS

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

Central Office Administrator – any adult who is employed by the LEA to oversee central office administrative tasks

Classroom – any room at a campus location whose primary purpose is for the instruction of students

School Administrator – any adult who is employed at the school level to oversee specific campus operations

School Support Staff – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

Support Staff – any adult employed by an LEA other than a teacher or administrator

Teacher – any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows

Teacher's Aide – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS

Submission:

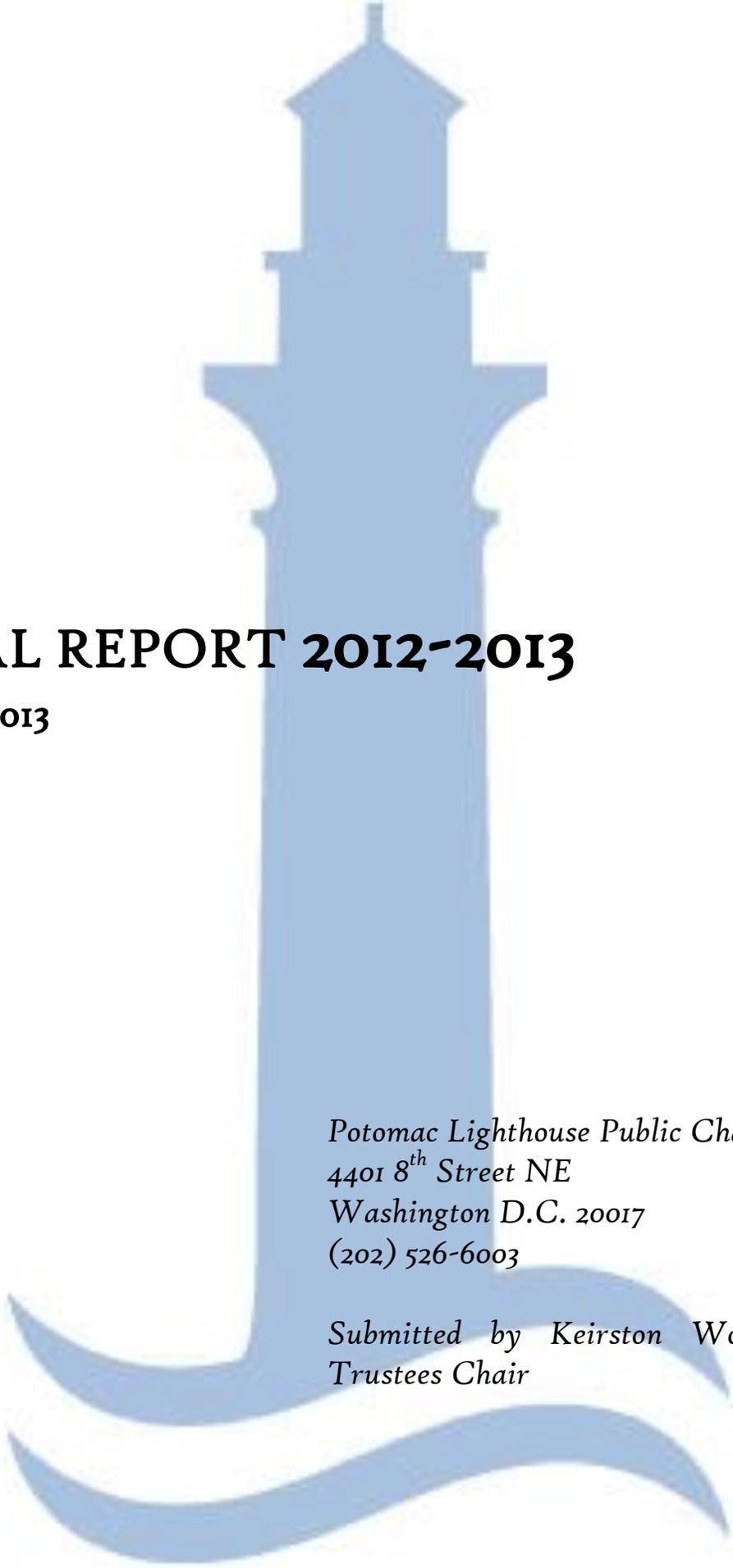
- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

Data Collection:

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

Presentation:

- Presentation of the Annual Report information (board/staff listing; narrative) should be by campus



ANNUAL REPORT 2012-2013

August 30, 2013

*Potomac Lighthouse Public Charter School
4401 8th Street NE
Washington D.C. 20017
(202) 526-6003*

*Submitted by Keirston Woods, Board of
Trustees Chair*

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I. BOARD AND SCHOOL LEADERS LISTING

Potomac Lighthouse Public Charter School Board of Trustees, 2012 – 2013

The list below is the PLPCS board as of September 2012.

Name	Company	Address	Email	Phone
Keirston Woods	<i>Bryant Miller Olive</i>	[REDACTED]	[REDACTED]	[REDACTED]
Betsy Jorgensen	United Bank	[REDACTED]	[REDACTED]	[REDACTED]
Rebecca Cranston		[REDACTED]	[REDACTED]	[REDACTED]
Sean Precious	<i>Lighthouse Academies Inc.</i>	[REDACTED]	[REDACTED]	[REDACTED]
Carole Kelley		[REDACTED]	[REDACTED]	[REDACTED]
Elijah Robinson	<i>AVANAZ Laboratories</i>	[REDACTED]	[REDACTED]	[REDACTED]
Archie Williams		[REDACTED]	[REDACTED]	[REDACTED]

Potomac Lighthouse Public Charter School – School Leaders, 2011-2012

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	Jacey Natanzon Tracey Naylor
Director of Support Services	Phil Bailey
Special Education Coordinator	Steaven Hamlin

II. SCHOOL DESCRIPTION

A. Mission Statement

The mission of Potomac Lighthouse Public Charter School is to prepare students for college through a rigorous, arts infused program.

We believe that all students should 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.

B. School Program

1. Grade and age levels served

During 2012 – 2013 school year, Potomac Lighthouse Public Charter School (PLPCS) served students ages 3-13 in grades PreK through 7th grade. Students in pre-K through fourth grade constitute the “Lower Academy,” while students in grade 5 – 7 constitute the “Upper Academy.”

2. School Year and Hours of Operation

Potomac Lighthouse Public Charter School is in session daily from 8:00am until 4:00 pm. Breakfast is served before school and after-school care is available for parents who elect to enroll. School is in session for 190 days total. Our school year began on August 20, 2012 and concluded on June 19, 2013. Teachers and staff are required to attend 20 professional development days on top of the 190 day school year which occur prior to school opening and throughout the year.

3. *Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited-or non-English proficient*

At PLPCS, we believe all students can excel if given the opportunity and if held to high expectations. PLPCS engages students in a rigorous academic program infusing the arts as a lever for engagement and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Our focus on “logical consequences” helps students to develop the skills they will need to become independent learners in the College Prep Academy and in college. In addition to being a lever for engagement the arts help to expand our scholars’ cultural knowledge and competence which we believe is essential to making the transition to college and life. Within this context, PLPCS uses a combination of carefully researched curricula and instructional practices to help all students master the District of Columbia learning standards.

There are several core elements of our design which we believe foster high student achievement and success:

- *Standards-Driven Rigorous Research-Based Programs*
- *Assessment to Drive Instruction*
- *Arts Infusion (discussed below in mission-related programs section 3b)*
- *Social Curriculum and SHINE*

The Lower Academy (PK-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the more rigorous Upper Academy (5-7) program. Once students enter the Upper Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects. Our students will continue on to our high school program, the College Prep Academy, for 9th – 12th grade.

Standards-Driven, Rigorous Research-Based Program

Language Arts and Reading

The foundation of any strong academic program is reading. PLPCS uses a research-based program – *Open Court Reading (OCR)* – with leveled readers and quality literature in grades K – 2 to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students spend at least 90 minutes per day reading and writing.

OCR 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. OCR is recognized as a research-based reading series, as is called for by the *No Child Left Behind Act (NCLB)*.

To further build upon the foundations laid in their early reading education, we utilize novel studies for our 3rd grade through 7th grade scholars. Doing this exposes our scholars to true literature allowing them to see full story and character development. It helps them to understand how stories are told and helps to fortify their ability to reading comprehension as well as their overall reading speed.

Mathematics

Mathematics instruction at PLPCS is highly structured. Teachers emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school uses the *Saxon Mathematics* program as the basis for mathematics instruction. 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.

Students at every grade level have the opportunity to integrate art into math. For example, a second grade teacher plans 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.

Furthermore, students in 3rd grade and above made use of the IXL computer-based math program at PLPCS in the 2011 – 2012 school year. This personalized, adaptive program provides students with questions for each standard area that are at their level and provides teachers with data on student proficiency by standard.

Science

Science instruction at PLPCS has a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we provide all K – 7 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the *Full Option Science System (FOSS)*¹. *FOSS* kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom.

Social Studies

As students at PLPCS work toward District of Columbia standards and Lighthouse Academies mastery objectives in Social Studies, they 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.² As a resource, however, we 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 – 7. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in District of

¹More information available at www.lhsfoss.org.

² “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>>.

Columbia social studies standards and core curriculum as well as LHA's mastery objectives. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards. A variety of primary and secondary sources are utilized in the Upper Academy, including but not limited to Joy Hakim's *History of US* series and Pearson's *World Studies* series.

Students 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.

Physical Education and Health

We mix non-competitive games with content and activities promoting healthy practices in PE and Health at all grade levels. PLPCS use the *SPARK* program³ to teach physical education in addition to specialized instruction in martial arts and dance. Teachers in their homerooms are 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.

Technology

Students at all grade levels at PLPCS learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they use technology to communicate, collaborate, and explore. Technology is investigated as both a tool for productivity and a force that shapes the global community over time. With the growing importance of technology in our society today, it is critical for our college bound scholars to become technologically literate by the time they graduate from the Potomac Lighthouse College Prep Academy. Developing computer literacy goes beyond the use of simple computer games or rewards. Students need to learn to utilize computers and other technology as tools and resources across content areas. In this way they will be adept and ready to compete and succeed in the midst of our rapidly changing technological environment. In order to achieve this level of competence we believe that students need to access technology at an early point in their education. They can begin to utilize technology to reinforce skills, gather and organize information, and communicate. This type of preparation will form a base for the skills that they need to be successful students of higher education.

Assessments to Drive Instruction

Data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Based on the report, *90-90-90 Schools: A Case Study* (research on practices at schools that have 90% free and reduced lunch, 90% minority, and 90% students high performing), schools that achieved significant

³ For more information go to <<http://www.sparkpe.org/programElementaryPE.jsp>>

academic improvements provided frequent performance feedback to students.⁴ This is why students at PLPCS are assessed regularly and receive ongoing feedback on their progress.

Teachers at PLPCS use standardized assessments (NWEA and state assessments) as one measure, but in order to target instruction effectively, teachers regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings 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.

Specifically:

- **NWEA MAP testing** is completed by **all** students in Kindergarten and up three times a year (fall, winter, and spring) with a summer administration optional. These computer-adaptive tests in reading and math (K-10) and language (2-10) are state-aligned assessments that provide immediate results about students' reading, language and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale), percentile rank, as well as Lexile level; results are generated the day after testing.
- **Curricular assessments** in reading and math are administered per the curricular programs (typically weekly); teachers document the results through weekly curriculum tracking sheets and take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.
 - **McGraw-Hill Acuity** is administered three times a year to students at Potomac Lighthouse in grades 3 and above. This assessment helps diagnose, predict, report, communicate, and provide individual instruction — all in one powerful and award-winning solution. Acuity measures students' progress on each of the categories in reading and math that are assessed on the end-of-year state exam, the DC Comprehensive Assessment Systems (DC-CAS).
- **Lighthouse Academies Network Writing Assessment** data will be reviewed in the fall, winter and spring to monitor student writing progress across grades and the school. This will be utilized to not only inform individual student needs, but also classroom, grade and school-wide areas of focus for writing instruction.
- **Regular review of authentic student work** occurs as a grade level or vertical team, using a DC-CAS or other agreed upon rubric. These reviews of student work serve as a forum for norming purposes and for sharing of best instructional practices.

⁴Reeves, Douglas. Accountability in Action: A Blueprint for Learning Organizations (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000.

- **Homework** is reviewed to provide data points to teachers about student learning needs. Teachers monitor for completion and accuracy as well as reteaching based on common errors as needed.
- **PowerTeacher** is a web-based program for maintaining all grades that feeds into the monthly progress report for families and the quarterly report card. The report card is aligned to common state standards and grade level mastery objectives.

Social Curriculum/SHINE

LHA believes the social curriculum is as important as the academic curriculum and 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. These qualities are included in our **SHINE** character education program:

- Self-Discipline
- Humility
- Intelligence
- Nobility
- Excellence

PLPCS believes that we can develop these qualities and others in every child, and by doing so, we support our scholars to be successful academically and prepare them to work collaboratively with others as well as build self-management skills to help prepare them for college. These qualities are reinforced throughout the school year through the Responsive Classroom and Developmental Designs for Middle School approach in tandem with the SHINE Program.

The Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at PLPCS and, ultimately, in college and life. RC and DDMS 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.

Developing a positive school culture is an outgrowth of a solid social curriculum. The small community environment developed at PLPCS 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. This is further developed through the practice of looping— the practice of a teacher staying with his or her class for two years in a row – which allows teachers to increase their effectiveness. Since a student’s belief that his or her teacher genuinely cares about his or her well-being increases the student’s engagement, it is crucial that students and teachers get to know each other well. In addition, teachers can ‘hit the road running’ on the first day of school as they do not need to spend as much time reviewing behavior norms or learning about individual students’ personalities, learning styles and academic levels, thus providing significantly more instructional time.

Students with Special Needs

PLPCS employs a certified special education coordinator and staff. The staff of PLPCS have come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes students with disabilities. 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), PLPCS educates 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 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.

We provide services to exceptional learners (students with special needs) in the following ways:

1. Supporting struggling learners via the SST in the *general education* setting
2. Identifying Exceptional Learners via child find
3. Delivering quality instruction based on research-based practices to insure academic and social growth
4. Integrating instruction and assessment (formative and summative) to track growth for future planning
5. Maintaining compliance with state and federal guidelines

Identifying Students with Special Needs

The Student Support Team (SST) is the primary method we use to identify students with special needs. The SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. Below describes how students are brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student then gets 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 s/he has 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	Within a week a meeting is

	“meeting” time. Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)	planned and a follow up meeting is scheduled
PHASE TWO	SST Meeting with Teacher <ul style="list-style-type: none"> • next steps strategies/timeline and “meeting” time 	
	Follow up with teacher to see progress	

Meeting the Needs and Assessing Growth of Students with Special Needs

Once a child has an IEP, we offer the appropriate service and assess his/her growth regularly against the specific goals. In terms of instructional strategies, we have a menu of choices for our SPECIAL EDUCATION teachers to choose from based on the need and the learning style of the scholar.

1. Open Court Reading Intervention Guide
2. Kaleidoscope Reading Intervention
3. SRA Corrective Reading
4. Differentiated instruction and research-based strategies for supporting exceptional learners

We monitor growth in a variety of ways:

- NWEA (three times a year in ELA and Math)
- Curricular Assessments (weekly)
- Progress toward IEP goals
- Anecdotal (daily)

Because of the alignment of our curricular programs with the state standards, the weekly curricular assessments provide an excellent way to measure the progress of students with special needs against the state standards. Similarly, the NWEA assessment produces standards-aligned analyses of performance by student against each strand of a content area in reading, language and mathematics; it is an adaptive test that produces questions at the particular level of the student and then gives results in an absolute measure (with a prediction of proficiency on the state assessment and an indication of grade level proficiency) as well as against the grade level standards and strands.

For students with IEPs, progress toward the specific IEP goals is measured by the general education teacher in conjunction with the special education teacher who provides services to that student (if applicable). After an initial meeting at the start of the year (or at the initiation of the IEP if it is a new IEP or a new student), the general education classroom teacher meets with the special education teacher or coordinator to discuss the IEP goals and accommodations or modifications necessary for the student. Then, the team will meet at least quarterly to discuss the progress of the student against the specific IEP goals. Data is tracked by both team members to demonstrate student progress. The particular data tracked

will depend on the goals of the IEP. Progress toward IEP goals is tracked quarterly via the SEDS database and is added to Potomac's standard report card.

English Language Learners

PLPCS serves any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. In accordance with the DC Language Access Act of 2004 Sec. 4. PLPCS provides translations of vital documents into any non-English language spoken by a limited or non-English proficient population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be served or encountered by the school.

Annually, all students who enroll in the school complete the Home Language Survey. If results indicate that a language other than English is spoken in the home or is the native language, then the students are given the ACCESS exam with parental permission. The results of this exam determine the ELL level of the child and services needed. In 2012 – 2013, PLPCS had no identified students who were English Language Learners (ELLs). However, should the need arise, the school has a plan in place. Students at PLPCS with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. PLPCS will ensure that ELL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction. ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the PLPCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

Research has shown that a structured immersion program is considered effective at teaching English to students. All students with limited English proficiency are expected to become proficient in the English language at a rapid pace. PLPCS believes that the structured English immersion program is most helpful to ELL students in achieving English proficiency in reading, writing, listening, and speaking. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English. However, the level of English used for instruction — both oral and written — is modified appropriately for each ELL student.

PLPCS is committed to providing all necessary staff and specialized curricular materials to enable ELL students to achieve academic language proficiency and attain the high standards established for all students in the school. Curricular materials in grades K – 7 may include the Open Court Reading (OCR) English Learner Support series, which focuses on vocabulary acquisition and linguistic patterns.

The school directly provides or makes referrals to any additional support services that maybe needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student. Specifically, ELL students may receive additional support with one or more of the following:

- One-on-one or small group support in and/or out of class from an ESL teacher
- Sheltered language instruction from the classroom teacher designed to make content accessible to ELL students
- Supplementary service during recess or after school and one on one or small group support in and/or out of class

The school's teachers are responsible for observing each student throughout the class and day with an eye toward supporting limited English proficiency. All teachers receive professional development training on strategies for teaching ELL students. With professional development, teachers also better understand the capabilities of ELL students in their classroom at all levels of English proficiency.

The school purchases high quality textbooks and literature for both English-speakers and ELL students. Quality materials are instrumental to an effective educational program. Materials – particularly texts – that need to be adapted have one or more of the following modifications:

- Reduction in amount of text, without giving up rigor or key content.
- Addition of graphics, such as pictures, charts, graphs, and other non-text supplements by which students can get information.
- Addition of basic comprehension questions to help students find key information.
- Use of recording/playback devices to supplement reading with audio and/or video version.
- Preview of content vocabulary and linguistic patterns to increase comprehension.

4. *Brief description of key mission-related programs*

Our key mission-related programming is the use of arts infusion.

Arts Infusion

Research shows that arts play a key role in brain development.^{5,6} Additionally, studies show that art increases student engagement in education.⁷ The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently more interesting. Moreover, the arts have been shown to be particularly effective

⁵ Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

⁶ Sinatra, R. (1986). "Visual literacy connections to thinking, reading and writing." New York: Charles C. Thomas.

⁷ 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>

in reaching economically disadvantaged students who are most at-risk of disengaging from school.⁸ Based on this research we believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **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 (reinforce and extend learning)**
Teachers 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 serve. Students who are in need of additional academic support 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 increase all students' interaction and thus more effectively serve previously marginalized children.

PLPCS scholars this year created their own version of a well-known song by changing all of the adjectives to antonyms; other students acted out vocabulary words, became human points on a coordinate graph, and took pictures of acute, right, and obtuse angles found in the neighborhood. Our art and music specialists also infused curriculum into music and art classes.

⁸ E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning."

C. School Staff

1. *Name and title of those in key leadership positions in the school:*

Title	Name
Principal	Ramon Richardson
Director(s) of Instruction	Jacey Natanzon Tracey Naylor
Director of Support Services	Phil Bailey
Special Education Coordinator	Steaven Hamlin

2. *Number of teachers:*

Potomac Lighthouse Public Charter School (PLPCS) employed **18 full time teachers** in 2012-2013

3. *Number of teacher aides:*

During 2011-2012, PLPCS employed **10 full time teaching aides**.

4. *Average class size:*

Average class size at PLPCS during 2012 – 2013 was **22 students**.

5. *Qualifications and assignments of school staff:*

Please see the chart below which shows the qualifications of the school staff by assignment. The same information is found on the Annual Report Data Collection Tool Worksheets.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Principal	1	1	1	1	0	1	
Classroom Teachers	14	14	10	11		14	100%
Specials Teachers	3					3	
ESL Teachers	0	0	0	0	0	0	0
Special	2	2		2		2	

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Education Teachers							
Counselors	1		1	1			N/A
Coordinators/Coaches	5	5	5	3		3	
Classroom Aids	6	N/A	N/A	N/A	N/A	6	100%

6. *Staff attrition rate:*

The staff attrition rate for 2012 - 2013 at PLPCS was **33%**.

7. *Salary range and average salary for teachers and administrators:*

The salary range for teachers in 2010-2011 was \$47,000 to \$65,000; the range for administration was \$62,000 to \$120,000. All employees were eligible for bonuses based on their performance and the performance of the students.

D. Student Characteristics

Student Characteristics Table: Potomac Lighthouse Public Charter School									
<i>Number of students enrolled, by grade level</i>	Pre K	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
	97	57	36	47	30	31	42	24	23
<i>Student attrition rate during the year reported</i>	3.7%								
<i>Student re-enrollment</i>	72%								
<i>Demographics</i>	Asian – 0.9% Black - 96.8% 1.8% Hispanic 0.5% White								
<i>Percentage of limited and non-English proficient students</i>	0.0%								
<i>Percentage of students with special</i>	14%								

<i>education IEPs</i>		
<i>Percentage of students qualifying for free or reduced price lunch program</i>	84%	
<i>Average daily membership</i>	361	
<i>Average daily attendance</i>	93.5%	
<i>Promotion Rate</i>	99.48%	

Please note that student characteristics pertaining to PSAT, SAT and AP data and graduation rates do not apply to PLPCS during the 2011-2012 school year.

E. Finance

- 1. A copy of the school's approved budget for the Fiscal Year 2012 – 2013.*

Please see the FY13 approved budget attached as **Appendix A**.

- 2. PLPCS did not have any donations come in during the 2012 – 2013 school year.*

III. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

Student Academic Performance- Performance Management Framework (Elementary and Middle School)

Student Progress

Performance Management Framework (“PMF”) analyses is not available at this time for publication. An addendum with an analysis will follow per the Public Charter School Board’s instructions.

Student Achievement

DC-CAS (Grades 3 – 7)

Description of Assessment

The DC-CAS (District of Columbia Comprehensive Assessment System) was administered to students in grades 3 – 7 at Potomac Lighthouse Public Charter School in the 2012 – 2013 school year. The assessment measures student performance against the DC learning standards for reading and mathematics.

Data and Analysis

See Appendix B

Reflection:

PLPCS decreased in both reading and math during the 2012-13 school year. On the 2013 DC CAS, the school did not make AYP in reading or math.

As our leadership team reflects on how the 2012-13 school year went, we primarily attribute this decrease to:

1. Teacher retention (several teachers moved on to professional schools);
2. Ineffective new hires that lacked requisite experience; and
3. Leadership team movement to take on other leadership opportunities

PLPCS was able to complete three iterations of the Acuity – late November 2011, late January 2012, and late February 2012. Once the leadership team received and reviewed the initial results from each assessment, we identified individual areas for specific classrooms to focus on and one school-wide focus in both reading and math. We then provided our testing grade teachers with resources to reteach these learning strands. As a school we monitored our students’ mastery of these focal points by engaging in both daily and weekly skills tests that focused on these areas of needed growth.

In addition to utilizing the data from the Acuity, eight weeks prior to the DC-CAS PLPCS began our Saturday SHINE Academy, for students in grades 2 through 7. Over the course of eight weeks we focused on students that needed additional support to master the DC Learning standards. We utilized both our NWEA data and the data from the Achievement Network assessments, to form grade and skill-level appropriate groups in order to focus on math and reading test preparation. Approximately 65 students participated in our Saturday SHINE Academy where each Saturday from 8:00 AM until 1:00 PM Potomac scholars worked on a specific skill in either reading or math. After eight weeks of intensive academic intervention our scholars took final post-assessment to determine how much growth they made over the eight sessions. These results provided our staff with general information as we prepared for the DC-CAS the following week.

Finally, upon reflecting on our 2012-2013 DC-CAS results, the leadership team understands that we have more work to do to ensure that our newest teachers have the instructional support they need to impact student achievement. While growth is our yearly goal, focusing efforts in fourth, sixth, and seventh grade during the 2013 – 2014 academic year will have a major impact on our school’s overall performance moving forward. The school’s leadership team is eager to continue the efforts we began during the 2009-2010 school year, and plan to not repeat the performance last academic year.

During the 2013-2014 school year, we plan to: (1) complete four (4) iterations of the Achievement Network’s Assessments (newly adopted Race to the Top approved assessment), (2) start afterschool tutoring during the end of our First Advisory, and (3) continue—Power Hour (response to intervention program), focused hour during each day where we focus on key skills in for students in grades 2 through 6, in both reading and math.

Mission Specific Indicators

NWEA (Grades K-5)

Description of Assessment

Potomac Lighthouse Public Charter School uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress as a mission specific indicator of student success. NWEA’s MAP testing is completed by all students to measure progress over the course of the year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students’ reading, language and mathematics achievement. Functions within the NWEA online teacher resources allow teachers and school leaders to identify particular skills that are at independent, instructional and frustration levels for individual students and for small groups of students. This type of data is invaluable for planning differentiated instruction.

The NWEA assessments are administered three times a year. Classes take the assessment as a group in the computer lab. Students are assessed individual or in small groups when required

by a child's IEP. The assessment is administered by the classroom teacher and the director of instruction. Because the test is completed individually and is computer adaptive, the students are largely self-sufficient once they begin the assessment. The administrator is not required to read anything to students or time anything. Primary grades (K-2) also use headphones so test items are read to them. If a student requires modifications through his/her IEP, a special education teacher provides those services. The director of instruction oversees the administration of the assessment. S/he scripts the introduction to the assessment for the students and schedules classes, accommodations based on IEPs and make-up testing.

The NWEA is aligned to our core curriculum, and our core curriculum is aligned to the DC state standards. In addition, NWEA reports are generated which provide student performance against nationally recognized standard areas and sub-strands. The assessment is scored by the computer and results are available 24 hours after administration. Teachers and the school leadership access individual student's and classroom's data. Additionally, Lighthouse Academies, together with our leadership team and Board of Trustees, analyzes the school-wide data and provides spreadsheets that list for each classroom: strengths and areas of growth by classroom, growth between administrations and growth relative to the goal of the 50th percentile nationally.

Data and Analysis

Specific NWEA targets include:

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in reading as measured by NWEA.

NWEA Reading Fall 2011-Spring 2012		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth
K	100%	2.32
1	95%	1.81
2	88%	1.63
3	78%	1.27
4	67%	1.26
5	79%	1.84
6	56%	1.34
School	74%	1.58

- 70% of students in Kindergarten through Second grade will meet or exceed individual growth targets, 1.5 years academic growth in mathematics as measured by NWEA.

NWEA Mathematics Fall 2010-Spring 2011		
Grade	Percent of students meeting or exceeding individual growth targets (Fall - Spring)	Academic Growth

K	97%	2.0
1	71%	1.15
2	33%	1.02
3	56%	1.23
4	70%	2.09
5	79%	2.09
6	45%	1.34
School	68%	1.44

Reflection

All grades showed growth on the NWEA and a majority of our students met their individual growth targets, but the school needs to improve with reaching our 1.5 year growth goal in both reading and math. Our fourth and fifth grade DC -CAS results are consistent with the NWEA, which were lower than the other grades from reading as well. Looking forward to next year, we have already begun to use this data to group students and plan for instruction to be proactive in meeting the needs of the current 3rd and 6th grade class.

Early Childhood PFM Framework

Teach For America Early Childhood Pre-Kindergarten Indicators of Success (Pre-K)

Description of Assessment

At Potomac Lighthouse our pre-Kindergarten scholars take Teach For America Early Indicators of Success Assessment; this assessment was administered three times a year on tall PK DC Learning Standards. The assessment includes required pre-K skills such as capital and lower case letter identification, letter/sound correspondence, counting and number recognition.

The Early Childhood pre-K Indicators of Assessment is PLPCS’s pre-K assessment for the 2011-2012 school year. Specifically, our goal was for 70% of students to demonstrate proficiency.

Data and Analysis

In late August and early September our pre-Kindergarten scholars took the Teach for America Indicators of Success and their initial diagnostic and their average proficiency levels in literacy was 24% and in math was 32%. The initial assessment allowed our leadership team and our early elementary teachers to determine what we needed to focus on to ensure that our scholars reached the set proficiency goals by June. Throughout the year our staff focused primarily on the pre-Kindergarten standards and provided opportunities to reteach certain skills in which our scholars were deficient.

The chart below shows the Diagnostic (fall) and End of Year Assessment results for pre-K classes based on the TFA Early Indicators of Success Assessment.

Teach For America Indicators of Success Assessment			
	Diagnostic (fall) average percent of mastery	End of Year average percent of mastery	Goal Met

PreK Literacy Standards	24%	84%	Yes
Pre K Math Standards	34%	85%	Yes

Student Progress

Academically our pre-Kindergarten scholars have demonstrated exceptional growth during the 2011-2012 school year. This growth will support their development at PLPCS in the upcoming school year.

Throughout the year, the pre-Kindergarten staff refocused instruction on the core reading program and provided explicit and targeted instruction on specific skills which students were struggling. As a result we met our goal of achieving 70% mastery of both literacy and math standards.

Student Achievement

Our early elementary teachers demonstrated significant growth with their scholars, growing 60% in literacy and 50% in mathematics based on fall to spring data. Our pre-K scholars also developed socially and were fully integrated into the PLPCS culture.

The leadership team at PLPCS provided extensive coaching and teacher support during the 2010-2011 school year in an effort to support teachers with the implementation of a standards based pre-Kindergarten program. This included an emphasis on the core reading program, including explicit phonemic awareness and phonics instruction and utilizing the research-based practices, routines and procedures. Beginning in 2011-2012, the pre-K teachers began administrating the Early Child Readiness Assessments, which were provided by Apple Tree which assessing student progress in reading comprehension, letter fluency and mathematics. This data provided valuable information on student progress and was used to provide small group instruction. Additionally, the pre-K team focused on the elements of Responsive Classroom methodology to further develop the social and emotional development of the pre-K scholars.

2. *Certification of all authorizations*

Please see **Attachment A** for a letter from the Board Chair certifying all authorizations.

B. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings

No serious issues were encountered in the collection and reporting of applicable PMF data. All the data contained herein is complete. As we move into the 2013-2014 school year, PLPCS will continue to diligently collect, use and report on data.

There are several lessons we learned during this process of continued data review. We learned that while we showed tremendous growth across all NCLB, our special education population continues to grow at a slower rate. While Potomac Lighthouse is heading in the right direction, we learned that as a leadership team we need to expand our current efforts and become more purposeful with the use of our disaggregated data, specifically identifying

efforts that will support our special education students make significant growth. As a leadership team, we knew that our scholars had made growth; unfortunately, we still need to capture how our special needs students are doing in all settings (general ed., resource, and related services, so they will also meet our school defined goals. We also learned that while we began many focused activities prior to the DC-CAS, including: (1) Saturday SHINE Academy, (2) after school tutoring, and (3) an 8-week intensive skills hour, we learned that these efforts need to continue to be rigorous and data driven.

We plan to continue implementing the three items above. We will continue to use the Achievement Network's assessments during the 2013-14 school year, with an eye on what the data continues to tell us about our teaching and students' levels. Potomac Lighthouse plans to continue using our power hour structure, in kindergarten through 8, focusing on reading focusing on reading acquisition, beginning mid-September. For students that we believe are underperforming in reading we plan to utilize our Corrective Reading curriculum, to move our students from one reading tier to another. As data is extremely important to guiding our instruction and to drive differentiation, our directors of instruction and classroom teachers plan to utilize our data to understand where our NCLB subgroups are at throughout the academic year to focus our practice.

C. Reporting Performance Management Framework Information to Students, Teachers, and the Public

In October 2012, our PLPCS website will have posted updated versions of accountability documents including DC-CAS and NWEA scores, and the school's Report Card. These documents will also be posted in the school building on the parent information board and will be discussed in parent meetings.

In early October, a State of the School notification will be sent to all families and staff in the principal's weekly newsletter that outlines the current academic status of the school and includes the most recent NWEA and DC-CAS scores as well as the school's Report Card. Discussions of the school's current performance have been happening with parents and prospective parents throughout the month of August and at Family Orientation sessions this summer. Letters will also be sent to families regarding their right to request information on the qualifications of their children's teachers during the first week of school. Students whose teacher is not Highly Qualified will receive that notification after four weeks.

D. Unique Accomplishments

Potomac Lighthouse has been accredited by Middle States Colleges and Schools Accreditation. The school is excited about being fully accredited. Additionally, this past school year we received the Teacher Compensation Grant and qualified as a Race to the Top Grant recipient. Both of these grants have allowed our school to be forward thinking as we prepare to implement and execute the Common Core Standards.

IV. APPROVED BUDGET 2011-2012

Please see **Appendix A** for the approved budget for FY2011.

V. ANNUAL REPORT WORKSHEETS

VI. APPENDICES

- A. Appendix A is the FY2013 Approved School Budget.

Appendix A

Potomac Lighthouse Public Charter School

2012 – 2013
School Year

Preschool 3	65	776,712
PreK	36	418,626
K	45	523,283
1st	45	402,525
2nd	45	402,525
3rd	36	322,020
4th	36	322,020
5th	45	402,525
6th	23	207,300
7th	23	207,300
8th	0	0
9th	0	0
10th	0	0
11th	0	0
12th	0	0
	<u>398</u>	<u>3,984,836</u>

enrollment percentage of target 90.0%

growth 21.7%

Paid Enrollment	398	3,984,836
Rate per pupil - avg		10,017
facility rate		3,000
combined per pupil		13,017

Revenue		
Per Pupil	398	3,984,836
Facility Funding	398	1,193,400
Per Pupil and Facility		5,178,236
		12,817
Special Ed Revenue		
SPED Level 1	16	72,115
SPED Level 2	12	83,136
SPED Level 3	6	71,562
SPED Level 4	0	0
Prior year adjustment	0	0
Blackman Jones Compliance	34	20,559
Attorney fee supplement	34	27,221
SPED Capacity (new)	34	119,974
Special Education	34	394,568
Federal Edu Jobs Grant		0
Teacher Compensation Grant (Federal)		0
Race to the Top		30,000
Summer School - 3 weeks; 50 students; 12 SPED		50,000
T-1, T-2a & IV Consolidated Award		239,984
Title I Carryover		0
IDEA		46,257
SIG Grant		0
Preschool Grant		0
ERATE		45,600
After school Program Fees		18,248
Miscellaneous Revenue		1,217
Uniform Revenue		6,083
Fundraising, net		3,041
Rent from Subtenant		12,000
Interest Income		500
Total Other Revenue		452,929
Total Revenue		6,025,733
Expenses		
Payroll-Administrative		
Principal	1	120,000

Directors of Instruction	2	155,000
Director of School Support	1	77,000
Business / Office Manager	1	55,000
Office Asst / Receptionist	0	0
Overtime	0	1,200
Family Coordinator / Development	1	60,000
Total Payroll-Administrative	6	468,200
Basic Education		
Classroom Teacher Salaries	19	1,011,000
Add'l Salary cost for Highly Effective teachers (est 1K x 12)	0	12,000
Stipends-mentor (Teacher Leader Fellow)	0	10,000
Specialists (Music/Art/PE/Spanish)	4	208,500
Substitutes	0	30,400
Teacher Assistants	9	270,000
Summer School	0	20,000
Total Teaching Salaries	32	1,561,900
Special Education		
Special Education Director	1	70,000
Special Education Teachers	3	151,000
Special Education - Aides	2	54,000
Total Special Ed Salaries	6	275,000
Service Providers-Other Staff		
Social Worker/ Counselor	1	53,540
Bus Monitors	10	150,000
Support Staff-Other (food, Office)	0	19,912
After School Stipends	0	13,000
Food Service Staff	1	29,937
Total Service Providers-Other Staff	12	266,389
	56	2,571,489
Taxes & Benefits		
Payroll Taxes	9.0%	231,234
Health & Disability Insurance	10.2%	261,207
Retirement Expense	2.0%	50,830
Bonus Pool		0
Workers Comp	0.5%	12,707
Estimated Bus Driver's costs		0
Total Taxes & Benefits		555,978

Staff Development & Recruitment	
Staff Development-LHA Summit	42,000
ARRA IDEA PD	0
Staff Development-Discretionary	13,000
Staff Development-Title I	0
Visiting Artists	0
Staff Recruitment	9,732
Total Staff Development & Recruitment	<u>64,732</u>
Teacher Comp Grant	
Leadership Curriculum Stipends	0
	0
Teacher Leader Fellows Stipends	0
Summer School Coor Stipend	0
Saturday School	0
Total Teacher Comp Grant	<u>0</u>
Professional Fees	
LHA Management Contract Fee	265,000
LHA Bonus FROM Contract	25,000
Reimbursements to LHA for travel	12,000
Legal	20,000
Accreditation Expense	0
Accounting & Auditing	18,000
Computer Support	29,196
Computer System- NCS Pearson Inform	2,500
Computer System- NCS Pearson Powerschool	7,472
Computer repairs and small parts	2,920
HRIS	23,795
Benefit Administration-401k	1,460
SES Set Aside (School Tutoring)	0
OT/PT/ST/Psych Services	139,899
Summer School Activities	500
Marketing Expense	6,083
Assessment and Data Service	9,732
Total Professional Fees	<u>563,557</u>
Supplies	
Classroom Supplies	39,578
Other -Study Island	0
Preschool grant supplies	0
Textbooks	90,000

Office Supplies	16,304
Summer School Supplies	0
Janitorial Supplies	7,017
Uniforms	12,165
Total Supplies	165,064
FFE	
FFE Lease Payments	78,000
FFE Lease - FY13	42,000
FFE leases - FY14	0
FFE leases - FY15	0
FFE leases - FY16	0
FFE leases - FY17	0
Purchases of FFE	0
Total FFE	120,000
Transportation	
<i>Number of Buses</i>	5
<i>assume 190 school days and 20 summer days</i>	
Bus Rental - CFM and Starfleet	406,250
Total Transportation	406,250
Occupancy	
Facility Rent - 4401 8th St	936,342
Facility Rent - other for CPA	0
Setup ..CPA	
Facility Improvements	25,000
Facility Management Contract	33,556
Landlord's Operating Expenses (see attached schedule)	174,000
Cleaning Contract	108,026
Small building repairs paid by school	4,800
Security	0
	57,000
Telecommunications	
Total Occupancy	1,338,725
Other Expenses	
Student Activities	3,600
Bank Charges	500
Dues & Subscriptions	5,000
Field Trips	2,000

PCSB	Grade 4 Audited Enrollment	35
PCSB	Grade 5 Audited Enrollment	45
PCSB	Grade 6 Audited Enrollment	25
PCSB	Grade 7 Audited Enrollment	23
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	190
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	13.4%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.3%
PCSB	Promotion Rate (All Grades)	98.8%
PCSB	Promotion Rate (KG and higher)	99.4%
PCSB	Mid-Year Withdrawal Rate	8.8%
PCSB	Mid-Year Entry Rate	0.8%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	34
School	Teacher Attrition Rate	46.2%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	38808
School	Square footage for entire building	45118
School	Cafeteria	No
School	Theater/Performing Arts	Yes

	Space	
School	Art Room	Yes
School	Library	No
School	Music Room	Yes
School	Playground	Yes
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	Yes
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

Paid Enrollment		
enrollment percentage of target	87.8%	
growth	36	
	9.1%	
Paid Enrollment	430	4,492,939
Rate per pupil - avg	AVERAGE	10,449
facility rate		3,000
combined per pupil		13,449
Revenue		
Per Pupil	430	4,492,939
Facility Funding	430	1,290,000
Per Pupil and Facility		5,782,939
Special Ed Revenue	updated	
SPED Level 1	8	43,184
SPED Level 2	11	82,918
SPED Level 3	2	29,408
SPED Level 4	1	28,850
Supplementary Funding		
Blackman Jones Compliance	22	14,322
Attorney fee supplement	22	18,436
SPED Capacity (new)	22	81,906
Special Education	22	299,024
Race to the Top		41,000
Summer School		103,000
T-1, T-2a & IV Consolidated Award		202,611
Stimulus T-1 carryover		0
School Improvement Gray Carryover		0
IDEA		46,000
ERATE		50,400

After school Program Fees		6,200
Miscellaneous Revenue		0
PARCC Grant		0
Uniform Revenue		1,000
Fundraising, net		0
Rent from subtenant		0
Interest Income		1,000
Total Revenue		6,533,174
		7%
Expenses	Raises assumed for staff	2%
Payroll-Administrative		
Principal	1	122,400
Directors of Instruction/Director of Teacher Leadership	2	152,000
Dir. of Student Services (formerly DSC)	1	72,000
School Operations Mgr (formerly Dir. of School Sup.)	1	78,540
Director of Family & Community Partnership	1	65,000
Office Manager	1	66,300
Office Asst/Food Service Staff	1	54,000
Office Assistant	0	0
Overtime		
Total Payroll-Administrative	8.0	610,240
Basic Education		
Classroom Teacher Salaries	23	1,215,000
Teacher Assistants	12	376,475
Stipends-mentor (Teacher Leader Fellow)		10,000
Stipends - other		0
Specialists (Music/Art/PE/Spanish)	4	230,000
Substitutes		17,000
Saturday SHINE		12,178
Summer School		38,775
Total Teaching Salaries	39	1,899,428
Special Education		
Special Education Director	0	0
Special Education Teachers	4	235,000

Psychological Counselor	1	64,000
Special Education - Aides	2	64,350
Total Special Ed Salaries	7	363,350
Service Providers-Other Staff		
Bus Monitors	6	80,000
School Counselor (add'l needed to meet compliance)		62,000
Cafeteria Aide		0
Family Coordinator		0
After School Stipends		6,500
Total Service Providers-Other Staff	6	148,500
TOTAL PAYROLL	60	3,021,518
Taxes & Benefits		
Payroll Taxes	9.4%	282,881
Health & Disability Insurance	9.5%	287,044
Retirement Expense	1.5%	45,323
Bonus Pool		25,000
Workers Comp	0.7%	16,458
Total Taxes & Benefits	21%	656,705
Staff Development & Recruitment		
Staff Development-LHA Summit		0
Staff Development-Discretionary		65,000
Staff Development-IDEA		0
Visiting Artists		0
Staff Recruitment		37,500
Total Staff Development & Recruitment		102,500
Professional Fees		
LHA Management Contract Fee	430	290,000
LHA Bonus FROM Contract		25,000
Reimbursements to LHA for travel		12,000
Legal		30,000
Accounting & Auditing		20,000
Computer Support Systems (contract, Pearson)		20,000

HRIS		25,969
Benefit Administration-401k		3,000
OT/PT/ST/Psych Services		152,682
Summer School Activities		0
Marketing Expense		2,000
Assessment and Data Service		10,621
Total Professional Fees		591,272
Supplies		
Classroom Supplies		45,000
Textbooks		70,000
Office Supplies		31,360
Summer School Supplies		5,200
Janitorial Supplies		0
Kitchen Supplies		1,500
Uniforms		1,300
Total Supplies		154,360
FFE		
FFE Lease Payments		0
FFE Lease - new expansion FY13		29,132
Purchases of FFE - PARCC Grant		0
Purchases of FFE		36,000
Total FFE		65,132
Transportation		
Bus Rental - CFM	4	94,248
Registration Fees		3,000
Starfleet contract	4	257,940
Total Transportation		355,188
		2.9%
Occupancy		
Facility Rent		955,069
Facility Rent - other for CPA		0
Setup CPA		0

Facility Management Contract	22,000
Landlord's Operating Expenses	177,480
Cleaning Contract	150,000
	-
Small building repairs paid by school	5,000
Security	-
Telecommunications	56,000
Total Occupancy	1,365,549
Other Expenses	
Student Act ivies	550
Bank Charges	250
Dues & Subscriptions	5,000
Field Trips	2,000
Insurance-D&O, EPL, Liab., Umbr, Stud Ac	35,700
Travel	1,200
Copying & Printing	29,340
Postage & Shipping	7,210
Interest Expense (on LHA line of credit if needed)	0
Authorizer fee - PCSB	30,410
Depreciation	7,204
Amortization - facility rent	24,075
Contingency	40,000
Total Other Expenses	182,939
Total Expenses	6,495,162
Net Operating Income BUDGETARY BASIS	38,012
FOOD PROGRAM	
Food Program Revenue	254,524
Food-Vended Meals Contract	(302,404)
	(47,879)

Net Income (loss)

		\$ (9,867)
		195,995
Contingency		40,000
Net Income		(9,867)
Net Income (Loss) with contingency added back		30,133

Potomac Preparatory Public Charter School

Annual Report

August 27, 2014



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III. Annual Report Narrative

SCHOOL DESCRIPTION

A. Mission Statement

The mission of Potomac Lighthouse Public Charter School is to prepare students for college through a rigorous, arts infused program.

We believe that all students should 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.

B. School Program

1. Grade and age levels served

During 2013-2014 school year, Potomac Lighthouse Public Charter School (PLPCS) served students ages 3-14 in grades PreK through 8th grade. Students in pre-K through third grade constitute the “Lower Academy,” while students in grades 4-8 constitute the “Upper Academy.”

2. School Year and Hours of Operation

Potomac Lighthouse Public Charter School is in session daily from 8:00am until 4:00 pm. Breakfast is served before school and after-school care is available for parents who elect to enroll. School is in session for 190 days total. Our school year began on August 19, 2013 and concluded on June 19, 2014. Teachers and staff are required to attend 20 professional development days on top of the 190 day school year which occur prior to school opening and throughout the year.

3. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited-or non-English proficient

At PLPCS, we believe all students can excel if given the opportunity and if held to high expectations. PLPCS engages students in a rigorous academic program infusing the arts as a lever for engagement and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Our focus on “logical consequences” helps students to develop the skills they will need to become independent learners in the College Prep Academy and in college. In addition to being a lever for engagement the arts help to expand our scholars’ cultural

knowledge and competence which we believe is essential to making the transition to college and life. Within this context, PLPCS uses a combination of carefully researched curricula and instructional practices to help all students master the District of Columbia learning standards.

There are several core elements of our design which we believe foster high student achievement and success:

- *Standards-Driven Rigorous Research-Based Programs*
- *Assessment to Drive Instruction*
- *Arts Infusion (discussed below in mission-related programs section 3b)*
- *Social Curriculum and SHINE*

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

Standards-Driven, Rigorous Research-Based Program

Language Arts and Reading

The foundation of any strong academic program is reading. PLPCS uses a research-based program – *Open Court Reading (OCR)* – with leveled readers and quality literature in grades K – 2 to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students spend at least 90 minutes per day reading and writing. OCR 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. OCR is recognized as a research-based reading series, as is called for by the *No Child Left Behind Act (NCLB)*.

To further build upon the foundations laid in their early reading education, we utilize novel studies for our 3rd grade through 8th grade scholars. Doing this exposes our scholars to true literature, allowing them to see full story and character development. It helps them to understand how stories are told and helps to fortify their ability to reading comprehension as well as their overall reading speed.

Mathematics

Mathematics instruction at PLPCS is highly structured. Teachers emphasize mastery of concepts through practice over time in order to build a solid mathematical foundation for every child. The school uses the *Saxon Mathematics* program as the basis for mathematics instruction. 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.

Students at every grade level have the opportunity to integrate art into math. For example, a second grade teacher plans 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.

Furthermore, students in 3rd grade and above made use of the IXL computer-based math program at PLPCS in the 2013-2014 school year. This personalized, adaptive program provides students with questions for each standard area that are at their level and provides teachers with data on student proficiency by standard.

Science

Science instruction at PLPCS has a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we provide all K – 8 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the *Full Option Science System (FOSS)*. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom. Using this exploratory approach will allow scholars to understand the fundamentals of the scientific method.

Grades 7-8 also take a stand-alone science class centered in Earth Science and some basic math concepts. This course met on alternating days for scholars, and would require a weekly lesson on a concept followed by a lab where scholars explored the information.

Social Studies

As students at PLPCS work toward District of Columbia standards and Lighthouse Academies mastery objectives in Social Studies, they 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. As a resource, however, we 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 – 8. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in District of Columbia social studies standards and core curriculum as well as LHA's mastery objectives. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of state-specific content standards. A variety of primary and secondary sources are utilized in the Upper Academy, including but not limited to Joy Hakim's *History of US* series and Pearson's *World Studies* series. During this year for middle school, Social Studies and Language Arts ran an interdisciplinary model, where the literature reflected the era or themes learned about in Social Studies

Students 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.

Physical Education and Health

We mix non-competitive games with content and activities promoting healthy practices in PE and Health at all grade levels. PLPCS use the *SPARK* program to teach physical education in addition to specialized instruction in martial arts and dance. Teachers in their homerooms are 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.

Technology

Students at all grade levels at PLPCS learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they use technology to communicate, collaborate, and explore. Technology is investigated as both a tool for productivity and a force that shapes the global community over time. With the growing importance of technology in our society today, it is critical for our college bound scholars to become technologically literate by the time they graduate from further education. Developing computer literacy goes beyond the use of simple computer games or rewards. Students need to learn to utilize computers and other technology as tools and resources across content areas. In this way they will be adept and ready to compete and succeed in the midst of our rapidly changing technological environment. In order to achieve this level of competence we believe that students need to access technology at an early point in their education. They can begin to utilize technology to reinforce skills, gather and organize information, and communicate. This type of preparation will form a base for the skills that they need to be successful students of higher education.

Assessments to Drive Instruction

Data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Based on the report, *90-90-90 Schools: A Case Study* (research on practices at schools that have 90% free and reduced lunch, 90% minority, and 90% students high performing), schools that achieved significant academic improvements provided frequent performance feedback to students. This is why students at PLPCS are assessed regularly and receive ongoing feedback on their progress.

Teachers at PLPCS use standardized assessments (NWEA, Achievement Network, and state assessments) as one measure, but in order to target instruction effectively, teachers regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings 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.

NWEA and Achievement Network Map

Grades K-8 take the NWEA assessments three times a year to measure progress of individual students' and to make curriculum adjustments based on the data. The NWEA tests are administered to classes on Chromebooks in the Multi-Media room by the Testing Coordinator. Students with accommodations are tested in both small group and individual settings. Because the test is completed individually and is computer adaptive, the students are fairly self-sufficient once they begin the assessment. The administrator is not required to read anything to students or to time the tests. Primary grades (K-2) also use headphone with the tests being read to them. If a student requires modifications through his/her IEP, a special education teacher provides those services. The Testing Coordinator oversee the administration of the assessment, coordinates the testing schedule, the facility and the dissemination of the data post-testing. Additionally, the Testing Coordinator schedules the make-up tests and informs the parents of the testing schedule as well.

Grades 2-8 also take the Achievement Network (ANet) test in both ELA and Mathematics. This is a test designed to help predict student proficiency levels and standard performance over time. This year, the test will be administered in class using paper and pencil, but will change to computer-based assessment next year to ready scholars for the PARCC assessment. The test is completed with minimal instructions centered on expectations from the teacher. The test is given over two sessions over two days. Students with test accommodations receive those on this test as well. The data from ANet testing is used on professional development "Data Days," and help to refocus instruction and create re-teach lesson plans. The data from ANet testing is used to determine scholar promotion to the next grade.

The NWEA and ANet tests are aligned to the national Common Core curriculum. Additionally, the NWEA reports provide student performance data with comparisons to nationally recognized standards areas and sub-strands. The assessment is scored through the NWEA website with scores being available 24 hours after administration. The ANet test reports class and cohort data and can be compared nationally with other schools and students in the network. Test results are mailed into a central processing facility to be scored, and results are usually available between 2-4 business days. ANet also includes a vast online resource system to both examine data and provide resources to help teachers get their students to master a standard. With the ability to access student's data in a timely manner, the school leadership team confers with the Board of Trustees to analyze this data, provides spreadsheets which lists each classroom's strengths and areas of growth.

Social Curriculum/Shine

LHA believes the social curriculum is as important as the academic curriculum and 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. These qualities are included in our SHINE character education program:

- § Self-Discipline
- § Humility
- § Intelligence
- § Nobility
- § Excellence

PLPCS believes that we can develop these qualities and others in every child, and by doing so, we support our scholars to be successful academically and prepare them to work collaboratively with others as well as build self-management skills to help prepare them for college. These qualities are reinforced throughout the school year through the Responsive Classroom and Developmental Designs for Middle School approach in tandem with the SHINE Program.

The Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at PLPCS and, ultimately, in college and life. RC and DDMS 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.

Developing a positive school culture is an outgrowth of a solid social curriculum. The small community environment developed at PLPCS 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. This is further developed through the practice of looping– the practice of a teacher staying with his or her class for two years in a row – which allows teachers to increase their effectiveness. Since a student's belief that his or her teacher genuinely cares about his or her well-being increases the student's engagement, it is crucial that students and teachers get to know each other well. In addition, teachers can 'hit the road running' on the first day of school as they do not need to spend as much time reviewing behavior norms or learning about individual students' personalities, learning styles and academic levels, thus providing significantly more instructional time.

The *Hugs campaign* was incorporated in grades 1 through 3 to teach our scholars the importance of utilizing coping strategies that encourage the use of appropriate conflict resolution. Developing coping skills increases positive peer interaction and fosters a sense of community among our lower academy scholars and builds social emotional learning. Hugs incentive trips provide scholars with positive incentives to reward desired behaviors.

Students with Special Needs

PLPCS employs a certified special education coordinator and staff. The staff of PLPCS have come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes students with disabilities. 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), PLPCS educates 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 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.

We provide services to exceptional learners (students with special needs) in the following ways:

1. Supporting struggling learners via the SST in the *general education* setting
2. Identifying Exceptional Learners via child find
 3. Delivering quality instruction based on research-based practices to insure academic and social growth
 4. Integrating instruction and assessment (formative and summative) to track growth for future planning
5. Maintaining compliance with state and federal guidelines

Identifying Students with Special Needs

The Student Support Team (SST) is the primary method we use to identify students with special needs. The SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. Below describes how students are brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student then gets additional supports, in the form of an IEP or 504.

Student Support Team Cycle

Phase One

Action	Timeline
Teacher contacts the special education coordinator. Teacher describes what is hindering the learning/learning difficulty and strategies s/he has tried.	Any time a concern is present
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
<p>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.</p> <p>Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)</p>	Within a week a meeting is planned and a follow up meeting is scheduled

Phase Two

Action	Timeline
SST Meeting with Teacher: next steps strategies/timeline and “meeting” time	Ongoing to collect data
Follow up with teacher to see progress	Weekly after each intervention

Meeting the Needs and Assessing Growth of Students with Special Needs

Once a child has an IEP, we offer the appropriate service and assess his/her growth regularly against the specific goals. In terms of instructional strategies, we have a menu of choices for our SPECIAL EDUCATION teachers to choose from based on the need and the learning style of the scholar.

1. Open Court Reading Intervention Guide
2. Kaleidoscope Reading Intervention
3. SRA Corrective Reading
4. Differentiated instruction and research-based strategies for supporting exceptional learners

We monitor growth in a variety of ways:

- o NWEA (three times a year in ELA and Math)
- o Curricular Assessments (weekly)
- o Progress toward IEP goals
- o Anecdotal (daily)

Because of the alignment of our curricular programs with the state standards, the weekly curricular assessments provide an excellent way to measure the progress of students with special needs against the state standards. Similarly, the NWEA assessment produces standards-aligned analyses of performance by student against each strand of a content area in reading, language and mathematics; it is an adaptive test that produces questions at the particular level of the student and then gives results in an absolute measure (with a prediction of proficiency on the state assessment and an indication of grade level proficiency) as well as against the grade level standards and strands.

For students with IEPs, progress toward the specific IEP goals is measured by the general education teacher in conjunction with the special education teacher who provides services to that student (if applicable). After an initial meeting at the start of the year (or at the initiation of the IEP if it is a new IEP or a new student), the general education classroom teacher meets with the special education teacher or coordinator to discuss the IEP goals and accommodations or modifications necessary for the student. Then, the team will meet at least quarterly to discuss the progress of the student against the specific IEP goals. Data is tracked by both team members to demonstrate student progress. The particular data tracked will depend on the goals of the IEP. Progress toward IEP goals is tracked quarterly via the SEDS database and is added to Potomac's standard report card.

English Language Learners

PLPCS serves any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. In accordance with the DC Language Access Act of 2004 Sec. 4. PLPCS provides translations of vital documents into any non-English language spoken by a limited or non-English proficient population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be served or encountered by the school.

Annually, all students who enroll in the school complete the Home Language Survey. If results indicate that a language other than English is spoken in the home or is the native language, then the students are given the ACCESS exam with parental permission. The results of this exam determine the ELL level of the child and services needed. In 2013–2014, PLPCS had no identified students who were English Language Learners (ELLs). However, should the need arise, the school has a plan in place. Students at PLPCS with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. PLPCS will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the PLPCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

Research has shown that a structured immersion program is considered effective at teaching English to students. All students with limited English proficiency are expected to become proficient in the English language at a rapid pace. PLPCS believes that the structured English immersion program is most helpful to ELL students in achieving English proficiency in reading, writing, listening, and speaking. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English. However, the level of English used for instruction — both oral and written — is modified appropriately for each ELL student.

PLPCS is committed to providing all necessary staff and specialized curricular materials to enable ELL students to achieve academic language proficiency and attain the high standards established for all students in the school. Curricular materials in grades K – 7 may include the Open Court Reading (OCR) English Learner Support series, which focuses on vocabulary acquisition and linguistic patterns.

The school directly provides or makes referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction

and/or push-in services, depending on the needs of the particular student. Specifically, ELL students may receive additional support with one or more of the following:

- One-on-one or small group support in and/or out of class from an ESL teacher
- Sheltered language instruction from the classroom teacher designed to make content accessible to ELL students
- Supplementary service during recess or after school and one on one or small group support in and/or out of class

The school's teachers are responsible for observing each student throughout the class and day with an eye toward supporting limited English proficiency. All teachers receive professional development training on strategies for teaching ELL students. With professional development, teachers also better understand the capabilities of ELL students in their classroom at all levels of English proficiency.

The school purchases high quality textbooks and literature for both English-speakers and ELL students. Quality materials are instrumental to an effective educational program. Materials – particularly texts – that need to be adapted have one or more of the following modifications:

- Reduction in amount of text, without giving up rigor or key content.
- Addition of graphics, such as pictures, charts, graphs, and other non-text supplements by which students can get information.
- Addition of basic comprehension questions to help students find key information.
- Use of recording/playback devices to supplement reading with audio and/or video version.
- Preview of content vocabulary and linguistic patterns to increase comprehension.

Arts Infusion

Arts infusion can be a powerful approach to teaching that enhances student learning and increases student engagement in teaching. (Fiske) Research shows that the arts play a role in brain development. (Sylvester) By providing students with creative ways of learning and applying core content knowledge the arts enhance students' understanding and retention of skills and concepts. The arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at risk of disengaging from school. (<http://teachforamerica.org>)

According to the Lighthouse Academies model there are three essential components to arts-infusion instruction: collaboration, instruction and student outcomes.

1. Utilizing the first essential **collaboration**, Potomac Lighthouse provided 50 minutes four days a week for teacher collaboration both with Professional Learning Communities arranged both horizontally and vertically. Additionally teachers met for a two and a-half hours a week for professional development. The teachers utilized this time to plan and co-teach arts-infused lessons. This collaboration provided an opportunity for teachers to learn from each other, develop their practice and enhance overall practice of arts infusion at the school.

2. The Potomac Lighthouse faculty worked to incorporate arts-infused lesson plans to model the **instruction** component. The lessons ranged from single lesson to longer projects such as the month-long Black History month celebration of African-American artists who impacted their artistic genres or the cross-curricula staging of a mock trial or the use of graphic novels.

3. The final key component would be that of **student outcomes**. The intended result of the arts-infused instruction is measured by student outcomes. Successful implementation of an arts-infused program should result in student mastery of learning objectives.¹

¹ E.B. Fiske (Ed.), "Champions of Change: The Impact of Arts on Learning." Arts Education Partnership. Available at: <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

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

Parent Involvement

Parent involvement has been found to be a key lever for student success. Potomac lighthouse has built in various programs to support parent involvement to support our school learning community. The special education department hosted a parent workshop on social media. The workshop focused on dangers and best practices for supervising children utilizing social media sites. The director of family support and engagement hosted numerous events focusing on high school readiness to prepare our graduating 8th grade scholars and their families for the high school transition.

For the current school year Potomac Preparatory has scheduled parent boot camps on discipline, special education and social emotional learning to provide parents with resources that best support our scholars educational, as well as social emotional development. Potomac Preparatory has also initiated a parent advisory board to provide parents a voice in their children's education at the school. Parents meet monthly and have a direct line of communication with not only school leaders but also the principal. The parent advisor board focuses on parent communication, family engagement and educational support.

SCHOOL PERFORMANCE

A. Performance and Progress

Potomac Lighthouse PCS - Goals and Academic Achievement Expectations	Evidence/Assessment Tool/Population	Not Historically Measured (Mark X if applicable)
<p>1) All students will reach high levels of academic attainment.</p> <p>a. All students will demonstrate progress towards academic success in all core subjects.</p>	NWEA, ANET, and Student report cards	x - not adequately tracked outside of ELA and MATH
<p>2.) All students demonstrate grade-appropriate reading strategies.</p>	NWEA	
<p>3.) All students will apply math concepts to solve problems addressing grade-level standards.</p>	NWEA and ANET	

<p>4.) All students will successfully complete lab work addressing grade-level standards.</p>	<p>Foss Scientific Curriculum grades 7- 8</p>	
<p>5.) All students will communicate through writing according to grade-level standards.</p>		<p>X</p>
<p>6.) All students will successfully complete work in social studies that aligns to grade-level standards.</p>	<p>Report Cards for grades 7-8</p>	
<p>7.) Each year all students enrolled for a full year at the school will successfully complete at least 80 percent of schoolwork corresponding to Lighthouse Exit Standards.</p>	<p>Report Cards for grades 7-8</p>	
<p>8.) All students will demonstrate improvement of at least four Normal Curve Equivalent (NCE) points between the fall and spring administration of the standardized assessment in use by the District of Columbia Public Schools in the same school year.</p>		<p>X</p>
<p>9.) All students who have spent at least two full years at the school will score at least within half a year of their grade level equivalent on the standardized assessment in use by the District of Columbia Public Schools.</p>	<p>DC-CAS</p>	

<p>10.)</p> <ul style="list-style-type: none"> - All students who have spent at least two full years at the school will demonstrate proficiency on state assessments. - Among students who have spent at least two full years at the school, disaggregated data from the standardized assessment in use by the District of Columbia Public Schools will show no significant difference between groups of students from different demographic groups within a school. 	<p>DC-CAS</p> <p>DC-CAS</p>	
<p>Non-Academic Goals</p>		
<p>11.) All students will contribute to at least one public art demonstration or performance each year.</p>	<p>Spring Art Exhibit and Labryinth</p>	
<p>Goals Related to School Mission</p>		
<p>12.) Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.</p>	<p>SHINE curriculum and suspension rate</p>	
<p>Management Effectiveness Goals</p>		

13.) PLPCS will meet Adequate Yearly Progress targets.	N/A	
14.) PLPCS will fill, by the end of the first week of school, at least 95% of the available openings each year.	Enrollment Data	
15.) PLPCS will re-enroll at least 90% of eligible students at the end of the school year.	Enrollment Data	
16.) The average daily student attendance each year will be at least 90%.	Attendance Data	
17.) By the end of each July, PLPCS will develop a wait list equal to 20% of the school's total enrollment for the next school year.	Wait List of PreK, Pre School and K	
18.) PLPCS will have a balanced budget each fiscal year.	Financial Audit	
19.) There will be no exceptions made by the school's external auditor.	Financial Audit	

Percentage Proficient and Advanced on DC CAS 2013-14

Grade (Last Year)	Math	Reading
2	47%	38%
3	5%	16%
4	67%	43%
5	48%	41%
6	50%	41%
7	58%	65%
8	72%	50%

DC-CAS SPECIAL EDUCATION REPORT

Twenty-two scholars were administered the District Of Columbia Content Area Strands for Reading and Math. Potomac Preparatory (formally known as Potomac Lighthouse when test was administered) had two second grade, five third grade, three fourth grade, two fifth grade, four sixth grade, two seventh grade, and four eighth grade scholars that took the assessment.

Potomac Preparatory Public Charter School had three scholars to score Proficient in Reading and five scored Proficient in Math. Proficient means that the students met all "Basic" requirements and are also able to; use vocabulary skills (e.g., identifying affixes, root words, and multiple-meaning words; using context clues to interpret non-literal words and meanings of unknown words; and understanding word nuances) to comprehend text; read informational and literary texts and distinguish between stated and implied facts; identify key ideas in literary and informational texts; identify character traits that are important to the text; connect text details to prior knowledge; use textual evidence to support response/explanation; demonstrate some command of conventions of standard English Grammar and use text features to locate key information. Students that met all "Basic" requirements for Math are able to accurately represent and solve one and two digit addition and subtraction word problems with regrouping; solve for an unknown number represented with a symbol in addition and subtraction problems with no regrouping; skip-count by 5s, 10s, and 100s; represent whole number sums and differences on a number line diagram; use symbols to compare two three-digit numbers; represent data in a picture graph or bar graph and use that data to solve word problems; identify a line plot that matches a given set of data; measure length of an object to the nearest whole unit; tell time to the nearest five minutes; identify the total value of a collections of coins and bills; identify basic three dimensional shapes with specified attributes; partition a rectangle into rows and columns to same-size squares and count to find the total number; and partition circles and rectangles into three equal shares and describe the shares as thirds.

Potomac Preparatory had thirteen scholars that scored Basic in Reading and ten scholars to score Basic in Math. Basic means the students are able to use vocabulary skills

(such as identifying root words and distinguishing between literal and non-literal meanings of some common words and phrases) to understand texts; read some informational and literary texts in order to locate stated facts; identify text features and find specific information in graphics; respond in a variety of ways including writing, to answer basic "who,what,when,where,why" questions; identify some characters traits; and make simple inferences. Basic for Math means the students are able to accurately solve three-digit addition and subtraction word problems with no regrouping; represent single-digit addition and subtraction word problems with an equation; determine whether a group of objects has an odd or even number of members; represent whole numbers on a number line diagram; compare two three-digit numbers; interpret data presented in a picture graph or bar graph using single-unit scales; tell time to the nearest quarter hour; identify total value of a collection of coins; and identify basic two-dimensional shapes with specified attributes.

Lastly, Potomac Preparatory had six scholars that scored Below Basic in Reading and seven that scored below basic in Math. Below Basic means the students are able to; use some vocabulary skills (such as using context clues) to understand words and word meaning; use illustrations to help make sense of texts; and read simple literary or informational texts to answer some basic "who,what,when,where,why" questions. Below Basic for Math are students that are able to accurately solve two-digit and subtraction problems with no regrouping; read, write, and model numbers to 1,000; identify the category with the greatest or least number in a bar graph; tell time to the nearest half hour; name basic two-dimensional shapes; and partition circles and rectangles into two or four equal shares and describe the shares as halves or fourths.

DC CAS Trends

The school as a whole saw an incremental increase in overall scores, but was drastically affected by the performance of 3rd grade. 3rd grade's inability to perform should be directly attributed to the constant turnover of teachers in that grade. 3rd grade scholars saw teachers leave the classroom four times before DC CAS was administered.

The school saw excellent gains in 4th, 7th, and 8th grade math, and met or exceeded goals in most areas outside of 3rd grade. Throughout the grades in literacy, writing had a negative impact on most scores, and should be a focus moving forward.

In this school year, recommended next steps are ensuring all content is aligned to Common Core standards. A uniform writing program for testing grades would also be a great benefit to the school community.

B. Lessons Learned

1. Organizational processes and practices are critical to the development of a coherent system of support for the improvement of teaching and learning.

2. School effectiveness and the level of impact on student learning are dependent on the alignment of resources, structures, time, and decisions with each other and with a focused improvement agenda.
3. Monitoring implementation requires administrators to track progress so they can adjust the planned actions and accomplish goals more effectively. School leaders will detail how and why monitoring will occur, particularly at the classroom level.
4. Set achievable but challenging targets for all students at grade, subject and departmental level that include clear milestones to check on progress towards these and that will enable a rapid response to any deviation from the trajectory needed to reach these goals.
5. Assessment will be expanded beyond simple test scores to provide a detailed, continuous profile of student strengths and weaknesses. Teachers, parents, and individual students will be able to closely monitor academic progress and use the assessment to focus on areas that need improvement. Tests will be an opportunity for students to learn from their mistakes, retake the test, and improve their scores.
6. Continue job-embedded professional development, the mentoring program, and training in the areas of assessments, classroom management, differentiated instruction, etc.
7. Expand parent outreach in order to provide parents with strategies related to how best to support their children.
8. Implement a proactive systems-based approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success is critical to the success of our young children. Thus, we will ensure that our PBIS model is a tiered system of support that includes a problem-solving process to enhance the capacity of our young people to effectuate change. Our PBIS model will establish clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff.
9. The Potomac Lighthouse Instructional Management Cycle will be a more recursive process of teaching and learning that begins with identifying learning goals and moves through the following steps: teacher assessment of student readiness, student practice, teacher feedback to students, ongoing formal and informal teacher and student assessments of student learning, teacher adjustment of instruction, re-teaching as needed and final formal teacher assessment of student learning. To this end, we will expand the use of the Achievement Network (ANET) including the coaching model. The Instructional Management Cycle includes:
 - a. **Identify Learning Goals:** The teacher identifies the outcomes for learning related to content standards and indicators of objectives identified by the District of Columbia.

b. **Pre-Assess and Planning:** Pre-assessing the student's prior knowledge and then planning for instruction is a critical step. Having evidence of what the students know and do not know allows the teacher to plan specifically to meet individual needs. There will be multiple opportunities for pre-assessment including paper and pencil tests, standardized pre-tests, etc. Planning for instruction also means differentiating for all students (all students must have access to on-grade level curriculum standards).

c. **Instruct, Assess, and Provide Feedback:** During instruction, the teacher is constantly gathering feedback, seeking to determine the level of understanding for each student, conducting regular assessments along with effective, explicit feedback related to the learning goals and objectives. The teacher delivers powerful targeted instruction and uses assessment data to inform instruction, while putting the learner in an active role. Teaching and learning becomes the embodiment of the symbiotic relationship between teacher and learner.

d. **Grading and Reporting:** Grading involves collecting and evaluating evidence about student achievement on performance over a specified period of time. Measures of student performance in reference to specific criteria on standards are summarized as grades. Summative and formative assessments are used based on criteria. Reporting is the process of communicating grades to parents and students. Grading and reporting go hand-in-hand. Communication is usually by report cards, phone calls, and letters. This communication will increase at Potomac Lighthouse. In addition, having students take the lead in conferences and use data notebooks creates a rich interactive exchange. Student-Led conferences will become the norm at Potomac Lighthouse.

e. **Feedback/Ret each** - This step is often viewed as diagnostic/prescriptive in nature. Adjusting and repeating the delivery of content by addressing an individual student's learning style, preference interest, learning rate, and readiness.

f. **Reassess** - This can be an informal or formal process of gathering evidence of students' learning after re-teaching and relearning. Reassessing may involve re-grading.

10. The Potomac Lighthouse PCS Instructional Management System will employ research-based best practices which provide the glue that integrates DCPS standards, curriculum, and assessment. These best practices offer the prospect of seamless integration for teachers and students. The practices will include:

- School Improvement Team Process
- Weekly Collaborative Dialogue/Data Talks
- Diagnostic/Prescriptive Strategies
- Student Led Conferences
- Data Journals
- Regular Learning Walks
- Mentoring program for teachers
- Lesson Study Process

11. Finally, to improve student learning and raise achievement, Potomac Lighthouse PCS will:

- Improve instructional leadership by requiring frequent and regular classroom observation that provides developmental feedback that focuses more sharply on student learning outcomes rather than teacher behaviors.
- Use the wealth of available data more effectively at classroom level to ensure lessons are closely aligned to the full range of students' learning needs and to enable rapid and targeted response to changes in their needs.
- Provide more opportunities in lessons for active, collaborative learning that increases student engagement and involvement and generates a greater enthusiasm for school.
- Improve the quality of teachers' questioning so that students interact more, develop critical thinking skills and deepen their understanding.

C. Unique Accomplishments

1. Special Notes (whole school):

- Potomac Lighthouse promoted our first class of eighteen middle school students. To celebrate the promotion, scholars participated in a prom, cooking classes and promotion ceremony.

2. Upper Academy:

- 7th grade scholars practiced public speaking skills in mock debates. Topics ranged from reproductive rights to federal spending. Students dressed professionally and parents were invited to all sessions.
- 8th grade scholars participated in a mock trial for Nat Turner. Their court case was based upon a graphic novel representation of the Nat Turner confession. Scholars acted as witnesses, debated as lawyers, and researched as paralegals. This mock trial was performed in front of other grades and parents were invited.
- 8th grade scholars also completed an interdisciplinary unit in the Harlem Renaissance and reproduced a variety show. Scholars chose to perform original and reproduced poetry, dances, songs, and plays. Parents were invited and other scholars from the upper academy were also in attendance.
- 6th grade scholars worked on a year-long tutoring program. Scholars were paired with 1st and 2nd graders and would complete short lessons in mathematics and literacy. Scholars also used this opportunity to be a mentor to the younger students in the school.

3. Lower Academy:

- 2nd grade showed significant improvement in Math on DC CAS
- 1st and 2nd grade paired with 6th grade scholars in the building to create a tutoring and peer program designed around literacy skills.
- Kindergarten had an end of year promotion ceremony to celebrate success and student achievement.

4. Preschool and Pre-K:

- Preschool and Pre-K partnered with AppleTree Institute for a Spring Book Celebration where parents, authors, scholars and teachers collaborated to celebrate literacy and the enjoyment of reading.
- Preschool had an end of the year Wet and Wild Things Party where parents and teachers had fun learning stations that included water activities for their scholars.
- Pre-K had an end of the year promotion ceremony to celebrate success and student achievement with parents, teachers and family members.

Appendix G

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL

Executive Summary

Potomac Lighthouse Public Charter School has been in existence for six years. Based on the School Reform Act, §38-1802.13(a) (b)¹, Potomac Lighthouse Public Charter School is not a candidate for charter revocation. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter; has met the goals and student achievement expectations set forth in the charter; has engaged in generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement and is economically viable.

In the 2009-10 Preliminary Charter Review Analysis, (attached) PCSB staff found that although Potomac Lighthouse met the non-academic, compliance, and fiscal organizational performance standards, the school did not meet the standards for academic performance and governance, and was therefore placed on Charter Warning. As a result, in April 2010, the DC Public Charter School Board and Potomac Lighthouse Public Charter School signed a Memorandum of Understanding which set forth conditions and recommendations for improvement as delineated in the Preliminary Charter Review Analysis, the 2009-10 Program Development Review Panel Report, as well as suggestions by PCSB staff. The school's response to these conditions was received in June 2010 (see attached).

Charter Review Analysis

The following analysis of Potomac Lighthouse Public Charter School's charter addresses whether it is a candidate for revocation based on §38-1802.13(a) (b) of the School Reform Act:

- (1) Has the school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities? *No***

There is no evidence that Potomac Lighthouse Public Charter School has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities. The school has submitted Annual Reports in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no compliance, governance or financial issues during the 2009-2010 school year.

¹ Pursuant to the School Reform Act, §38-1802.13(a) (b), a public charter school may be a candidate for revocation if the eligible chartering authority determines that the school: 1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) Failed to meet the goals and student academic achievement expectations set forth in the charter; 3) Engaged in a pattern of non-adherence to generally accepted accounting principles; 4) Engaged in a pattern of fiscal mismanagement; or 5) Is no longer economically viable.

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL

(2) Has the school failed to meet the goals and student academic achievement expectations set forth in the charter? *No*

In the Preliminary Charter Review Potomac Lighthouse Public Charter School did not meet the standards for academic performance. The school failed to meet 3 of 6 of the academic targets on their accountability plan and did not make AYP in reading (31%) or math (15%) for the 2008-09 school year.

Although the school did not make AYP for SY 2009-10, gains were made in reading (from 31% to 42%) and Potomac made significant gains in math (from 15% to 45%). Gains were also made on internal assessments. The following chart shows the percentage of students meeting individual end-of-year growth targets on the NWEA for reading and math. (The gray area indicates student gains in the grades that did not attend Potomac Lighthouse in the 2010-2011 academic year due to the new grade configuration.)

Reading NWEA End-of-Year Growth

Grade	Percentage of Students Meeting Ind. Growth Target
K	70%
1	59%
2	68%
3	84%
4	67%
5	69%
6	58%
7	64%

Math NWEA End-of-Year Growth

Grade	Percentage of Students Meeting Individual Growth Target
K	58%
1	58%
2	59%
3	79%
4	74%
5	17%
6	73%
7	33%

The pre-kindergarten students take the Teach For America indicators of Success Assessment that assesses students on all PK Learning Standards. The goal was for 80% of students to demonstrate proficiency at the end of the year. 80% of students demonstrated mastery of PK Literacy Standards and 82% demonstrated mastery on PK Math Standards.

The school has also begun implementing the recommendations for improvements in curriculum, instruction, and assessment that were outlined in the Memorandum of Understanding and the Program Development Review, has demonstrated progress on its internal assessments, and has systems in place to monitor student performance. In the October 2010 Program Development Review Report, the school was commended on the

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“demonstrable improvements that have been made . . . and that the school is poised to continue with high expectations that will lead to results”. (See attached PDR Summary)

The Middle States Commission on Elementary Schools approved the school’s candidacy for accreditation in November 2009 and Potomac Lighthouse began the accreditation process in 2010-11.

(3) Has the school engaged in a pattern of non-adherence to generally accepted accounting principles?

Summary of Audit Results (GAS)

- The auditors’ report expresses an unqualified opinion on the financial statements
- Financial statements conform to accounting principles generally accepted in the United States of America
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses were reported in the report of internal control over financial reporting
 - Certain deficiencies in internal control over financial reporting considered to be significant deficiencies were identified
 - Internal controls not consistently followed
 - Tracking and retaining cash receipts documentation - the school does not have appropriate policies and procedures that require all cash or checks receipts to be tracked and retained independently in the school's records by more than one person.
 - Recording afterschool program receivables - the school doesn't record all afterschool receivables in its primary accounting system on a monthly basis.
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported on compliance and other matters based on an audit of financial statements performed in accordance with GAS
- One instance of noncompliance material to the financial statements were disclosed during the audit
 - The school entered into several procurement arrangements that exceeded \$25K but were not bid out and/or were not approved in accordance with the DC government procurement laws and regulations.

Summary of Audit Results (A-133)

- The auditors’ report on compliance relating to OMB Circular A-133 expresses an unqualified opinion on two of three major programs (ARRA/ Title 1)
 - The school was found to have complied with the requirements of OMB Circular A-133 for two of three major federal programs for the year ended June 30, 2010
 - Title I part A – Grants to LEAs
 - State Fiscal Stabilization Fund

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- The school was found to have **not** complied with the requirements of OMB Circular A-133 for the National School Lunch and Breakfast major federal programs for the year ended June 30, 2010
 - Two instances of noncompliance material to the audit and considered to be significant deficiencies were disclosed during the audit
 - Eligibility determination and verification compliance
 - Retention of claims reimbursement report documentation

Summary of prior audit findings and corrective action plan

- No prior period audit findings

Other information

- The school incurred a \$445K increase in net assets during the year
 - **Cumulative net asset deficit of \$163K**
 - **Down from a deficit of \$565K at the conclusion of FY09**
 - **\$56K of cash at the end of the year**
 - **Accounts receivables in excess of \$215K**
 - **\$205K receivable from the DC govt**
- **Related party:**
 - Notes payable – On June 10, 2005, the school obtained a \$230K promissory note from Lighthouse Academics, Inc. The loan has a 4.5% interest rate. Two amendments to the note in 2007 and 2009 allowed the school to cease making principal and interest payments until July 1, 2011 with the interest continuing to accrue. However, the school paid interest expense in 2010 totaling \$10.5K. Near the end of the fiscal year, Lighthouse Academics, Inc. forgave the principal and unpaid accrued interest owed under the note, which totaled \$230K.
 - On June 1, 2009, the school obtained a \$500K line of credit from Lighthouse Academics, Inc. The line of credit has a 4% interest rate and is due June 30, 2011. The line of credit is secured by future per pupil payments over and above the amounts securing the facility lease. Interest paid during the fiscal year was \$2.23K. At June 30, 2010, the amount owed under the line of credit was \$200K.
 - Management Fees – The school contracted Lighthouse Academics, Inc to manage the operations and administration of the school. The management fee is 7.5% of the school's per pupil revenue and federal funds. The school also reimburses Lighthouse Academics, Inc for travel, benefits, and other expenses incurred on behalf of the school. At June 30, 2010, management fees and reimbursements totaled \$303K and \$415K, respectively. The amount payable to the management company at the year end is \$80K.
 - Building Management Fees – The school contracted Lighthouse Facilities Management, LLC, affiliate of Lighthouse Academics, Inc., to provide facility management and other services for the school. At June 30, 2010, building management fees totaled \$22K.

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- Operating Leases – The school entered into several operating leases for equipment, textbooks, technology, and furniture under a master lease agreement obtained by Lighthouse Academies, Inc. with a third party vendor. The school reimburses Lighthouse Academies Inc. for payments made on the leases. The leases were originally for three years. However, Lighthouse Academies, Inc. in a repayment agreement with the school restructured the leases in 2009 consolidating future payments and extending the leases terms an additional five years. Annual lease payments totaled \$78K. In 2010, equipment lease expense totaled \$81.7K inclusive of taxes.
- Bus Lease – the school contracted Lighthouse Facilities Management, LLC to provide leased buses for transporting students to and from the school. At June 30, 2010, bus rental expense total \$160K.
- Retirement Plan – the school’s staff are employees of Lighthouse Academies, Inc. Lighthouse Academies, Inc. has a 401(k) retirement plan (Plan) that covers employees who work more than 1000 hour in a calendar year and are 21 year of age. Lighthouse Academies, Inc. matches up to 4% of the employees’ salary deferrals. The school reimburses Lighthouse Academies, inc. for contributions made to the plan. In 2010, the school paid retirement benefits totaling \$11.6K.
- Management fees paid to Lighthouse Academies, Inc. for FY10 totaled \$303K.
- Some concern of the school’s ability to exist into perpetuity due to low liquidity ratio.
 - Current assets = \$325K
 - Current liabilities = \$427K

Overall, Potomac Lighthouse PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines. School leadership has worked and continues to work diligently to remedy audit issues and findings in an expeditious manner when they arise.

Potomac Lighthouse PCS has submitted it annual audits to the PCSB in a timely fashion. Each of the school’s audits (FY06-10) received an unqualified opinion.

(4) Has the school engaged in a pattern of fiscal mismanagement?

Based on the information available, PCSB believes that the Potomac Lighthouse Public Charter School has adequate fiscal management processes in place. The school’s audit reports (FY06-FY10) reflect sound accounting and internal controls policies. School leadership has done an adequate job submitting all necessary budgetary documents to PCSB for review when required. School leadership must aim to increase the school’s cash reserve accumulation to a sufficient level capable of absorbing three to six months of operating expenditures. The school

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should continue to rely upon debt only when necessary. For the year ending June 30, 2010, the school's net assets increased to (\$163K) down from (\$608K) the prior year. Additionally, the school's liquidity ratio of .76 needs to be strengthened to ensure operational well-being into perpetuity. The school continues to rely upon its favorable relationship with Lighthouse Academies in times of revenue uncertainty. This relationship has proved to be instrumental in the school's recent budgetary successes. However, it could become problematic if the school is unable to repay certain obligations. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(5) Is the school no longer economically viable?

The following table is a representation of the school's assets, liabilities and net assets at the conclusion of its last five fiscal periods (FY06 through FY10). Based on the information contained in the tables and charts below, PCSB staff concludes that Potomac Lighthouse PCS is economically viable but must reduce expenditures and/or increase revenues in the near-term to ensure financial solvency into perpetuity.

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CHARTER REVIEW ANALYSIS

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL

POTOMAC: 5-YEAR BALANCE SHEET ANALYSIS						
	2006	2007	2008	2009	2010	
Assets						
Current Assets:						
Cash Cash equivalents	\$ 115,393	\$ 67,684	\$ 4,784	\$ 100,261	\$ 56,242	
Grants and accounts receivable	\$ 99,836	\$ 24,153	\$ 9,086	\$ 216,804	\$ 215,765	
Prepaid expenses	\$ 14,758	\$ -	\$ 312	\$ 1,004	\$ 53,422	
Other current assets	\$ -	\$ 1,390	\$ -	\$ -	\$ -	
Total Current Assets	\$ 229,987	\$ 93,227	\$ 14,182	\$ 318,069	\$ 325,429	
Fixed Assets						
PPE net	\$ -	\$ -	\$ -	\$ 92,698	\$ 100,441	
Total NonCurrent Assets, net	\$ -	\$ -	\$ -	\$ 92,698	\$ 100,441	
Other assets	\$ 4,000	\$ 15,138	\$ 52,638	\$ 101,583	\$ 38,250	
Total assets	\$ 233,987	\$ 108,365	\$ 66,820	\$ 512,350	\$ 464,120	
Liabilities and Net Assets						
Current liabilities						
Accounts payable	\$ 251,536	\$ 12,396	\$ 75,000	\$ 226,172	\$ 65,419	
Accrued expenses	\$ 45,825	\$ 94,239	\$ 108,837	\$ 178,876	\$ 227,186	
Deferred revenues	\$ -	\$ 144,967	\$ 46,263	\$ 103,316	\$ 55,163	
Due to management company	\$ -	\$ -	\$ 10,853	\$ 29,224	\$ 79,625	
Line of credit - Lighthouse Academies	\$ -	\$ -	\$ 150,506	\$ -	\$ -	
Total current liabilities	\$ 297,361	\$ 251,602	\$ 391,459	\$ 537,588	\$ 427,393	
Long-term liabilities						
Loan payable - Lighthouse Academies	\$ 219,825	\$ 219,825	\$ 240,440	\$ 582,832	\$ 200,000	
Total liabilities	\$ 517,186	\$ 471,427	\$ 631,899	\$ 1,120,420	\$ 627,393	
Net Assets:						
Net Income	\$ (200,750)	\$ (79,863)	\$ (202,017)	\$ (42,991)	\$ 444,797	
Beg. Net Assets	\$ (82,449)	\$ (283,199)	\$ (363,062)	\$ (565,079)	\$ (608,070)	
Total Net Assets (Ending Net Assets)	\$ (283,199)	\$ (363,062)	\$ (565,079)	\$ (608,070)	\$ (163,273)	
Total liabilities and net assets	\$ 233,987	\$ 108,365	\$ 66,820	\$ 512,350	\$ 464,120	
Long-term debt/ Total Equity ratio:	(0.7762)	(0.6055)	(0.4255)	(0.9585)	(1.2249)	
Net-working capital:	\$ (67,374)	\$ (158,375)	\$ (377,277)	\$ (219,519)	\$ (101,964)	
Liquidity ratio:	0.77	0.37	0.04	0.59	0.76	

The school's total assets have begun to grow over the last few fiscal periods. The school's assets accumulation at the end of FY10 was \$464K up from a five year low of \$608K at the conclusion of FY09. The school's liabilities continue to remain at appropriate levels conducive to a public charter school.

The following table is a representation the revenues verse expenditures over the last five fiscal periods (FY06 through FY10).

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POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL

POTOMAC: 5-YEAR INCOME STATEMENT ANALYSIS						
	2006	2007	2008	2009	2010	
Revenue:						
Support and revenue:						
Revenue:	\$ 1,175,582	\$ 1,599,259	\$ 1,702,601	\$ 3,464,767	\$ 4,410,528	
Total revenue	\$ 1,175,582	\$ 1,599,259	\$ 1,702,601	\$ 3,464,767	\$ 4,410,528	
Expenses:						
Personnel costs	\$ -	\$ 1,058,020	\$ 995,784	\$ 1,587,421	\$ 1,802,526	
Direct Student costs	\$ -	\$ 86,162	\$ 269,948	\$ 501,940	\$ 444,200	
Occupancy expenses	\$ -	\$ -	\$ 193,926	\$ 650,321	\$ 766,625	
General and administrative expenses	\$ -	\$ 534,940	\$ 444,960	\$ 768,076	\$ 952,380	
Total expenses	\$ -	\$ 1,679,122	\$ 1,904,618	\$ 3,507,758	\$ 3,965,731	
Net Income	\$ (200,750)	\$ (79,863)	\$ (202,017)	\$ (42,991)	\$ 444,797	
Beginning Net Assets	\$ (82,449)	\$ (283,199)	\$ (363,062)	\$ (565,079)	\$ (608,070)	
Total Net Assets (Year End Balance)	\$ (283,199)	\$ (363,062)	\$ (565,079)	\$ (608,070)	\$ (163,273)	
Profit margin	-17%	-5%	-12%	-1%	10%	
Personnel costs/Total Revenue	0%	66%	58%	46%	41%	
School Program/Total Revenue	0%	5%	16%	14%	10%	
Occupancy expenses/Total Revenue	0%	0%	11%	19%	17%	
G&A expenses/Total Revenue	0%	33%	26%	22%	22%	

Potomac Lighthouse PCS has concluded four of its last five fiscal periods with negative net income balances (see table below). As such, the school's cumulative net asset deficit approached \$608K at the conclusion of FY09. However, the school's recent budgetary success during FY10 fiscal year has enabled it to reduce the deficit to \$163K. PCSB staff believes that the school will continue to reduce its deficits in successive fiscal periods. However, it should be noted that additional material losses will undoubtedly place substantial pressure on future budget cycles if realized.

Fiscal Period	2006	2007	2008	2009	2010
Net Income	\$ (200,750)	\$ (79,863)	\$ (202,017)	\$ (42,991)	\$ 444,797
Net Assets	\$ (283,199)	\$ (363,062)	\$ (565,079)	\$ (608,070)	\$ (163,273)

Potomac Lighthouse PCS has struggled to generate positive working capital balances at the conclusion of each of the last five fiscal periods (see table below). Fortunately, FY10 proved to be less challenging than previous cycles. As a result, the school's liquidity ratio has increased from .59 at the conclusion of FY09 to .76 at the conclusion of FY10. The school must continually strive to improve its liquidity position.

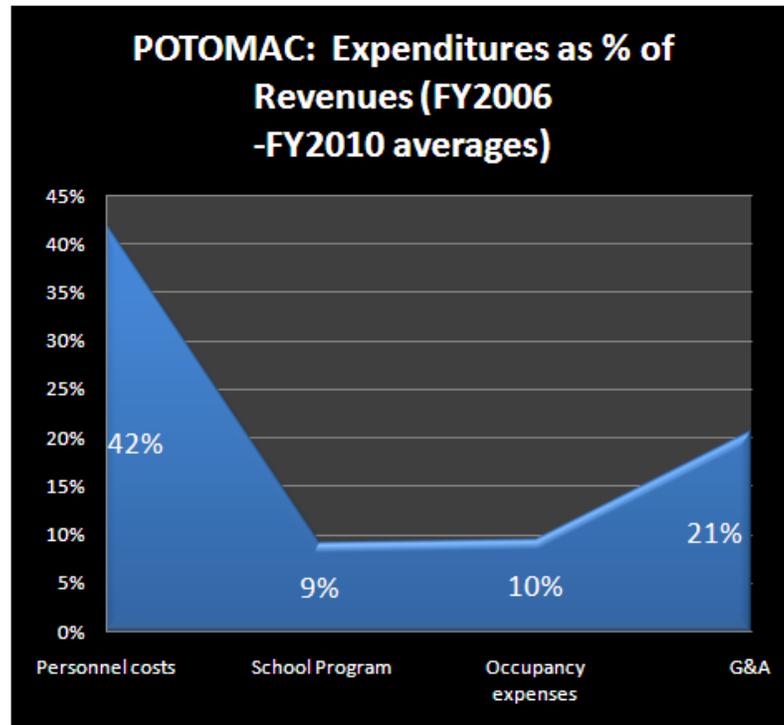
Fiscal Period	2006	2007	2008	2009	2010
Net Working capital	\$ (67,374)	\$ (158,375)	\$ (377,277)	\$ (219,519)	\$ (101,964)
Liquidity ratio	0.77	0.37	0.04	0.59	0.76

Potomac Lighthouse PCS makes spending decisions appropriate for the administration of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 42% and 10% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).

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CHARTER REVIEW ANALYSIS

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL



Appendix H



SCOTT PEARSON, EXECUTIVE DIRECTOR

March 7, 2014

Ms. Elizabeth Jorgensen
Chairperson
Potomac Lighthouse PCS
c/o United Bank
2071 Chain Bridge
Vienna, VA 22182

Dear Ms. Jorgensen,

This letter is a follow-up to the January 13, 2014 meeting between you, members of Lighthouse Academy's administrative team, and members of Potomac Lighthouse Board of Trustees and representatives from DC Public Charter School Board ("PCSB") leadership, including Board Chair John "Skip" McCoy, Board Members Emily Bloomfield and Sara Mead, Deputy Director Naomi DeVeaux, Specialist Charlotte Cureton, and me. Unfortunately, Potomac Lighthouse PCS's Principal Ramon Richardson was unable to attend. As discussed during the meeting – and indeed the reason for requesting the meeting – are several concerns PCSB have about Potomac Lighthouse PCS as it approaches its 10-year charter review in the 2014-15 school year.

PCSB shared its concerns with the troubling decline in Potomac Lighthouse PCS' Elementary/Middle School Performance Management Framework ("PMF") performance over the past three years, from 54.6 in 2010-11, to 49.3 in 2011-2, and 34.3 in 2012-13, resulting in the school's current Tier 3 PMF designation. While PCSB will assess whether Potomac Lighthouse PCS has met its goals and academic achievement expectations in determining continuation of the charter, it has been our experience that decline in a school's performance on the PMF is an indicator of not meeting goals and academic achievement expectations. Additionally, the school only met three of seven targets on its 2013 early childhood pilot PMF. PCSB emphasized that it was urgent for the school to take action to improve its academic performance in all grade levels or that charter revocation could result.

PCSB also pointed out that the school was experiencing continuing compliance issues. This school year Potomac Lighthouse PCS has significantly underreported its suspensions to PCSB, and for a time did not have two parent members on the school's Board of Trustees (although this seems to have been addressed). Moreover PCSB continues to receive many parent complaints about the school – 18 so far this year.

Potomac Lighthouse PCS staff responded to these concerns, citing that they have hired almost an entirely new teaching faculty, are working with The Achievement Network to offer professional development around data-driven instruction, and that Lighthouse Academies has detailed a new regional vice-president, Carole Kelley, to support the school. In addition, the board is undergoing leadership change, with the former board chair stepping off of the board

and you taking over as board chair. We also understand that the current board is prepared to make other leadership changes if the school's academic performance does not improve. PCSB responded that some of these changes might not be sufficient this late in the review cycle.

Finally, we discussed with the board members not affiliated with Lighthouse Academies that they should consider whether Lighthouse Academies is the best entity to serve their students, or whether a change was needed. I added that the board could consider finding another charter management organization, or a high quality charter operator to run the school.

Thanks very much to you and your fellow board members and school staff for taking the time to meet with us. We look forward to reconvening in the fall once the PMF scores are released. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,

A black rectangular redaction box covering the signature of Scott Pearson.

Scott Pearson
Executive Director

Appendix I

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the “**MOU**”) is made and entered into this 16th day of September 2014, by and between the District of Columbia Public Charter School Board (“**PCSB**”) and Potomac Lighthouse Public Charter School d/b/a Potomac Preparatory Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**” and together with PCSB, each a “**Party**” and collectively the “**Parties**”).

I. Background

On August 22, 2005, PCSB and the School Corporation entered into a Charter School Agreement (the “**Charter Agreement**”) that detailed terms and conditions for the School Corporation and established the School Corporation as a public charter school in the District of Columbia (the “**School**”). Prior to the Parties signing the Charter Agreement, the School Corporation entered into an Academic and Business Services Agreement, dated June 2, 2005 (as amended from time to time, the “**Management Services Agreement**”) with Lighthouse Academies, Inc., a Delaware not-for-profit corporation with 501(c)(3) status (“**Lighthouse**”) for the management of the School, which was included as an Exhibit to the Charter Agreement. The authority the School Corporation delegated to Lighthouse and the services Lighthouse agreed to provide the School Corporation in the Management Services Agreement are integral to the School Corporation’s compliance with the terms of the Charter Agreement.

The School Corporation and Lighthouse began discussions in February 2014 to mutually terminate the Management Services Agreement. In connection with this process, the Board of Trustees of the School Corporation (the “**Board**”) began discussions with PCSB regarding a path forward for the School to avoid violating the Charter and/or Charter Agreement if the School Corporation were to terminate the Management Services Agreement. The School Corporation and Lighthouse entered into an agreement to terminate the Management Services Agreement on May 9, 2014, which became effective upon approval by PCSB’s Board on June 16, 2014.

In lieu of an amendment to the Charter Agreement that would address the School Corporation’s termination of its relationship with Lighthouse, the School Corporation agrees to adhere to the guidelines and agreements contained in this MOU.

The purpose of this MOU is to formalize an agreement between the parties whereby the School Corporation will ensure that it will comply with the Charter Agreement despite its termination of its relationship with Lighthouse for the 2014-15 school year, and to formalize an understanding of the alternatives for the school for the period beyond the 2014-15 school year.

Notwithstanding any provision of this MOU, the School Reform Act, D.C. Code §§ 38-1802 *et seq.* (“**SRA**”), any other applicable law, and the Charter Agreement shall govern the powers, duties, and obligations of the School Corporation.

II. Description of Academic Plan for 2014-2015 School Year

Guiding Principles

The School Corporation will continue to operate according to its mission, that its students “will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content.” There will continue to be a strong focus in the areas of science and math as well as an emphasis on language development through the 2014-2015 school year. School leaders and teachers will continue to use arts in all subject areas. There will be an emphasis on performing arts as a framework for character development.

The School Corporation will continue to work toward achieving the academic, non-academic, and management effectiveness goals outlined in the Charter Agreement.

Pre-Kindergarten

The pre-kindergarten program will continue to use the Core Knowledge Preschool Sequence curriculum, to support their learning foundation. The students will also utilize Open Court Reading Pre-K to increase their literacy skills in reading and writing.

Kindergarten through Eighth Grade

The School Corporation will again use Open Core Reading 2000 (“OCR”), as its curriculum for reading. This curriculum will be used through fifth grade. In grades six through eight, when students have completed the OCR series, their classes will be built upon content from the Core Knowledge Sequence. The School will use the Saxon Mathematics program as the basis for mathematics instruction. With this math curriculum, students study algebra by the end of eighth grade, preparing them to enroll in a college preparatory program in high school.

Full Option Science System (“FOSS”) will be the science curriculum through sixth grade, after which students will use the It’s About Time curriculum, developed with funding from the National Science Foundation. Similar to FOSS, this curriculum is inquiry-based and students will continue to practice investigating, not simply memorizing scientific facts. Also, like FOSS, the It’s About Time curriculum includes rigorous background reading to prepare older students for more complex lab work. It includes multiple subjects, including physics, chemistry, and earth science.

The School will also utilize a variety of texts, monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. Through topics included in the Core Knowledge Sequence, students in every grade level will learn historic content with a variety of age-appropriate methods. Finally, there will continue to be an integration of arts in every aspect of the School curriculum. Arts will be used as a method to deepen the creativity of the students at every level.

III. Options for the School Beyond 2014-15

The School Corporation acknowledges that, at its option, it may either a) relinquish its Charter and transfer its assets to another charter school approved by PCSB; or b) seek to continue operating the School Corporation and undergo the scheduled Ten-Year Review during the 2014-15 school year. The School Corporation must inform PCSB of which option it intends to pursue by September 22, 2015 or PCSB will assume the school has elected Option B and begin its Ten-Year Review. *The timelines set out in Exhibit A establish deadlines govern the Parties' actions and expectations with respect to both options ("Exhibit A Timeline").*

Option A: Charter Relinquishment and Asset Transfer

Before or on August 1, 2014, the School Corporation modified and published a Request for Proposals ("RFP") that it published on or about June 15, 2014. In this modified RFP, the School Corporation solicited proposals from organizations that operate high quality charter schools to acquire the assets of the School Corporation, and to serve the existing students in the existing building beginning in the 2015-16 school year.

The Parties acknowledge that the RFP states that if a respondent does not have a charter to operate a public charter school in the District of Columbia, the respondent will submit an application to PCSB in its fall 2014 application cycle, which will be open to all respondents to the RFP, whether or not such applicants qualify as "experienced operators." The Parties understand that PCSB will announce decisions for this cycle in November 2014. In selecting successful respondents to the RFP, the School Corporation agrees to select a first-choice respondent, who may or may not hold a charter to operate a public school in the District of Columbia at the time of it submits its response to the RFP, and a second-choice respondent, who holds a charter to operate a public school in the District of Columbia at the time it submits its response to the RFP.

If the School Corporation selects a first-choice respondent who does not have a charter to operate a public school in the District of Columbia at the time of its RFP response, PCSB must approve the respondent. The Parties acknowledge that both a first-choice or a second-choice respondent who hold a charter to operate a public school in the District of Columbia may need to amend their charters to permit an acquisition of the School Corporation's assets and that those respondents should submit those requests in accordance with the **Exhibit A Timeline**.

The School Corporation shall submit to PCSB appropriate documents detailing the transfer of its assets and the relinquishment of its charter by January 27, 2014 so that PCSB may consider this transaction at its February 16, 2015 meeting.

If the School Corporation cannot affect an acquisition of its assets by either the first-choice or second-choice respondent because PCSB Board does not vote favorably or for any other reason, the School Corporation will relinquish its charter effective September 1, 2015 and begin to dissolve and wind down the operations of the school on or before February 24, 2015.

Option B: Seek to continue operating the School and undergo the scheduled Ten-Year Review during the 2014-15 school year.

The School may elect to seek to continue operations and undergo the Ten-Year Review scheduled for the 2014-15 school year. The PCSB Board will vote on the School's continuance, based on its Ten-Year Review, no later than its regularly scheduled December 15, 2014 meeting.

IV. Management and Operations Plan for the 2014-15 School Year

The Board has taken a more active role in the governance of the School and increased its presence in the support of the School's daily operations. The Board currently has seven members and will expand to nine Board members who bring additional knowledge, experience and/or interest in at least one element of governance.

The School Corporation has hired a Principal of the School and will evaluate her quarterly. A new management team is in place to guide daily school operations under the Principal's leadership. The Board has already established a cooperative and productive relationship with the Principal characterized by close communication. The Principal is responsible for the day-to-day management of the School and advises and makes recommendations to the Board concerning those issues. Other School leaders, teachers and administrative staff now report to the Principal.

The School Corporation has also hired a high quality financial management organization ("FMO") to manage the fiscal operations of the School. The fiscal management of the School will be the overall responsibility of the Board and the daily fiscal operations will be managed through the FMO. The FMO will support the School's financial, accounting, and bookkeeping functions, including the timely payment of all invoices with the School's funds, reconciling bank statements; debit and credit entries in the general ledger; and oversight of procurement and purchasing. The School will continue to have a fiscally sound budget in place and adhere to all PCSB policies and procedures. The Board will continue to use its Finance and Audit Committee to oversee the selection of an independent auditor and the completion of an annual audit of the School's financial books and records.

V. Notice and MOU Liaisons

All notices, consents, requests, instructions, approvals and other communications provided for herein and all legal processes in regard hereto shall be in writing and shall be deemed validly given, made or served, when actually received during normal business hours by the liaisons listed in this section. All notices shall be sent by the most expeditious means available including but not limited to email, facsimile, overnight courier, certified or registered mail. The following individuals are designated to serve as official liaisons:

For PCSB: Scott Pearson
Executive Director

spearson@dcpcsb.org

For the School: Nicholette Smith-Bligen

Board Chair

nsmithbligen@aol.com

VI. Modification and Extension

Modification, renegotiation, or extension of this MOU shall be in writing, and with the agreement of the parties. Modification of this MOU shall be incorporated in the form of an amendment signed and dated by authorized Party representatives.

VII. Full Agreement and Merger

The terms and conditions of this MOU constitute the full and complete agreement between the Parties with respect to this MOU. No other verbal or written agreement shall, in any way, modify any provision of this MOU unless the Parties consent in writing and before such modification shall take effect.

VIII. Publicity and Media

Publicity releases and/or media interviews in connection with the activities covered under the MOU shall not be undertaken by any Party without prior review and consent by the other Party's designated official responsible for public/media affairs.

IX. Jointly Drafted

This MOU shall be deemed to have been drafted by both Parties and, in the event of a dispute, shall not be construed against either Party on that basis.

X. Authority to Execute

Each of the undersigned individuals represents and warrants that he or she is expressly and duly authorized to execute this MOU and to legally bind each Party as set forth in this MOU.

XI. No Third-Party Beneficiaries

This MOU shall not and is not intended to benefit or to grant any right or remedy to any person or entity that is not a party to this MOU.

XII. Effective Date

This MOU shall be effective as of the last date upon which either Party's representative executes the document.

IN WITNESS WHEREOF, each of the Parties hereto has executed this MOU, or caused the same to be executed by its duly authorized representative as of the date first above written.

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

By:



Scott Pearson
Executive Director

POTOMAC PREPARATORY PUBLIC
CHARTER SCHOOL

By:



Nicholette Smith-Bligen
Chairman of the Board of Trustees

Exhibit A: Action Items Timeline

Date	Event	Option
August 15, 2014	Proposals due to the School Corporation.	A
August / September 2014	The School Corporation holds interviews with respondents to its RFP.	A
September 22, 2014	School Corporation informs PCSB which Option it selects.	A/B
October 1, 2014	Charter Applications are due to PCSB.	A
October 31, 2014	The School Corporation will select respondents to its RFP: a <i>first-choice respondent</i> , who may or may not hold a charter to operate a public school in the District of Columbia, and a <i>second-choice respondent</i> , who must hold a charter to operate a public school in the District of Columbia.	A

Date	Event	Option
November 5, 2014	If the <i>first-choice respondent</i> selected by the School Corporation has a charter to operate a public school in the District of Columbia, it should submit a petition to amend its charter to allow an acquisition of the School Corporation, if necessary.	A
November 5, 2015	PCSB will send the School Corporation a draft of its Ten-Year Review Report no later than this date.	B
November 17, 2014	PCSB Board votes on charter applications. If the <i>first-choice respondent</i> selected by the School Corporation does not have a charter to operate a school in the District of Columbia, its application will be considered at this time.	A
November 21, 2014	If the <i>first-choice respondent</i> selected by the School Corporation does not have a charter to operate a public school in the District of Columbia and the PCSB Board did not approve its charter application, the School Corporation may submit to PCSB the name of its <i>second-choice respondent</i> , who holds a charter to operate a public school in the District of Columbia.	A
November 25, 2014	The <i>second-choice respondent</i> should submit a petition to amend its charter to allow an acquisition of the School Corporation, if necessary.	A
December 15, 2014	PCSB Board has a public hearing on the <i>first-choice respondent's</i> petition to amend its charter, if necessary. (Option A) PCSB Board votes on the School Corporation's continuance based on its Ten-Year Review no later than its December meeting. (Option B)	A, B
January 20, 2015	PCSB Board meeting. PCSB Board votes on the <i>first-choice respondent's</i> petition to amend its charter, if necessary. (Option A) OR PCSB has a public hearing on the <i>second-choice respondent's</i> petition to amend its charter, if necessary. (Option A)	A

Date	Event	Option
January 27, 2015	The School Corporation submits to PCSB appropriate documents, i.e., an asset acquisition agreement or a memorandum of understanding detailing the transfer of its assets, and the consequent relinquishment of its charter or a status report detailing its progress toward these completing these actions.	A
February 16, 2015	<p>PCSB Board meeting.</p> <p>PCSB Board has a vote on the <i>second-choice respondent's</i> petition to amend its charter, if necessary. (Option A)</p> <p>PCSB Board will discuss the School's January 27, 2015 submission.</p>	A
February 20, 2015	<i>Only if the School Corporation's second-choice respondent needed PCSB Board approval to amend charter to affect the acquisition of the School Corporation's assets, the School Corporation will submit to PCSB an asset acquisition agreement or a memorandum of understanding detailing the transfer of its assets, and the consequent relinquishment of its charter.</i>	A
February 24, 2015	If the School Corporation is unable to affect an acquisition of its assets for any reason, the School Corporation will submit a letter to PCSB relinquishing its charter effective September 1, 2015 and begin to dissolve and wind down the operations of the school.	A
Beginning in July 2015	If the School Corporation affects an acquisition of its assets, it will begin to transition control of the School to new operator.	A

Appendix J



March 5, 2014

Elizabeth Jorgensen, Board Chair
Potomac Lighthouse PCS
4401 8th Street, NE
Washington, DC 20017

Dear Ms. Jorgensen:

The Public Charter School Board (“PCSB”) conducts Qualitative Site Reviews (“QSR”) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school’s charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School is eligible for 10-year Charter Review during the 2014-15 school year
- School had a Tier 3 rank on the Performance Management Framework during the 2012-13 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of Potomac Lighthouse PCS between January 13 and 24. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school’s governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team’s report. You will find that the Qualitative Site Review report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Potomac Lighthouse PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that Potomac Lighthouse PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Potomac Lighthouse Public Charter School (“Potomac Lighthouse PCS”) serves 414 pre-kindergarten-3 through eighth grade students with a mission for its students to acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content. DC Public Charter School Board (“PCSB”) conducted a QSR in January 2014 because Potomac Lighthouse PCS is eligible for 10-year Charter Review during the 2014-15 school year. Additionally, the school earned a Tier 3 score on PCSB’s Performance Management Framework for the 2012-13 school year.

PCSB conducted observations over the course of a two-week window, from January 13 through January 24. A team of three PCSB staff members (including PCSB’s Special Education Specialist) and two consultants conducted 26 observations of classrooms, including classrooms in which more than one teacher was present. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including five Special Education teachers observed in the resource room and pull-out settings. In some instances, the review team may have observed a teacher twice. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, PCSB also attended a Board of Trustees meeting to observe the school’s governance as it relates to fulfilling its mission and charter goals.

On average, 72% of the observations received a rating of proficient or exemplary for the Classroom Environment domain. Most of the teachers ensured that student relationships were positive and supportive. In some classes, students took intellectual risks and teachers rewarded students for doing so. Many classrooms could be described as robust cultures for learning with the expectation that all students will work hard. Teacher rewarded students’ effort and persistence and they expected all students to participate in the lessons. In these classrooms, the environment was orderly and productive.

On average, just 60% of the observations received a rating of proficient or exemplary for the Instructional Delivery domain with only nine of the 26 observations receiving proficient/exemplary ratings within every element of the rubric. Students were cognitively engaged in these classrooms, often asked high-level questions without prompting from the teacher, and worked on rigorous assignments. One of the highest areas of performance on the rubric for all observations was Communicating with Students, with 80% of the observations scoring proficient or exemplary. In these nine observations, the teachers gave very clear directions and procedures for completing tasks as simple as passing in assignments to working collaboratively in centers. In some classes, the teachers used creative voices to make explanations more interesting. Most of the classrooms were busy and students focused on the work that they needed to complete. However, only about half of the observations

scored proficient or exemplary in the remaining areas of the Instructional Delivery domain: Questioning/Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction. This is a low percentage considering the school is entering its 10th year of operation.

There were four observations that received ratings below proficient in all elements of the entire rubric. These classrooms had poor classroom management, low expectations for student participation and the teachers struggled with keeping students on task. One of these teachers tried to reach out for support by using her cell phone during class, but no one came to her assistance.

There were a few additional observations that the QSR team made about school operations. Most of the school transitions were orderly and were assisted by teachers or other school staff, resulting in only a few students arriving to class late. However, some classrooms allowed multiple students to exit the classroom during the class period at once to cool down in the hallway, get water, or use the restroom. At times the hallways became noisy and students could be heard running through the halls. The QSR team observed some of the students in the early elementary grades walking unattended through the hallways, particularly during lunch and recess – one first grade student was observed in his classroom unsupervised for at least ten minutes. Despite it being already January there was confusion about the schedule for half-day Wednesdays. Although the posted dismissal time is 2:00 pm, some classes ended instruction at 1:30 and students were exiting the building at 1:40 pm to get on the bus.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes Potomac Lighthouse’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission, Goals, Board Governance	Evidence
<p>Mission: For its students to acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content.</p>	<p>PCSB observed several classrooms where students were responsible citizens and effective workers. In these classrooms, teachers ensured that students were tracking the speaker and kept their eyes on the board during instructional time. Students were often awarded merits based on their individual, team or class effort. In several classrooms common student expectations were posted, which included “Use Accountable Talk, Raise Your Hand, Stay in your Seat, Always be PORK – Professional, Organized, Respectful, Kind and a description of how students can earn their stars and stripes.” However, in some classrooms the review team did not see students demonstrating responsible behavior or good work habits.</p> <p>The team did not observe evidence of teachers using a curriculum that infuses fine and performing arts into a rigorous core of content. The school offers art, yoga, music, drama and gym classes for students and in most of the pre-kindergarten classrooms there was evidence of infusing art into the content throughout the literacy and mathematics block. During the literacy block in multiple pre-kindergarten classrooms, all students were tasked with creating a depiction of the setting in the book, <i>The Lorax</i>. There were also several art projects</p>

Mission, Goals, Board Governance	Evidence
	<p>displayed in these classrooms with standards and learning objectives posted near the art displays that described the projects' connection to student learning. This was not observed school wide and the review team did not believe this evidence supported the infusion of fine arts or performing arts within the standard curriculum.</p> <p>On average, only 60% of the observations received proficient or exemplary in the Instructional Delivery domain.</p>
<p>PMF Goal #1: Student Progress – Academic improvement over time <i>Effective instruction supporting student academic progress and achievement in reading and math</i></p>	<p>Using the Effective Teaching strand of the Danielson Rubric (below), about 50% of the observations were proficient and 50% were not. Some examples included students using multi-sensory approach and manipulatives in math classes and explicit reading strategies during reading blocks. However, other classrooms, either did not have a stated objective or there did not seem to be a focus or schedule or urgency to learning. For more details, please see the Instructional Delivery section of the report, seen on page 11.</p> <p>The review team observed some evidence of effective instruction to support student academic progress and achievement in reading and math. Some of the math teachers asked rigorous questions and regularly assessed student progress. In a pull-out math observation a teacher taught a multi-sensory lesson on subtraction using multi-colored cubes for subtraction problems to represent the subtrahend, the minuend, and the difference. The students recorded their responses to each problem on a worksheet. During a second grade math class, students were divided into teams in which they demonstrated how to count money up to amounts of \$20 using manipulatives.</p>

Mission, Goals, Board Governance	Evidence
	<p>Two other math classes did not demonstrate effective instructional techniques. In one of these classes there was no lesson objective stated or posted, and the lesson activities were disjointed and appeared to be made up as the teacher went along. In another math classroom, the teacher spent ten to fifteen minutes discussing math content that was not aligned to the current lesson objective.</p> <p>The review team saw evidence school wide of students being taught explicit reading skills such as sequencing, retelling story details, making predictions, and comparing/contrasting text details. Students were able to articulate verbally or in writing what they were learning in some classes. One of the students in the PK-4 classroom shared that they were learning to tell what happens first in a story. In another PK classroom the teacher explicitly taught students vocabulary words and asked students to find words around the classroom that described their vocabulary. One of the middle grade teachers selected a culturally relevant text that students annotated and discussed. The students examined how the writer portrayed a character's perception of poverty. The team observed evidence of common planning across PK classrooms. Several of these classrooms were reading the same text with students and completing similar activities.</p> <p>In one elementary classroom students were assigned the task of working in centers. While each of these centers had an instructional task associated with it, the students were confused about how to complete the tasks at the centers. Several of the students in the classroom were allowed to nap beyond the scheduled time and not expected to participate.</p>

Mission, Goals, Board Governance	Evidence
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math</i></p>	<p>The review team observed limited evidence of moving students to advanced levels of proficiency in reading and math. In many of the observations all students were doing the same task. There were limited examples of differentiation of content observed. In one classroom a student was given a learning packet of more difficult problems that she completed while the class worked on a different skill. Some teachers allowed students to select the learning center that they participated in, but it was unclear whether any of the learning centers were strategically chosen based on the academic level of the students.</p>
<p>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>In most of the early childhood classrooms, teachers focused on literacy instruction, particularly on retelling story details, making predictions, and sequencing. The PK teachers also embedded math instruction within the literacy block. Some of the early elementary classrooms had limited resources, particularly books for the students, and displayed no student work to demonstrate evidence of student learning. The math lessons observed were aligned to Common Core State Standards and most of the math instructors received proficient ratings in nearly all elements of the rubric. One of the math classes observed lacked rigor and some of the students were not cognitively engaged during the lesson.</p>
<p>PMF Goal #4a: Leading Indicators – Predictors of future student progress and achievement</p>	<p>PCSB observed several classrooms with positive and supportive learning environments. The review team saw co-teaching where both teachers worked together and assumed responsibility of the instruction.</p>

Mission, Goals, Board Governance	Evidence
<p><i>Culture of learning and support in the classrooms</i></p>	<p>In several of the observations, students understood the classroom behavioral and learning expectations, which were posted and frequently referenced by the teacher. The reward systems provided incentives for students to create high quality work and demonstrate good choices in the classrooms. During pull-out sessions students entered the classrooms and immediately began working. Many of the cues used by teachers to keep students focused were observed school wide. The team observed a few classes with a weak environment of learning and support. In one classroom students ignored the teacher and were distracted by each other throughout the observation. In another classroom the teacher reviewed a students' work and said, "HUH! You think THIS is acceptable?" The student said, "I guess not." The teacher abrasively told the student to erase his work and correct it, but the student did not understand how to fix his mistake.</p>
<p>PMF Goal #4b: Leading Indicators – Predictors of future student progress and achievement <i>Daily attendance of students in each classroom</i></p>	<p>Most classrooms appeared to be full school wide. Few students were observed arriving late to classes and little to no instructional time was lost during transitions.</p>
<p>Board Governance</p>	<p>A PCSB staff member also attended the Potomac Lighthouse Board Meeting, which occurred on January 15th from 6:30 – 8:45 pm. Seven board members were present at the meeting. The discussion at the board meeting focused on the student waitlist, tardy students, student re-enrollment, and an approval of two new school policies. During the public comment portion of the board meeting a staff member expressed concerns about student attendance, the lack of teacher resources, issues with direct deposit and teacher paychecks, as well as a staff member's</p>

Mission, Goals, Board Governance	Evidence
	health insurance claims that have not been processed accurately and have been denied.

CLASSROOM ENVIRONMENTS¹

This rubric summarizes the school’s performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 74% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>In 77% of the observations the teachers and students had positive, respectful interactions with one another. In a majority of the observations teacher and student interactions were highly respectful. The teachers spoke to students using positive, encouraging tones and at times used funny accents to get students to laugh during the lesson. For example, a teacher asked the students to read the aim for the day using their Boston accents because that was their tradition every Wednesday. The teachers were heard encouraging students with positive praise, such as “Good job!” or “Take your time.” The teachers ensured that the students used “accountable talk” and asked students to answer questions using prompts such as “Do you agree or disagree with the student’s answer?”</p>	<p>Limited</p>	<p>4%</p>
		<p>Satisfactory</p>	<p>19%</p>
	<p>However, there were few observations of the teachers demonstrating knowledge and caring about students’ lives beyond school. There were also some observations where students were not respectful of other students or had limited opportunities to interact with students at all. In a few observations students were disrespectful to the teacher. Students interrupted one teacher’s lessons and, in another classroom, a student went behind a teacher and made inappropriate gestures. In one classroom a student asked for help on an assignment and the teacher responded in a harsh tone, “Go help yourself!”</p>	<p>Proficient</p>	<p>65%</p>
		<p>Exemplary</p>	<p>12%</p>

¹ Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>In just under 70% of the observations, the teachers had high expectations for all students. In one of the classrooms all students put forth good effort to complete work of high quality and expressing interest in the learning activity by saying things such as, “Oh, I got a different answer.” Another student reflected on their work and commented, “Oh, I should have divided.” In another class, the teacher said, “I’m proud all of you are using your notes and being resourceful.” Teachers in most classrooms expected student to fully participate in lessons. In many classrooms students entered the classroom and immediately got to work without prompting from the teacher. Teachers often prompted students to sit in the “star position” with their hands folded and track the speaker. Teachers called out these prompts throughout the class period to keep the students engaged in the lesson.</p> <p>In just under half of the classrooms the teachers did not appear to recognize the positive efforts of their students. In some classrooms the teachers displayed low energy for the work. Several of the teachers commented that they were preparing for an upcoming Achievement Network (ANet) assessment and did not communicate any other importance in learning the material.</p>	Limited	8%
		Satisfactory	23%
		Proficient	58%
		Exemplary	12%
Managing Classroom Procedures	<p>In 73% of the observations the teachers had established procedures and routines which ensured a smoothly running classroom and the efficient use of time. Several classrooms used prompts and cues to get students’ attention. The teachers often used timers, and had materials prepared and distributed in advance to ensure that time was not wasted during class activities. In some classrooms transitions to learning centers took under two minutes to complete. Some teachers also engaged students in distributing and collecting classroom materials and managing the classroom. For example, student helpers were often assigned to</p>	Limited	8%
		Satisfactory	19%

Class Environment	Evidence Observed	School Wide Rating	
	<p>keep track of student merits earned and lost in several of the classes.</p> <p>However, in a quarter of the observations the transitions were not smooth, resulting in students talking amongst each other and in a loss of instruction time. One teacher instructed students to move onto the next question or to read quietly if they got stuck on a particular problem and some students who did not follow these instructions and would just stop working when they got stuck. In one classroom, most of the instructional time was lost due to inconsistent classroom procedures/routines as well as behavioral interruptions by students.</p>	Proficient	58%
		Exemplary	15%
Managing Student Behavior	<p>In 69% of the observations the teachers effectively monitored and responded to student behavior. Many of the teachers used a system of rewards and demerits by noting them on a sheet of paper or by having the students move themselves up or down on a color-coded scale based on their behavior. In several classrooms the teachers balanced praise and redirection.</p> <p>In almost one third of the observations, teachers struggled with classroom management. These teachers attempted to address misbehavior, but their strategies were not always successful. One teacher only focused on negative behavior during the lesson, which compounded the issues observed in the classroom.</p>	Limited	0%
		Satisfactory	31%
		Proficient	50%
		Exemplary	19%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 60% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>In 81% of the observations the teachers effectively communicated the lesson and expectations for learning to students. In many of the observations the teachers provided clear instructions for the lesson. Teachers wrote objectives on the whiteboard and often communicated them to students verbally. The teachers explained directions and intended outcomes for the mini-lesson, student work, center activities, or small group activities. One teacher introduced the mini-lesson using a poster created by students in a prior class. In most classrooms the teachers used developmentally appropriate language when explaining content to the students.</p>	<p>Limited</p>	<p>0%</p>
	<p>Twenty percent of the observations did not score proficient or exemplary. In one observation the students became confused when the teacher gave them conflicting directions about writing in their journals. In these observations most students were not engaged in this lesson and the teacher did not review the directions or procedures for the lesson activity. These teachers handed out worksheets and simply told the students to begin. The majority of students in one class remained confused by the activity and asked questions after the independent work time began about how to do the activity, or what they should be doing. In another observation students were assigned to learning centers with no clear directions for completing the activity.</p>	<p>Satisfactory</p>	<p>19%</p>
		<p>Proficient</p>	<p>69%</p>
	<p>Exemplary</p>	<p>12%</p>	

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	<p>In 58% of the observations questioning and discussion techniques were used to deepen student understanding. Several teachers used questioning to create a discussion about the lesson material. In some classes the majority of students participated in these discussions and some students even generated high-level questions on their own. Some teachers built off students' responses and asked follow-up questions for deeper understanding. In a few classrooms, the teacher asked open-ended questions for students to supply possible answers (ex. "Why is it important to know the main ideas of the story?" or "Why should we care for our environment?") In some classes students were allowed and encouraged to ask questions of the teacher and each other, and that helped to shape their understanding.</p> <p>Very few of the classes allowed students to talk to one another, to question one another, or to build on each other's ideas instead of just responding to the teacher. This generally occurred when there were issues with classroom management and students were off-task. In a few of the observations teacher questions were of low cognitive challenge with a single correct response and did not invite student thinking. In another observation, the teacher posed only questions where only a single short-response answer was correct, such as defining a geometric shape.</p>	Limited	15%
		Satisfactory	27%
		Proficient	54%
		Exemplary	4%
Engaging Students in Learning	<p>In 54% of the observations, students were intellectually engaged in assignments and given learning tasks that required high-levels of student thinking. In several classrooms students actively participated in the lessons. In many classrooms the pacing of the lesson was appropriate, allowing an appropriate amount of time for the mini-lesson and student work. In some classrooms, teachers gave students a choice between learning tasks. For</p>	Limited	8%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>example, one teacher gave students a choice of the story that they read first. She previewed the characters in each story and asked students to raise a silent finger to indicate which story that they wanted to read. Some teachers used small group instruction to extend the learning to provide multiple activities for students to participate in. There were a few examples of students being provided the chance to explain whether they disagreed with their classmate's answer. The intellectual engagement in the lesson was high in the few classes where students were permitted to speak to one another. Teachers used the Promethean boards to increase student participation in lessons by writing answers on the board, following along on their own worksheets, or watching the teacher demonstrate how to complete an example. Some teachers used math manipulatives, flashcards, videos, posters, or interactive workbooks to support the lesson.</p> <p>Just under half of the observations were primarily teacher-centered with limited opportunities for student discussion. During some classes students were not engaged in the lesson and talked with other students or kept their heads on their desk. In one classroom, the students were allowed to use an iPad, but they were playing a game instead of completing their work. In some observations whole group instruction was the only strategy used to engage students and students lost focus as the lesson progressed.</p>	Satisfactory	38%
		Proficient	50%
		Exemplary	4%
Using Assessment in Instruction	<p>In fewer than half (46%) of the observations teachers effectively used assessment to monitor student learning. Some classrooms used verbal and written responses to check for student understanding. The teachers circulated the classroom to check student answers. Some teachers circulated the classroom and provided direct support to students while they completed independent activities. During some of the lessons the teacher made minor adjustments to the lesson based on student misunderstandings.</p>	Limited	15%
		Satisfactory	38%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>Over half of the observations were not proficient in this element. In one classroom the teacher did not circulate the classroom during student work time. In a few observations the teacher only used one strategy to check for student understanding. During one observation the teacher modeled how to create an activity, but did not check any of the students' work; all of the students had completed the task incorrectly. This teacher made no attempts to adjust the lesson based on student confusion.</p>	Proficient	46%
		Exemplary	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix K

From: Sarah Medway

To: Nicholette Bligen-Smith, Marian White-Hood

Re: Requested evidence for ten-year charter review

Date: 9/17/14, updated 9/29/14

Please see the table below for Potomac Prep PCS' goals and academic achievement expectations ("goals and expectations"), as well as the indicators PCSB will use to assess whether the school has met the goals and expectations. Items highlighted in yellow are the documents PCSB is requesting from the school. The school may submit additional documents/evidence in support of any goal, which PCSB will review for potential inclusion in the review report.

#	Goals and Academic Achievement Expectations	Corresponding indicators (in addition to the indicators below, PCSB will also use qualitative evidence from its on-site reviews)	Notes
1	All students will reach high levels of academic attainment.	This determination will be based on the analysis of the following six subgoals.	In its 13-14 annual report, the school includes NWEA, ANET, and student report cards as indicators for this goal. PCSB's practice is to only analyze a school's performance on the end-of-year, summative state assessment to assess a school's academic expectations, and not interim assessments or student grades, which are not externally validated. As such, PCSB will analyze DC CAS performance for 3rd-8th grade students for this goal.
1(a)	All students will demonstrate progress towards academic success in all core subjects.	<ul style="list-style-type: none">• Early Childhood: attainment of growth targets on 2010-11, 2011-12, and 2012-13 accountability plans; performance on 2013-14 EC PMF.• ES/MS: DC CAS reading and math MGPs	NWEA performance will be analyzed for K-2nd grade students because it was the assessment selected by the school for the 2010-11, 2011-12, and 2012-13 EC accountability plans, as well as the school's 2013-14 EC pilot PMF. Additionally, it was noted in the school's annual report that these two goals were not adequately tracked outside of reading and math. PCSB uses DC CAS science and composition in support of the science and writing subgoals.
1(a)(i)	All students demonstrate	<ul style="list-style-type: none">• Early Childhood: attainment	In its annual report, the school

	grade-appropriate reading strategies.	<p>of achievement targets on 2010-11, 2011-12, and 2012-13 accountability plans; performance on 2013-14 EC PMF.</p> <ul style="list-style-type: none"> ES/MS: DC CAS reading proficiency 	<p>cited NWEA as evidence of this subgoal. NWEA will be analyzed for K-2nd grade students because it was the assessment selected by the school for the 2010-11, 2011-12, and 2012-13 EC accountability plans, as well as the school's 2013-14 EC pilot PMF.</p> <p>PCSB will analyze DC CAS performance for 3rd-8th grade students for this goal.</p>
1(a)(ii)	All students will apply math concepts to solve problems addressing grade-level standards.	<ul style="list-style-type: none"> Early Childhood: attainment of achievement targets. ES/MS: DC CAS math proficiency 	<p>In its annual report, the school cited NWEA and ANET as evidence of this subgoal. ANET data will not be analyzed because it is an interim assessment.</p> <p>NWEA will be analyzed for K-2nd grade students because it was the assessment selected by the school for the 2010-11, 2011-12, and 2012-13 EC accountability plans, as well as the school's 2013-14 EC pilot PMF.</p> <p>PCSB will analyze DC CAS performance for 3rd-8th grade students for this goal.</p>
1(a)(iii)	All students will successfully complete lab work addressing grade-level standards.	<ul style="list-style-type: none"> DC CAS science proficiency Evidence of students completing lab work 	<p>In its annual report, the school cited grades in support of this goal, but PCSB's practice is to analyze the state assessment (DC CAS science) and not grades, which have not been externally validated.</p>
1(a)(iv)	All students will communicate through writing according to grade-level standards.	DC CAS composition proficiency	<p>In its annual report, the school noted that this goal had not been historically measured. However, PCSB can measure attainment of this goal using DC CAS composition proficiency rates.</p>
1a(v)	All students will successfully complete work in social studies that aligns to grade-level standards.	Need supporting data: end-of-year social studies grades from 2010-11 to 2013-14.	<p>Because there is no externally validated assessment to rely on, PCSB is requesting grades from the school to support this goal.</p>
1b	Each year all students enrolled	Need supporting data: reports	

	for a full year at the school will successfully complete at least 80 percent of schoolwork corresponding to Lighthouse Exit Standards.	indicating which students met Lighthouse Exit Standards from 2010-11 to 2013-14.	
1c.	All students will demonstrate improvement of at least four Normal Curve Equivalent (NCE) points between the fall and spring administration of the standardized assessment in use by the District of Columbia Public Schools in the same school year.	N/A	The school noted in its annual report that this goal had not been historically measured. PCSB agrees with this.
1d.	All students who have spent at least two full years at the school will score at least within half a year of their grade level equivalent on the standardized assessment in use by the District of Columbia Public Schools.	DC CAS	The DC CAS does not measure the exact grade level of students, so PCSB will analyze how many students attending school for two years scored "below basic."
1e	All students who have spent at least two full years at the school will demonstrate proficiency on state assessments.	DC CAS	
1f	Among students who have spent at least two full years at the school, disaggregated data from the standardized assessment in use by the District of Columbia Public Schools will show no significant difference between groups of students from different demographic groups within a school.	DC CAS results of (1) male/female students; (2) special education students; and (3) economically disadvantaged students.	
2	All students will contribute to at least one public art demonstration or performance each year.	Need supporting data: records indicating school-wide participation in public art demonstration/performance from 2010-11 to 2013-14.	The school indicated in its 13-14 annual report that this data is included in report cards.
3	Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.	Suspension and expulsion rates	
4	PLPCS will meet Adequate Yearly Progress targets.	N/A	Will not be assessed (no longer measured)
5	Parents at PLPCS will rate the school, on average, at least 3.0	Need supporting data: parent surveys	

	out of a 4.0 scale on a parent satisfaction survey.		
6	PLPCS will fill, by the end of the first week of school, at least 95% of the available openings each year.	Enrollment data	PCSB will use verified data from each year's PMF.
7	PLPCS will re-enroll at least 90% of eligible students at the end of the school year.	Reenrollment rate	PCSB will use verified data from each year's PMF.
8	The average daily student attendance each year will be at least 90%.	Attendance data	PCSB no longer uses average daily attendance as its measure for attendance, so instead it will analyze in-seat-attendance rates.
9	By the end of each July, PLPCS will develop a wait list equal to 20% of the school's total enrollment for the next school year.	Waitlist data	PCSB is researching whether it has historical waitlist data. If not, then it will be requested of the school.
10	PLPCS will have a balanced budget each fiscal year.	Fiscal audit	
11	There will be no exceptions made by the school's external auditor.	Fiscal audit	

Appendix L

Appendix M

**POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2011
*(Together With Independent Auditors' Report)***

**BERT SMITH
& Co.**

Certified Public Accountants and Management Consultants

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2011

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

We have audited the accompanying statement of financial position of Potomac Lighthouse Public Charter School (the School) as of June 30, 2011, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the fiscal year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year comparative information has been derived from the School's 2010 financial statements and, in our report dated October 25, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2011 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should not be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects, in relation to the basic financial statements taken as a whole.

The accompanying management's discussion and analysis on page 3 and supplementary schedule of contract expenses over \$25,000 on page 12 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.



October 7, 2011
Washington, D.C.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2011

Overview

Potomac Lighthouse Public Charter School (the School) is a 501(c)(3) nonprofit organization that was founded in 2004 by a dedicated group of concerned citizens passionate about preparing children for success in college. The School received a fifteen year charter in 2005 to operate as a charter pursuant to the District of Columbia School Reform Act of 1995.

Located in Washington, D.C., the School is a public academic school serving D.C. residents in grades pre-kindergarten through grade seven. Our charter authorizes us to serve through grade 12. We serve predominantly a low-income, African American population. Over the past four years, parents have expressed consistently high satisfaction with the School.

We exist because of the staggering achievement gap in America today where 13 million children are growing up in poverty and about half will graduate from high school.¹ Those that do graduate will perform at an eighth grade level of students.²

Mission

The mission of the School is to prepare students for college through a rigorous, arts-infused program. We are part of a national nonprofit network of charter schools, Lighthouse Academies, with a growing community of over 4,000 students and families, and over 500 teachers, principals and staff members. We are here to ensure that all of our students graduate from college. We are here to make a difference in the lives of the students we teach. We are here to create opportunities that would not otherwise be available to our students if we had not chosen to serve them and their families. Lighthouse team members are expected to do whatever it takes to make the opportunity for success in college happen for all of our scholars.

The Lighthouse is a symbol of hope and security. Our mission gives hope to parents for a brighter future for their children.

Method

Our methods include standards-driven rigorous research-based programs such as Open Court reading and Saxon Math. Our assessment results drive our instruction providing guides and focal points for teachers and students. Our social curriculum and the school culture guide model our belief that what members of our community do is as important as what they know. How we act and what we expect from each other is our school culture. Our school year is 190 school days, and we offer a summer school called SHINE Academy. The School is one of the few D.C. charter schools that offer transportation services to students and families.

Key Milestones

Since opening its doors in 2005, the School has met and overcome key challenges to reach full program implementation. The School was located in two temporary sites until construction of our current permanent facility was completed in 2008. The temporary sites limited the school's enrollment, thereby creating financial challenges. In addition, the moves have created turnover in enrollment thereby limiting academic growth and assessment results.

Enrollment Data

Total enrollment has increased by over 185% since opening in 2005, resulting in a high number of students who are new to the School each year. Re-enrollment was low in the academic years after the School changed locations as well as this year with school restructuring.

Academic Achievement

The School's scholars made significant improvements in English Language Arts and Math in 2009-2010, and continued with equally impressive gains for 2010-2011. The School met the D.C. measurements for Adequate Yearly Progress (AYP) under the Federal No Child Left Behind Act. The School has achieved above-average growth in both math and reading consistently for the past 4 years.

Financial Snapshot

The School had a remarkable improvement in its financial position as of the close of its recent year end, June 30, 2010 with net income of \$445K, thereby eliminating 73% of its cumulated deficits. The school broke even on its FY11 cash basis budget, and reported a small loss of \$8K after certain year end accounting entries related to the equalization of rent expense.

The School has begun the process of leasing the entire building, paving the way to resume adding a grade a year starting in 2011-2012 thereby creating a Pre-K through Grade 12 public charter school.

The school had a deficit in its net assets at the end of June 30, 2011 which it expects to completely eliminate by the fiscal year end June 30, 2012. The school has experienced 40% growth in enrollment for FY12 over FY11 and the paid enrollment for FY12 has exceeded the budget by 16%.

¹ <http://www.teachforamerica.org>. Retrieved March 30, 2009.

² National Association for Education Progress (NAEP) (2005). Retrieved March 30, 2009.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011
(With Comparative Totals for 2010)

	2011	2010
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 40,861	\$ 56,242
Due from District of Columbia Government	147,485	205,765
Other Receivable	11,903	10,000
Prepaid Expenses	49,810	53,422
Deposits	50,000	38,250
Total Current Assets	300,059	363,679
Noncurrent Assets		
Fixed Assets, Net	70,062	100,441
Total Noncurrent Assets	70,062	100,441
Total Assets	\$ 370,121	\$ 464,120
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 59,337	\$ 65,419
Accrued Expenses	203,459	227,186
Deferred Revenue	78,831	55,163
Due to Management Company	-	79,625
Line of Credit	200,000	200,000
Total Current Liabilities	541,627	627,393
Total Liabilities	541,627	627,393
Net Assets		
Unrestricted-Deficit	(171,506)	(163,273)
Total Liabilities and Net Assets	\$ 370,121	\$ 464,120

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2011
(With Comparative Totals for 2010)

	<u>2011</u>	<u>2010</u>
UNRESTRICTED REVENUE		
Per Pupil Allotment	\$ 3,213,221	\$ 3,479,716
Federal Revenue	626,105	636,235
Afterschool Care	9,191	17,664
Interest Income	798	1,253
Contributed Revenue	-	238,740
Other Income	99,386	36,920
Total Revenue	<u>3,948,701</u>	<u>4,410,528</u>
 EXPENSES		
Program Services	3,357,027	3,267,370
General and Administrative	<u>599,907</u>	<u>698,361</u>
Total Expenses	<u>3,956,934</u>	<u>3,965,731</u>
 Change in Net Assets	(8,233)	444,797
Beginning of Year-Deficit	<u>(163,273)</u>	<u>(608,070)</u>
End of Year-Deficit	<u>\$ (171,506)</u>	<u>\$ (163,273)</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2011
(With Comparative Totals for 2010)

	2011	2010
Cash Flows from Operating Activities		
Change in Net Assets	\$ (8,233)	\$ 444,797
<i>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:</i>		
Depreciation Expense	30,379	28,279
Interest Capitalized into Line of Credit	-	-
Notes Payable and Interest Forgiveness	-	(230,000)
Facility Development Costs Write-Off	-	63,333
<i>(Increase) Decrease in Assets:</i>		
Receivables	56,377	1,039
Prepaid Expenses	3,612	(52,418)
Deposits	(11,750)	-
<i>Increase (Decrease) in Liabilities:</i>		
Accounts Payable	(6,082)	(160,753)
Accrued Expenses	(23,727)	66,088
Deferred Revenue	23,668	(48,153)
Due to Management Company	(79,625)	50,401
Net Cash Provided by Operating Activities	(15,381)	162,613
Cash Flows from Investing Activities		
Purchases of Equipment	-	(36,022)
Payments for Facility Development	-	-
Net Cash Used in Investing Activities	-	(36,022)
Cash Flows from Financing Activities		
Proceeds from Notes Payable and Line of Credit	1,290,677	200,000
Payments of Notes Payable and Line of Credit	(1,290,677)	(370,610)
Net Cash (Used in) Provided by Financing Activities	-	(170,610)
Net (Decrease) Increase in Cash and Cash Equivalents	(15,381)	(44,019)
Cash and Cash Equivalents at Beginning of Year	56,242	100,261
Cash and Cash Equivalents at End of Year	\$ 40,861	\$ 56,242
Supplemental Disclosure		
Interest Expense Paid	\$ 3,056	\$ 12,759

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2011
(With Comparative Totals for 2010)

	<u>Program Services</u>	<u>General and Administrative</u>	<u>2011 Total</u>	<u>2010 Total</u>
PERSONNEL, SALARIES AND BENEFITS				
Salaries	\$ 1,512,347	\$ 104,245	\$ 1,616,592	\$ 1,477,892
Employee Benefits	193,883	-	193,883	170,986
Payroll Taxes	147,245	-	147,245	153,648
Professional Development	31,421	13,799	45,220	47,843
Total Personnel, Salaries and Benefits	<u>1,884,896</u>	<u>118,044</u>	<u>2,002,940</u>	<u>1,850,369</u>
DIRECT STUDENT COSTS				
Supplies and Materials	77,722	-	77,722	81,319
Transportations	315,192	-	315,192	334,719
Other Student Costs	73,242	-	73,242	44,271
Total Direct Student Costs	<u>466,156</u>	<u>-</u>	<u>466,156</u>	<u>460,309</u>
OCCUPANCY EXPENSES				
Rent	524,688	51,892	576,580	605,010
Maintenance and Repairs	10,804	1,068	11,872	6,348
Contracted Building Services	72,606	7,181	79,787	138,863
Interest	-	3,056	3,056	12,989
Depreciation	-	30,379	30,379	28,279
Total Occupancy Expenses	<u>608,097</u>	<u>93,577</u>	<u>701,674</u>	<u>791,489</u>
OFFICE EXPENSES				
Office Supplies and Materials	-	14,728	14,728	28,162
Equipment Rental	91,015	3,213	94,228	119,832
Telecommunications	18,983	1,877	20,860	16,404
Professional Fees	142,509	121,248	263,757	231,012
Postage and Shipping	-	5,992	5,992	7,811
Membership and Subscriptions	-	5,656	5,656	3,005
Total Office Expenses	<u>252,507</u>	<u>152,714</u>	<u>405,221</u>	<u>406,226</u>
GENERAL EXPENSES				
Insurance	-	24,347	27,347	18,895
Management Fee	-	200,000	200,000	302,519
Food Service/Catering	145,371	-	145,371	121,717
Other General Expenses	-	11,225	11,225	14,207
Total General Expenses	<u>145,371</u>	<u>235,572</u>	<u>380,943</u>	<u>457,338</u>
	<u>\$ 3,357,027</u>	<u>\$ 599,907</u>	<u>\$ 3,956,934</u>	<u>\$ 3,965,731</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Nature of Operations: Potomac Lighthouse Public Charter School (the School) was incorporated in May 2004 as a non-profit organization. The School received a charter in 2005 to operate as a charter school pursuant to the District of Columbia Reform Act of 1995. Located in Washington, D.C., the School is a public academic school serving students in pre-kindergarten through seventh grade. The mission of the School is to prepare their students for college through a rigorous arts-infused program.

The School's major source of funding is an annual per pupil allotment from the Government of the District of Columbia (District). The School also receives funding from the federal government, student fees, and activities.

Basis of Accounting: The accompanying financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation: The School reports information regarding its financial position and activities in two classes of net assets: unrestricted net assets and temporarily restricted net assets.

- *Unrestricted Net Assets* - net assets that are not subject to donor-imposed stipulations.
- *Temporarily Restricted Net Assets* - net assets subject to donor-imposed stipulations that will be met either by actions of the School and/or the passage of time.

Revenues are reported and recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. All donor-restricted contributions are reported as an increase in temporarily restricted. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. If a donor restriction expires in the same reporting period, the School reports the contributions as unrestricted.

Revenue Recognition: The School records revenue when earned. Amounts received that have not been earned are recorded as deferred revenue.

Cash and Cash Equivalents: The School considers all highly liquid investments with maturities of three months or less to be cash equivalents.

Fixed Assets: The School capitalizes all fixed assets with a unit cost of \$5,000. Depreciation expense is recorded using the straight-line method over the fixed assets' estimated useful lives. Donated fixed assets are recorded at their estimated fair value at the date of the donation. Maintenance and repairs are expensed. Those estimated useful lives are as follows:

Building and Improvements	25 years
Leasehold Improvements	7 years
Furniture and Equipment	7 years
Outdoor Equipment	10 years

Income Taxes: The School, a nonprofit organization operating under Section 501(c)(3) of the Internal Revenue Code, is generally exempt from federal, state and local income taxes, and, accordingly, no provision for income taxes is included in the financial statements.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain amounts of assets and liabilities. These estimates also affect the disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized as additional information on a functional basis in the schedule of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Comparative Totals: The 2010 financial statements include certain prior year summarized comparative information. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles in the United States of America.

Reclassifications: Certain amounts in the 2010 financial statements have been reclassified to conform to the presentation in the 2011 financial statements. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2010 from which the summarized information was derived.

NOTE 2 DUE FROM DISTRICT GOVERNMENT

The School receives an annual per pupil allotment and federal funds as a pass-through from the District. At June 30, 2011, the amount due from the District was \$147,485.

NOTE 3 FIXED ASSETS

Equipment	\$ 151,894
Less: Accumulated Depreciation	<u>(81,832)</u>
Net Fixed Assets	<u>\$ 70,062</u>

Depreciation expense during the fiscal year was \$30,379.

NOTE 4 PER PUPIL ALLOTMENT

The School receives an annual per pupil allotment from the District that is based on its student enrollment. In Fiscal Year 2011, the District funded all \$3,213,221 of the School's allotment.

NOTE 5**RELATED PARTY TRANSACTIONS*****Line of Credit***

On June 1, 2009, the School obtained a \$500,000 line of credit from Lighthouse Academics, Inc. The line of credit has a 4% interest rate and is due June 30, 2011. The line of credit is secured by future per pupil payments over and above the amounts securing the facility lease. Interest paid during the fiscal year was \$2,847. At June 30, 2011, the amount owed under the line of credit was \$200,000.

Management Fees

The School contracted Lighthouse Academies, Inc. to manage the operations and administration of the school. The management fee is 7.5% of the school's per pupil revenue and federal funds. The School also reimburses Lighthouse Academies, Inc. for travel, benefits, and other expenses incurred on behalf of the School. At June 30, 2011, management fees and reimbursements totaled \$225,000 and \$340,634, respectively. There was no payable to the management company at year end.

Building Management Fees

The School contracted Lighthouse Facilities Management, LLC, affiliate of Lighthouse Academies, Inc., to provide facility management and other services for the School. At June 30, 2011, building management fees totaled \$20,909.

Operating Leases

The School entered into several operating leases for equipment, textbooks, technology, and furniture under a master lease agreement obtained by Lighthouse Academies, Inc. with a third party vendor. The School reimburses Lighthouse Academies, Inc. for payments made on the leases. The leases were originally for three years. However, Lighthouse Academies, Inc. in a repayment agreement with the School restructured the leases in 2009 consolidating future payments and extending the leases terms an additional five years. Annual lease payments totaled \$77,620. In 2011, equipment lease expense totaled \$89,960 which includes taxes.

Bus Lease

The School contracted Lighthouse Facilities Management, LLC to provide leased buses for transporting students to and from the school. At June 30, 2011, bus rental expense totaled \$75,845.

Retirement Plan

The School's staff are employees of Lighthouse Academies, Inc. Lighthouse Academies, Inc. has a 401(k) retirement plan (Plan) that covers employees who work more than 1,000 hours in a calendar year and are 21 years of age. Lighthouse Academies, Inc. matches up to 4% of the employees' salary deferrals. The School reimburses Lighthouse Academies, Inc. for contributions made to the Plan. In 2011, the School paid retirement benefits totaling \$11,764.

NOTE 6 COMMITMENTS

Occupancy Lease

The School entered into an occupancy lease agreement in 2009. The lease term is for ten years with the right to purchase the building after three years. The annual lease payment for the first three years is \$462,153 with a 2% escalation thereafter. The School also pays an additional minimum rent of \$6,000 per month for estimated operating expenses. The future minimum lease payments are as follows:

2012	\$ 541,856
2013	551,253
2014	560,838
2015	570,614
2016	580,587
Thereafter	<u>1,292,370</u>
Total	<u>\$ 4,097,517</u>

Other Operating Leases

The School's future minimum lease payments for its equipment, textbooks, technology, and furniture operating leases are as follows:

2012	\$ 77,620
2013	<u>77,620</u>
Total	<u>\$ 155,240</u>

NOTE 7 SUBSEQUENT EVENTS

The School has evaluated any subsequent events through October 7, 2011, which is the date the financial statements were available to be issued. This review and evaluation revealed no material events that would have an effect on the accompanying financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SUPPLEMENTAL SCHEDULE OF CONTRACT EXPENSES OVER \$25,000
FOR THE YEAR ENDED JUNE 30, 2011

<u>Vendor</u>	<u>Type of Service</u>	<u>Amount</u>
Lighthouse Academies, Inc.	Management Company	\$565,634
Charter School Development Corp.	Facility Management	\$565,138
Starfleet Transportation, LLC	Transportation/Bus Services	\$219,104
Nutrition, Inc.	Food Services	\$136,551
Charter Facilities Management	Bus Contract	\$123,663
Signature Learning Resources	Special Education Services	\$ 63,459
Capitol Hill Cleaning Services	Janitorial Services	\$ 29,058
Dirt-Drivers, Inc.	Janitorial Services	\$ 28,093



**INDEPENDENT AUDITORS' REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

We have audited the financial statements of Potomac Lighthouse Public Charter School (the School) as of and for the fiscal year ended June 30, 2011, and have issued our report thereon dated October 7, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified a deficiency in internal control over financial reporting, described in the accompanying schedule of findings and questioned costs as item 2011-1 that we consider to be a significant deficiency in internal control over financial reporting.

A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit the School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the Board of Trustees, the School management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



October 7, 2011
Washington, D.C.



**INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

Compliance

We have audited Potomac Lighthouse Public Charter School's (the School) compliance with the types of compliance requirements described in *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2011. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance such that there is reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, the School management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Washington, D.C.
October 7, 2011

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal CFDA #</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Education			
<i>Pass-Through District of Columbia</i>			
<i>Office of State Superintendent of Education</i>			
Title I Grants to Local Educational Agencies	84.010	SG010A	\$ 132,807
Title I Grants to Local Educational Agencies (Fiscal Year 2010)	84.010	SG010A	76,534
Total Title I Grants to Local Educational Agencies			<u>209,341</u>
Title I Grants to Local Educational Agencies-ARRA	84.389A	RA389A	76,359
Title II Improving Teacher Quality State Grants	84.367	SG367A	41,053
Title II Improving Teacher Quality State Grants (Fiscal Year 2010)	84.367	SG367A	18,789
Title IV Safe and Drug Free Schools and Communities	84.186	SG186A	1,218
IDEA Part B-Special Education Grants to States	84.027	SG027A	36,496
IDEA Part B-Special Education Grants to States (Fiscal Year 2010)	84.027	SG027A	14,883
Total IDEA Part B-Special Education Grants to States			<u>51,379</u>
IDEA Part B-Special Education Grants to States-ARRA	84.391A	RA391A	18,969
Education Jobs Fund	84.410A		48,256
Race to the Top	84.395A		6,363
Charter Facility Grant	84.000		40,003
Total U.S. Department of Education			<u>511,730</u>
U.S. Department of Agriculture			
<i>Pass Through District of Columbia</i>			
<i>Office of State Superintendent of Education</i>			
National School Lunch and Breakfast Program	10.553/10.555	10061	114,375
Total U.S. Department of Agriculture			<u>114,375</u>
Total Federal Expenditures of Federal Awards			<u>\$ 626,105</u>

The accompanying notes are an integral part of this schedule.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the School under programs of the federal government for the year ended June 30, 2011. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2011

Section I - Summary of Auditor's Results

Financial Statements

- | | |
|---|-------------|
| 1. Type of auditors' report issued: | Unqualified |
| 2. Internal control over financial reporting: | |
| Material weakness(es) identified? | No |
| Significant Deficiency(ies) identified that are not considered to be material weakness(es)? | Yes |
| Noncompliance material to financial statements noted? | No |

Federal Awards

- | | |
|---|---------------|
| 1. Internal control over major programs: | |
| Material weakness(es) identified? | No |
| Significant Deficiency(ies) identified that are not considered to be material weakness(es)? | No |
| 2. Type of auditors' report issued on compliance for major programs: | |
| Unqualified Opinion-Title I Grants to Local Educational Agencies - ARRA | |
| Unqualified Opinion-National School Lunch and Breakfast Program | |
| 3. Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? | No |
| 4. Identification of Major Programs: | |
| Title I Grants to Local Educational Agencies - ARRA | 84.394A |
| National School Lunch and Breakfast Program | 10.553/10.555 |
| 5. Dollar threshold used to distinguish between Type A and Type B programs: | \$300,000 |
| 6. Auditee qualified as a low risk auditee: | No |

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS *(Continued)*
FOR THE YEAR ENDED JUNE 30, 2011

Section II – Financial Statement Findings

2011-1

Unsigned Offer Letters

- Condition:** Employee salaries are supported by offer letters, which must be signed by the Principal of the School or the Vice President of Lighthouse Academies, Inc. depending on the position being offered. Our testing revealed seven instances in which the offer letters were unsigned.
- Criteria:** Best practices require that the signatory of employment offer letters endorse them.
- Cause and Effect:** There was a temporary lapse of the execution of this control, which can lead to unauthorized personnel actions.
- Recommendation:** We recommend the School take steps to ensure that all offer letters are properly endorsed.
- Views of Responsible Officials and Planned Correction Actions:** The School will perform internal reviews of Human Resources files each year, which includes a procedure and checklist for self audit that will detect deficiencies in the implementation of established internal control policies and procedures.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS *(Continued)*
FOR THE YEAR ENDED JUNE 30, 2011

Section III – Federal Award Findings

None Noted

Appendix N

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012
(Together With Independent Auditors' Report)

Approved by the Board of Directors
of Potomac Lighthouse Public Charter School



Robert Stearns
(Acting CFO)

BERTSMITH
Co.

Certified Public Accountants and Management Consultants

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2012

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

We have audited the accompanying statement of financial position of Potomac Lighthouse Public Charter School (the School) as of June 30, 2012 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the fiscal year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year comparative information has been derived from the School's 2011 financial statements and, in our report dated October 7, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2012, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The accompanying management's discussion and analysis on page 3 is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.



October 16, 2012
Washington, D.C.

**POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2012**

Overview

Potomac Lighthouse Public Charter School (the School) is a 501(c)(3) nonprofit organization that was founded in 2004 by a dedicated group of concerned citizens passionate about preparing children for success in college. The School received a fifteen year charter in 2005 to operate as a charter pursuant to the District of Columbia School Reform Act of 1995.

Located in Washington, D.C., the School is a public academic school serving D.C. residents in grades pre-kindergarten through grade seven. Our charter authorizes us to serve through grade 12. We serve predominantly a low-income, African American population. Over the past four years, parents have expressed consistently high satisfaction with the School.

We exist because of the staggering achievement gap in America today where 13 million children are growing up in poverty and about half will graduate from high school.¹ Those that do graduate will perform at an eighth grade level of students.²

Mission

The mission of the School is to prepare students for college through a rigorous, arts-infused program. We are part of a national nonprofit network of charter schools, Lighthouse Academies, with a growing community of over 4,000 students and families, and over 500 teachers, principals and staff members. We are here to ensure that all of our students graduate from college. We are here to make a difference in the lives of the students we teach. We are here to create opportunities that would not otherwise be available to our students if we had not chosen to serve them and their families. Lighthouse team members are expected to do whatever it takes to make the opportunity for success in college happen for all of our scholars.

The Lighthouse is a symbol of hope and security. Our mission gives hope to parents for a brighter future for their children.

Method

Our methods include standards-driven rigorous research-based programs such as Open Court reading and Saxon Math. Our assessment results drive our instruction providing guides and focal points for teachers and students. Our social curriculum and the school culture guide model our belief that what members of our community do is as important as what they know. How we act and what we expect from each other is our school culture. Our school

year is 190 school days, and we offer a summer school called SHINE Academy. The School is one of the few D.C. charter schools that offer transportation services to students and families.

Key Milestones

Since opening its doors in 2005, the School has met and overcome key challenges to reach full program implementation. The School was located in two temporary sites until construction of our current permanent facility was completed in 2008. The temporary sites limited the school's enrollment, thereby creating financial challenges. In addition, the moves have created turnover in enrollment thereby limiting academic growth and assessment results.

Enrollment Data

Total enrollment has increased by over 300% since opening in 2005, resulting in a high number of students who are new to the School each year. Re-enrollment was low in the academic years after the School changed locations and resulted in operating losses. The school is in its fourth year at its permanent location of 4401 8th St NE, Washington DC and has done well in hitting its enrollment targets the past few years which is essential for good financial health.

Academic Achievement

The School's scholars made significant improvements in English Language Arts and Math in 2009-2010, and continued with equally impressive gains for 2010-2011. The School met the D.C. measurements for Adequate Yearly Progress (AYP) under the Federal No Child Left Behind Act. The School has achieved above-average growth in both math and reading consistently for the past 4 years. During the 2011-12 school year, the school's scores dipped slightly, but we have entered into an extensive partnership with New School Venture Fund to provide additional support, coaching, tools and resources to the leaders and teachers at the school.

Financial Snapshot

Hitting enrollment targets and increased revenue have helped the school balance its budget and eliminate its prior year deficits. At the end of the fiscal year June 30, 2012, the school had net income of \$431K thereby eliminating its prior year deficit of \$172K and resulting in a cumulative surplus going into FY13 of \$259K. FY13 currently has exceeded its enrollment target and the school is projected to continue to have good financial results.

¹ <http://www.teachforamerica.org>. Retrieved March 30, 2009.

² National Association for Education Progress (NAEP) (2005). Retrieved March 30, 2009.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012
(With Comparative Totals for 2011)

	<u>2012</u>	<u>2011</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 379,645	\$ 40,861
Due from District of Columbia Government	97,395	147,485
Other Receivable	18,942	11,903
Prepaid Expenses	38,929	49,810
Deposits	<u>62,500</u>	<u>50,000</u>
Total Current Assets	597,411	300,059
 Noncurrent Assets		
Fixed Assets, Net	<u>39,683</u>	<u>70,062</u>
Total Noncurrent Assets	<u>39,683</u>	<u>70,062</u>
Total Assets	<u>\$ 637,094</u>	<u>\$ 370,121</u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	60,333	59,337
Accrued Expenses	218,373	203,459
Deferred Revenue	99,369	78,831
Line of Credit	<u>-</u>	<u>200,000</u>
Total Current Liabilities	<u>378,075</u>	<u>541,627</u>
Total Liabilities	<u>378,075</u>	<u>541,627</u>
 Net Assets		
Unrestricted-Deficit	<u>259,019</u>	<u>(171,506)</u>
 Total Liabilities and Net Assets	 <u>\$ 637,094</u>	 <u>\$ 370,121</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2012
(With Comparative Totals for 2011)

	<u>2012</u>	<u>2011</u>
UNRESTRICTED REVENUE		
Per Pupil Allotment	\$ 4,740,154	\$ 3,213,221
Federal Revenue	464,365	626,105
Afterschool Care	5,239	9,191
Interest Income	661	798
Contributed Revenue	4,000	-
Other Income	111,414	99,386
Total Revenue	<u>5,325,833</u>	<u>3,948,701</u>
EXPENSES		
Program Services	4,172,398	3,357,027
General and Administrative	722,910	599,907
Total Expenses	<u>4,895,308</u>	<u>3,956,934</u>
Change in Net Assets	430,525	(8,233)
Beginning of Year-Deficit	<u>(171,506)</u>	<u>(163,273)</u>
End of Year-Deficit	<u>\$ 259,019</u>	<u>\$ (171,506)</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2012
(With Comparative Totals for 2011)

	2012	2011
Cash Flows from Operating Activities		
Change in Net Assets	\$ 430,525	\$ (8,233)
<i>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:</i>		
Depreciation Expense	30,379	30,379
<i>(Increase) Decrease in Assets:</i>		
Receivables	43,051	56,377
Prepaid Expenses	10,881	3,612
Deposits	(12,500)	(11,750)
<i>Increase (Decrease) in Liabilities:</i>		
Accounts Payable	996	(6,082)
Accrued Expenses	14,914	(23,727)
Deferred Revenue	20,538	23,668
Due to Management Company	-	(79,625)
Net Cash Provided by Operating Activities	538,784	(15,381)
Cash Flows from Financing Activities		
Proceeds from Notes Payable and Line of Credit	400,000	1,290,677
Payments of Notes Payable and Line of Credit	(600,000)	(1,290,677)
Net Cash (Used in) Provided by Financing Activities	(200,000)	-
Net (Decrease) Increase in Cash and Cash Equivalents	338,784	(15,381)
Cash and Cash Equivalents at Beginning of Year	40,861	56,242
Cash and Cash Equivalents at End of Year	\$ 379,645	\$ 40,861
Supplemental Disclosure		
Interest Expense Paid	\$ 1,656	\$ 3,056

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2012
(With Comparative Totals for 2011)

	<u>Program Services</u>	<u>General and Administrative</u>	<u>2012 Total</u>	<u>2011 Total</u>
PERSONNEL, SALARIES AND BENEFITS				
Salaries	\$ 1,895,053	\$ 99,179	\$ 1,994,232	\$ 1,616,592
Employee Benefits	213,847	11,255	225,102	193,883
Payroll Taxes	196,325	10,333	206,658	147,245
Professional Development	45,990	12,643	58,633	45,220
Total Personnel, Salaries and Benefits	<u>2,351,215</u>	<u>133,410</u>	<u>2,484,625</u>	<u>2,002,940</u>
DIRECT STUDENT COSTS				
Supplies and Materials	140,247	-	140,247	77,722
Transportation	441,006	-	441,006	315,192
Other Student Costs	4,912	-	4,912	73,242
Total Direct Student Costs	<u>586,165</u>	<u>-</u>	<u>586,165</u>	<u>466,156</u>
OCCUPANCY EXPENSES				
Rent	616,563	60,979	677,542	576,580
Maintenance and Repairs	1,992	197	2,189	11,872
Contracted Building Services	91,977	9,097	101,074	79,787
Interest	-	1,656	1,656	3,056
Total Occupancy Expenses	<u>710,532</u>	<u>71,929</u>	<u>782,461</u>	<u>671,295</u>
OFFICE EXPENSES				
Office Supplies and Materials	-	19,646	19,646	14,728
Equipment Rental	124,232	12,287	136,519	94,228
Telecommunications	44,464	4,397	48,861	20,860
Professional Fees	145,749	155,403	301,152	263,757
Printing	-	9,112	9,112	-
Postage and Shipping	-	5,234	5,234	5,992
Membership and Subscriptions	-	7,232	7,232	5,656
Total Office Expenses	<u>314,445</u>	<u>213,311</u>	<u>527,756</u>	<u>405,221</u>
GENERAL EXPENSES				
Insurance	-	28,404	28,404	27,347
Management Fee	-	240,000	240,000	200,000
Food Service/Catering	210,041	-	210,041	145,371
Other General Expenses	-	5,477	5,477	11,225
Depreciation – Operating Assets	-	30,379	30,379	30,379
Total General Expenses	<u>210,041</u>	<u>304,260</u>	<u>514,301</u>	<u>411,322</u>
	<u>\$ 4,172,398</u>	<u>\$ 722,910</u>	<u>\$ 4,895,308</u>	<u>\$ 3,956,934</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Nature of Operations: Potomac Lighthouse Public Charter School (the School) was incorporated in May 2004 as a non-profit organization. The School received a charter in 2005 to operate as a charter school pursuant to the District of Columbia Reform Act of 1995. Located in Washington, D.C., the School is a public academic school serving students in pre-kindergarten through seventh grade. The mission of the School is to prepare their students for college through a rigorous arts-infused program.

The School's major source of funding is an annual per pupil allotment from the Government of the District of Columbia (District). The School also receives funding from the federal government, student fees, and activities.

Basis of Accounting: The accompanying financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation: The School reports information regarding its financial position and activities in two classes of net assets: unrestricted net assets and temporarily restricted net assets.

- *Unrestricted Net Assets* - net assets that are not subject to donor-imposed stipulations.
- *Temporarily Restricted Net Assets* - net assets subject to donor-imposed stipulations that will be met either by actions of the School and/or the passage of time.

Revenues are reported as recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. All donor-restricted contributions are reported as an increase in temporarily restricted. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. If a donor restriction expires in the same reporting period, the School reports the contributions as unrestricted.

Revenue Recognition: The School records revenue when earned. Amounts received that have not been earned are recorded as deferred revenue.

Cash and Cash Equivalents: The School considers all highly liquid investments with maturities of three months or less to be cash equivalents.

Fixed Assets: The School capitalizes all fixed assets with a unit cost of \$5,000. Depreciation expense is recorded using the straight-line method over the fixed assets' estimated useful lives. Donated fixed assets are recorded at their estimated fair value at the date of the donation. Maintenance and repairs are expensed. Those estimated useful lives are as follows:

Building and Improvements	25 years
Leasehold Improvements	7 years
Furniture and Equipment	7 years
Outdoor Equipment	10 years

Income Taxes: The School, a nonprofit organization operating under Section 501(c)(3) of the Internal Revenue Code, is generally exempt from federal, state and local income taxes, and, accordingly, no provision for income taxes is included in the financial statements.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain amounts of assets and liabilities. These estimates also affect the disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized as additional information on a functional basis in the schedule of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Comparative Totals: The 2011 financial statements include certain prior year summarized comparative information. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles in the United States of America.

Reclassifications: Certain amounts in the 2011 financial statements have been reclassified to conform to the presentation in the 2012 financial statements. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2011 from which the summarized information was derived.

NOTE 2 DUE FROM DISTRICT GOVERNMENT

The School receives an annual per pupil allotment and federal funds as a pass-through from the District. At June 30, 2011, the amount due from the District was \$94,395.

NOTE 3 FIXED ASSETS

Equipment	\$ 151,894
Less: Accumulated Depreciation	<u>(112,211)</u>
Net Fixed Assets	<u>\$ 39,683</u>

Depreciation expense during the fiscal year was \$30,379.

NOTE 4 PER PUPIL ALLOTMENT

The School receives an annual per pupil allotment from the District that is based on its student enrollment. In Fiscal Year 2011, the District funded all \$4,740,154 of the School's allotment.

NOTE 5**RELATED PARTY TRANSACTIONS*****Line of Credit***

On June 16, 2011, the School renewed a \$400,000 line of credit from Lighthouse Academics, Inc. The line of credit has a 4.5% interest rate and was due November 1, 2011. The line of credit was secured by future per pupil payments over and above the amounts securing the facility lease. Interest paid during the fiscal year was \$1,656. The line was paid off during the year.

Management Fees

The School contracted Lighthouse Academics, Inc. to manage the operations and administration of the school. The management fee is 7.5% of the school's per pupil revenue and federal funds. The School also reimburses Lighthouse Academics, Inc. for travel, benefits, and other expenses incurred on behalf of the School. At June 30, 2011, management fees and reimbursements totaled \$240,000 and \$447,591, respectively. There was no payable to the management company at year end.

Building Management Fees

The School contracted Lighthouse Facilities Management, LLC, affiliate of Lighthouse Academics, Inc., to provide facility management and other services for the School. At June 30, 2011, building management fees totaled \$21,248.

Operating Leases

The School entered into several operating leases for equipment, textbooks, technology, and furniture under a master lease agreement obtained by Lighthouse Academics, Inc. with a third party vendor. The School reimburses Lighthouse Academics, Inc. for payments made on the leases. The leases were originally for three years. However, Lighthouse Academics, Inc. in a repayment agreement with the School restructured the leases in 2009 consolidating future payments and extending the leases terms an additional five years. Annual lease payments totaled \$77,870.

Bus Lease

The School contracted Lighthouse Facilities Management, LLC to provide leased buses for transporting students to and from the school. At June 30, 2011, bus rental expense totaled \$97,085.

Retirement Plan

The School's staff are employees of Lighthouse Academics, Inc. Lighthouse Academics, Inc. has a 401(k) retirement plan (Plan) that covers employees who work more than 1,000 hours in a calendar year and are 21 years of age. Lighthouse Academics, Inc. matches up to 4% of the employees' salary deferrals. The School reimburses Lighthouse Academics, Inc. for contributions made to the Plan. In 2011, the School paid retirement benefits totaling \$9,021.

NOTE 6**COMMITMENTS*****Occupancy Lease***

The School entered into an occupancy lease agreement in 2009. The lease term is for ten years with the right to purchase the building after three years. The lease agreement was amended to increase the square footage leased by the School to 25,545 effective August 1, 2011 and to 42,016 effective July 1, 2012, resulting in an annual lease payment of \$549,198 for FY2012 and \$936,342 commencing FY2013 with a 2% escalation thereafter. The School also pays an additional minimum rent of \$6,000 per month for estimated operating expenses. The future minimum lease payments are as follows:

2013	\$ 936,342
2014	955,069
2015	974,170
2016	993,654
2017	1,013,527
Thereafter	<u>2,088,270</u>
Total	<u>\$ 6,961,032</u>

Other Operating Leases

The School's future minimum lease payment for its equipment, textbooks, technology, and furniture operating leases is \$77,620 for FY2013.

NOTE 7**SUBSEQUENT EVENTS**

The School has evaluated any subsequent events through October 15, 2012, which is the date the financial statements were available to be issued. This review and evaluation revealed no material events that would have an effect on the accompanying financial statements.



**INDEPENDENT AUDITORS' REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

We have audited the financial statements of Potomac Lighthouse Public Charter School (the School) as of and for the fiscal year ended June 30, 2012, and have issued our report thereon dated October 15, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, School management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



October 16, 2012
Washington, D.C.

**POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012**

Audit Finding No.	Program	Finding	Questioned Costs	Corrected	Not Corrected
2011-01	Internal Control over Financial Reporting	Employee salaries are supported by offer letters, which must be signed by the Principal of the School or the Vice President of Lighthouse Academies, Inc. depending on the position being offered. Our testing revealed seven instances in which the offer letters were unsigned.	\$-0-	X	

Appendix 0

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Notice of Concern – Potomac Lighthouse Public Charter School

DATE: February 19, 2014

Proposal/Request

Public Charter School Board Staff (“PCSB”) requests that the Board issue a Notice of Concern to Potomac Lighthouse Public Charter School (“Potomac Lighthouse PCS”) for failing to accurately submit discipline data into ProActive. On December 19th, 2013, PCSB staff conducted an onsite audit of the school’s discipline data. The audit revealed that 25 of the 46 suspensions issued to students in SY 2013-2014 had not been reported in ProActive.

Potomac Lighthouse PCS has 433 students and a suspension rate of 9.9% (above the 5.6% sector average—data through December). Potomac Lighthouse PCS has the following suspensions by grade and demographics:

Suspensions by Grade	KG	01	02	03	04	05	06	07	08	School Totals (all grade levels)
# of suspended students	2	13	4	4	3	5	4	4	4	43
# of enrolled students	47	52	41	44	30	30	37	28	18	433
% of students with suspensions	4.3%	25.0%	9.8%	9.1%	10.0%	16.7%	10.8%	14.3%	22.2%	9.9%

Suspensions by Gender	Female	Male	School Totals (all grade levels)
# of suspended students	14	29	43
# of enrolled students	215	212	433
% of students with suspensions	6.5%	13.7%	9.9%

Suspensions: SPED v. General Ed	IEP	No IEP
# of suspended students	7	36
# of enrolled students	50	390
% of students with suspensions	14.0%	9.2%

Incident type: Federal vs. non-federal ("other charter")	# of discipline incidents
OTHER CHARTER- Non-violent violation of school's discipline or compulsory attendance policy	24
Federal: Violent Incident (with physical injury)	15
Federal: Violent Incident (without physical injury)	11
Total	50

According to suspension letters reviewed during the audit and discipline data submitted to ProActive, the total number of suspensions year to date (December 19, 2013) was 46. The table below shows the numbers of suspensions not reported by month.

Month	# Suspensions not in ProActive
August	1
September	19
October	1
November	4
Total	25

The majority of the suspensions that were not reported were 3-day suspensions.

Days Suspended	# Suspensions not in ProActive
1	6
2	2
3	12
4	3
5	1
10	1
Total	25

Background

According to PCSB's Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, Epicenter, encrypted Excel files, or another secure method. The school must enter or upload every suspension (with code) and expulsion (with code) into ProActive on a monthly basis. Reporting discipline data is required by law. Failure to report accurate discipline data prevents PCSB and other stakeholders from being able to accurately assess the school's climate, equity, and fidelity to their charter.

Date: _____

PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal/Request: _____

Appendix P

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input checked="" type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Lift Notice of Concern – Potomac Lighthouse Public Charter School

DATE: May 19, 2014

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that the Board lift the Notice of Concern for Potomac Lighthouse Public Charter School (“Potomac PCS”) for failing to accurately submit discipline data to PCSB. The Notice was issued at the PCSB Board meeting held February 19, 2014. An audit was conducted on April 23, 2014 to determine if improvements in discipline data submission had been made. The key findings of this audit are as follows:

- According to the school’s records, there were ten out-of-school suspensions issued between December 2013 and March 2014; **all suspensions were also reported in PCSB’s data system.**
- Reporting errors were minor and included the following:
 - One student’s suspension letter indicates a removal period of one day, though his ProActive record indicates a two-day removal period. The school asserted that the suspension letter was correct and updated the record in ProActive.
 - One student’s suspension letter indicates he was suspended 2/19/14, though his ProActive record indicates his suspension occurred 2/26/14.

- Several of the discipline events reported in ProActive are dated the day the incident occurred and the suspension was authorized , not the day the suspension actually occurred..

Special Education

In addition to the problems regarding data submission, detailed in the attached board proposal of February 19, 2014, the PCSB Board had concerns regarding the school’s service to students with disabilities, specifically regarding discipline (due to statements made by Potomac Lighthouse PCS staff). The school has since then worked with PCSB’s Senior Specialist, Special Education Avni Patel to ensure that they are adequately prepared to serve students with disabilities. The following outline the key steps taken:

- The school’s Special Education coordinator met with PCSB staff for technical assistance around self-contained classrooms.
- The school obtained signed parental consent for students being placed in a restrictive special education setting designed for students exclusively with disabilities.
- The school participated in the Qualitative Assurance Review (“QAR”) and will share in best practices with other schools around Special Education.
- The school created a QAR Strategic Action Plan, and will receive feedback by PCSB staff.

Based on the findings of the Special Education Audit, the school’s collaboration with Ms. Patel to date, and its commitment to continue working with PCSB staff through its QAR Strategic Action Plan implementation, PCSB staff feels that there is no grounds to issue a notice of concern for serving students with disabilities.

Background

According to PCSB’s Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, Epicenter, encrypted Excel files, or another secure method. The school must enter or upload every suspension (with code) and expulsion (with code) into ProActive on a monthly basis. Reporting discipline data is required by law. Failure to report accurate discipline data prevents PCSB and other stakeholders from being able to accurately assess the school’s climate, equity, and fidelity to their charter.

Date: _____ PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected Changes to the Original Proposal/Request: _____ _____ _____ _____ _____
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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Notice of Concern – Potomac Lighthouse Public Charter School

DATE: February 19, 2014

Proposal/Request

Public Charter School Board Staff (“PCSB”) requests that the Board issue a Notice of Concern to Potomac Lighthouse Public Charter School (“Potomac Lighthouse PCS”) for failing to accurately submit discipline data into ProActive. On December 19th, 2013, PCSB staff conducted an onsite audit of the school’s discipline data. The audit revealed that 25 of the 46 suspensions issued to students in SY 2013-2014 had not been reported in ProActive.

Potomac Lighthouse PCS has 433 students and a suspension rate of 9.9% (above the 5.6% sector average—data through December). Potomac Lighthouse PCS has the following suspensions by grade and demographics:

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Suspensions by Gender	Female	Male	School Totals (all grade levels)

# of suspended students	14	29	43
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Suspensions: SPED v. General Ed	IEP	No IEP
# of suspended students	7	36
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Incident type: Federal vs. non-federal ("other charter")	# of discipline incidents
OTHER CHARTER- Non-violent violation of school's discipline or compulsory attendance policy	24
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According to suspension letters reviewed during the audit and discipline data submitted to ProActive, the total number of suspensions year to date (December 19, 2013) was 46. The table below shows the numbers of suspensions not reported by month.

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The majority of the suspensions that were not reported were 3-day suspensions.

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3	12
4	3
5	1
10	1
Total	25

Background

According to PCSB’s Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, Epicenter, encrypted Excel files, or another secure method. The school must enter or upload every suspension (with code) and expulsion (with code) into ProActive on a monthly basis. Reporting discipline data is required by law. Failure to report accurate discipline data prevents PCSB and other stakeholders from being able to accurately assess the school’s climate, equity, and fidelity to their charter.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____

Appendix Q



Date: 02/26/14
Status: <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> No Response Required <input type="checkbox"/> Complete

Special Education Audit Form

LEA: Potomac Lighthouse PCS
Campus: -
PCSB Point of Contact: Avni Patel – Senior Specialist, Special Education Laterica Quinn – Equity and Fidelity Specialist

Special Education Audit Trigger(s) Reviewed this Month:		
<input type="checkbox"/> Enrollment of SWDs under 7%	<input type="checkbox"/> Expulsion Rate	<input type="checkbox"/> Out of School Suspension Rate
<input type="checkbox"/> Number of Exclusionary Incidences	<input type="checkbox"/> Disproportionality of singular disability classification (>75%)	<input type="checkbox"/> Disproportionality of special education levels of need – Level 1-4 (>75%)
<input type="checkbox"/> Underrepresentation of SPED Level 3 and 4	<input type="checkbox"/> Rate of Transfers	<input type="checkbox"/> Rate of Mid-year withdrawals
<input type="checkbox"/> IEP Timeliness	<input type="checkbox"/> Manifestation Determination Hearing not held	<input checked="" type="checkbox"/> Other: Board Meeting – Notice of Concern for Discipline led to a comment by a school staff member who said, “Potomac Lighthouse is not equipped for a certain type of SPED student, if I can say that. We have certain limitations on how we can handle those students.”

Step 1: PCSB Sends Email Correspondence to School Describing Reason for Audit

Dear School Leaders,

Last night at PCSB’s Board Meeting, a Notice of Concern was issued to Potomac Lighthouse PCS for discipline data submission discrepancies. I am pleased to know your school has been working to improve your data submission practices. We will contact you in the next two months to do a follow-up data submission audit, at which point if the data is clean, the Notice of Concern may be lifted.

In the discussion last night, the Board posed questions to your staff regarding discipline and students with disabilities. Through this conversation, we were concerned to hear that there might be difficulty managing behavior with certain students with disabilities. We therefore are interested in having two of our staff members conduct a brief Special Education Audit in the format of an interview with Mr. White, Ms. Almond, Mr. Hamlin, with the purpose of understanding why your school is facing a particular difficulty with servicing all students.

Our two staff members are available during the following times. Please confirm which time slot works best for Mr. Hamlin, Ms. Almond, and Mr. White:
 Monday 2/24 @ 1-2 pm
 Wednesday 2/26 @ 9-10am

Date Sent	To whom email was sent	Required Response
2/20/14	To: Ramon Richardson; Mike Ronan; Carole Kelley; Paula Almond; Steaven Hamlin; Gradis White	Confirming a time for an in-person interview (audit) with Steaven Hamlin, Paula, Almond, Gradis White, Avni Patel and Laterica Quinn Response Deadline: ASAP

Step 2: School Response to PCSB Email

Date Received	From whom email was submitted	Response by School
2/20/14	Steaven Hamlin, Director of Student Support	Good Afternoon,

		Potomac Lighthouse staff members are available on Wednesday, 2/26.
2/21/14	Steaven Hamlin	Hello, Thank you. Ms. Patel and Ms. Quinn can you provide me with any information to prepare for your visit?
2/21/	Avni Patel (PCSB) to Steaven Hamlin	Hi Mr. Hamlin, I imagine it might be helpful to have data and statistics on your SWDs, particularly around discipline. I'd like to also learn more about your various policies and how they impact SWDs. Finally, in listening to the recording from the Board Meeting, I'm interested in learning more about your partnerships that you mention with other schools, specifically Center City, and what sort of resources are being shared. I look forward to chatting on Wednesday. Thanks, Avni

Step 3: Follow-Up Audit (if necessary)	
<input type="checkbox"/>	No other audit response required
<input type="checkbox"/>	Comparison of accuracy of special education data between a school's student information system and data in ProActive
<input type="checkbox"/>	Communication between PCSB and OSSE to determine whether the identified trigger has resulted in OSSE resolving the concern
<input checked="" type="checkbox"/>	Interviews with a school's Special Education data manager or other persons responsible for student data
<input type="checkbox"/>	Special Education Desk Audits completed by PCSB staff
<input checked="" type="checkbox"/>	Request of the school team to complete a Special Education Quality Assurance Review (part of Special Education Performance Management Tool)
<input type="checkbox"/>	Special education site-visit and/or observations
<input type="checkbox"/>	Other:

Step 4: PCSB Findings/ Description of Results from Audit
<p>Date: 2/26/14</p> <p><u>In attendance:</u></p> <ol style="list-style-type: none"> 1. Carole Kelley, Regional VP 2. Steaven Hamlin, Director of Student Support 3. Paula Almond, Special Education Coordinator 4. Gradis White, Dean of Students 5. Ramon Richardson, Principal (attended towards the end of the meeting) 6. Avni Patel (PCSB) 7. Teri Quinn (PCSB) <p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Avni began by discussing the trends of the most recent special education classrooms observed during PCSB's QSR. Avni and Teri visited only special education classes to observe 5 special education teachers in action. • Avni disclosed that the results of the special education portion of the QSR were quite mixed, with there being evidence of some quality teaching taking place, but also there were certainly some areas of concern during the observation specifically related to behavior management and student-teacher rapport. She added, the behavior problems appear to be contributing to a lack of effective instruction as well in those specific classrooms. • Mr. Hamlin identified that the classroom we were likely most concerned with was the 1st grade self-contained class that was being facilitated by a new

teacher, Ms. Long.

- Mr. Hamlin stated that at the time of the QSR observations, Ms. Long had only been working at the school for approximately 2 weeks, so she had not yet established a strong rapport with her self-contained students.
- Mr. Hamlin went on to say that since that time, no other incidents have been reported for the 1st grade cohort we were speaking of.

Areas of Concern:

The 1st Grade Cohort and "Self-Contained" Classroom:

- According to Mr. Hamlin, this group is made up of five 1st grade students, and it is conducted as a self-contained class. Originally, this particular classroom was said to be a resource room.
- Only 2 of the five students in the class have an official IEP or 504 plan (1 student has Speech and Language Impairment and the 2nd is diagnosed as Other Health Impairment - ADHD). 1 of the students has a 504 Plan and the other 2 students in the **self-contained** setting are currently "undergoing the eligibility process."
- When asked if parents had been notified that their students had been placed in a self-contained setting, Mr. Hamlin initially said yes, they were all aware. However, after probing further, parental consent had been allegedly received verbally, but the parents of students undergoing the eligibility process had not signed anything to provide written consent.
- Mr. Hamlin also noted that non-SPED students had been placed in the resource/self-contained setting after receiving many incident reports on these particular students on a trial basis to see how well they perform in that environment.

Discipline Data:

- Specifically for special education students, 9 incidents had been reported that resulted in an out-of-school suspension (6 students with an IEP and 3 students with a 504 Plan). They were as follows:
 - 2 students pierced each other's ears (bodily harm)
 - 3 students were suspended for repeated classroom disruption and fighting
 - 2 students were suspended for physical aggression towards staff
 - 1 student was suspended for repeated classroom disruption
 - 1 student was suspended for fighting
- Of the special education students who had been suspended, their disabilities are as follows:
 - Speech/Language Impairment
 - ADHD (OHI)
 - Specific Learning Disability(SLD)
 - Intellectual Disability
 - Adjustment Disorder (504 plan student)
- When asked if their special education students had a Behavior Intervention Plan (BIP), Mr. Hamlin reported the following:
 - 1 student has a crisis intervention plan
 - 2 students have a BIP
 - 1 student was in the process to receive a BIP, but due to personal matters he eventually withdrew from the school
- Mr. Hamlin admitted that the school is only now looking at behavior trends to try to get a handle on their issues with discipline. Prior to that, he stated that the school did not have severe behavioral issues to deal with, but that changed with the arrival of the 1st grade cohort he repeatedly spoke of. Additionally, the school has instituted an In School Suspension Policy – added this within the context of a new behavior management system, as well.

Lack of Implementation of SST

- Mr. Hamlin provided a copy of the school's referral and SST process. Avni asked about whether an SST process/forms were followed for the students without IEPs placed into the self-contained classroom. Mr. Hamlin said there had not been formalized SST forms completed because the Director of Instruction was no longer then. Avni voiced her concern with the other staff members not implementing the SST process with these students. She shared that the school should be provided ongoing support to their entire staff and should be implanting an appropriate mechanism to document how students are being supported prior to a special education eligibility determination.
- Avni asked about whether the school has adopted an RTI framework. Mr. Hamlin showed a copy of the school's RTI process, but said they just are putting it in place now.

School-Identified Problems:

Lack of teacher training

- Mr. Hamlin noted that Potomac Lighthouse has a significant number of new teachers who lack sufficient training and experience with students with disabilities.
- He also noted that the school's disciplinary matters spiked between September and October, as the result of their Director of Instruction taking a personal leave for a 2-week period and then resigning. He attributed this incident to the cause of teachers being left without a coach to help them manage students with difficult behaviors.
- Although teachers received a broad training about special education at the start of the school year, in the absence of a Director of Instruction, teachers have not received any additional trainings or coaching pertaining to special education and how to properly manage their behavior.

Inappropriate Placement of Students w/o IEPs

- Avni and Teri acknowledged to the attendees that the placement of students in a self-contained setting before they have been officially deemed eligible for special education is deeply concerning.
- The special education students in the 1st grade cohort appear to have the highest rate of behavior incidents reported and out-of-school suspensions. However, little has been done up to this point to address this issue.
 - Few students have BIPs to address their consistent inappropriate behavior.
 - For students with a BIP, the school's newly developed Behavior Management Plan would not appropriately address their needs, because the action items would be too punitive for such students.

Step 5: School Response(s)/Description of Next Step(s)

- Mr. Hamlin requested technical assistance from PCSB around self-contained classrooms based on the concerns raised during the interview.
 - Avni scheduled a meeting with Mr. Hamlin to discuss this and any other areas of concerns at PCSB on 3/10/14 @ 1:30pm.
- Avni requests that Potomac Lighthouse obtain signed parental consent on a statement that delineates that the parents consent to their child being placed in a restrictive special education setting designed for students exclusively with disabilities. Potomac is to obtain these signatures and submit copies to PCSB by the 3/10/14 meeting.
- School will be completing a SPED QAR (Paula Almond attended the Spring 2014 training presented by Avni) and will also need to submit a Corrective Action Plan once Potomac Lighthouse attends the QAR Debriefing Session on 5/1/14.

Step 6: Final Outcome

- | | | |
|---|--|--|
| <input type="checkbox"/> No Further Action Required | <input type="checkbox"/> Notice of Concern | <input checked="" type="checkbox"/> Other: |
|---|--|--|

In Progress.



Appendix R



Office of the



State Superintendent of Education

June 20, 2011

Ramon Richardson
Principal
Potomac Lighthouse Public Charter School
4401 8th Street, NE
Washington, DC 20017

Dear Mr. Richardson:

The purpose of this letter is to inform you of the results of the Office of the State Superintendent of Education's (OSSE's) on-site monitoring visit to Potomac Lighthouse Public Charter School (Potomac Lighthouse) conducted on March 16-17, 2011. As the state educational agency (SEA) for the District of Columbia, OSSE's role is to set high expectations, provide resources and support, and exercise accountability to ensure that all students receive an excellent education. The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each local educational agency (LEA), enforce compliance with IDEA Part B and report annually on the performance of each LEA.

The primary focus of the SEA's monitoring activities is on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. On-site compliance monitoring is a process by which selected LEAs receive an on-site visit by OSSE's Quality Assurance and Monitoring Division for a comprehensive record review, stakeholder interviews, fiscal examination and follow-up technical assistance. The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities.

As part of the on-site monitoring visit to Potomac Lighthouse, OSSE staff met with Ramon Richardson, Principal; Tony Sutton, Director of School Culture; Steaven Hamlin, Special Education Coordinator; Jasmine Dixon, Fiscal Director; general education teachers; special education teachers; related services providers; and parents. OSSE also conducted a comprehensive file review of 25 files (100% of files for students with disabilities) and used other relevant information available regarding the LEA, along with information gathered during the on-site visit, to analyze the LEA's compliance with IDEA Part B and local regulations and policies and to review the accuracy of information the LEA submitted in the LEA's IDEA Part B Grant Applications for LEAs.

General information gathered regarding the LEA included: Potomac Lighthouse, under the management of Lighthouse Academies, opened in the District of Columbia in August 2005 and is located at 4401 8th Street NE, Washington, DC 20017. Potomac Lighthouse provides academic services to students in prekindergarten through fifth grades. On the date of the on-site monitoring visit, 240 students, of which 25 were students with disabilities, were enrolled in Potomac Lighthouse.

Potomac Lighthouse staff described its mission as, to prepare students for college through a rigorous, arts-infused program. The LEA explained that within this context, it uses a combination of carefully researched curricular and instructional practices to help all students master the District of Columbia Standards of Learning.

OSSE appreciates the time Potomac Lighthouse spent meeting with the OSSE monitoring team. We wish to acknowledge the efforts of Steaven Hamlin in collaborating with OSSE to coordinate and carry out the monitoring visit. OSSE also appreciates the cooperation and assistance provided by general education teachers, special education teachers, related services providers, parents and students in providing feedback and input on the LEA's systems for special education.

The enclosed monitoring report gives specific information regarding compliance ascertained during the visit. Additionally, the report outlines specific student level and LEA level corrective actions that must be taken to correct any identified noncompliance. Please carefully read the "LEA Directions for Compliance Monitoring Workbook" and submit all required documentation to OSSE by November 28, 2011. Following the LEA's submission of documentation of correction of noncompliance, OSSE will verify the correction of noncompliance and notify the LEA of the verified correction. OSSE notes that while the LEA may complete the required actions listed for student level and LEA level findings of noncompliance, verification of correction requires OSSE to confirm that the LEA is correctly implementing the specific regulatory requirement related to each finding. This includes areas for which the LEA may not have been required to submit additional LEA level corrective actions because the LEA achieved a compliance level of 95-99%. While no additional submissions are required for these areas, should any noncompliance be found during the additional review described in the workbook, evidence of continued noncompliance will prohibit OSSE from verifying that the LEA is correctly implementing regulatory requirements. **All noncompliance must be corrected and verified as corrected as soon as possible, and in no case later than one year after the identification of the noncompliance.**

OSSE looks forward to collaborating with all stakeholders and actively working with Potomac Lighthouse to improve results for students with disabilities. If you have any questions or wish to request technical assistance, please do not hesitate to contact your OSSE contact Debra Babb at 202-741-0265.

Sincerely,



Amy Maisterra, Ed.D., MSW
Interim Assistant Superintendent of Special Education

Enclosure

Potomac Lighthouse Public Charter School

2010-2011 LEA Compliance Monitoring Report



Office of the
State Superintendent of Education

Date of Notification:

June 20, 2011

All Corrections Due by:

November 28, 2011

Prepared by:

OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level.

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level noncompliance.

For any LEA having less than 95% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form.

When corrections have been made for each item of noncompliance, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: Review Section 4.1 - Additional LEA Corrections

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: Sign and date Certification.

Upon completion of ALL student level and LEA level corrective actions, the **appropriate** LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Melanie Byrd Chisholm, Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002

Potomac Lighthouse Public Charter School
2010-2011 LEA Compliance Monitoring Report

Date of Notification: June 20, 2011

All Corrections Due By: November 28, 2011

2010-2011 Individual Student Compliance Criteria: 95% or above

2010-2011 LEA Review

Compliance Criteria: 100%

Individual Student File Review						
Part C to Part B Transition						
Question	Legal Reference	N=	Yes	No	NA	Percentage
Corrective Actions						
C2B 1: LEA Attended Transition Planning Conference	§300.124(c)	25	0	0	25	NA
C2B 2: Early Childhood ESY Services Considered	§300.106(a)(2)	25	0	0	25	NA
Initial Evaluations and Reevaluations						
IEV 1: Prior Written Notice Provided Upon Initial Referral	§300.503(a)(1)	20	5	15		25.00%
IEV 2: Parent Provided Procedural Safeguards	§300.504(a)(1)	20	16	4		80.00%
IEV 3: Parent Consent Prior to Initial Evaluation	§300.300(a)	20	12	8		60.00%
IEV 4: Variety of Sources Used to Determine Initial Eligibility	§300.306(c)	20	19	1		95.00%
REV 1: Prior Written Notice Provided Upon Reevaluation	§300.503	5	4	1		80.00%
REV 2: Parent Consent Prior to Reevaluation	§300.300(c) (1)	5	5	0		100.00%
REV 3: IEP Team Review of Existing Data	§300.305	5	5	0		100.00%
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections Must be Completed Where Noncompliance Identified
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Criteria Met
						Criteria Met

REV 4: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)		5	5	0	100.00%	Criteria Met
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IEP Development						
Question	Legal Reference	N=	Yes	No	NA	Percentage
IEP 1: Parent Invited to IEP Meeting	§300.322(a)	25	21	4	0	84.00%
IEP 2: Required Participants Invited to IEP Meeting	§300.321(a)	25	16	9		64.00%
IEP 3: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	25	16	9		64.00%
IEP 4: Special Education Teacher Attended IEP Meeting	§300.321(a)	25	20	5		80.00%
IEP 5: LEA Designee Attended IEP Meeting	§300.321(a)	25	24	1		96.00%
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	§300.321(a)	25	23	1	1	95.83%
IEP 7: IEP Contains Measurable Annual Goal(s)	§300.320(a)(2)(i)	25	24	1		96.00%
IEP 8: Student's File Contains Progress Data	§300.320(a)(3)(i)	25	17	8		68.00%
IEP 9: IEP Documents ESY Was Considered	§300.106	25	22	3		88.00%
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	25	23	2		92.00%
IEP 11: Student Preferences and Interests Considered	§300.321(b)(2)	25	0	0	25	NA
IEP 12: Student and Parent Informed of Transfer of Rights	§300.520(a)(1), §300.320(c)	25	0	0	25	NA
IEP 13: IEP Statement of Measurable Annual Related Services Goal	§300.320(a)(2)(i)(B)	25	22	1	2	95.65%
IEP 14: Description and Documentation of Progress Toward Related Services Goals	§300.320(a)(3)	25	22	1	2	95.65%

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 1: Student Placement Based on IEP	\$300.116(b)(2)	25	24	1	0	96.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	25	24	1		96.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
LRE 3: Student Placement Determined Annually	\$300.116(b)	25	23	2		92.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
LRE 4: Consideration of Harmful Effects	\$300.116(d)	25	22	3	0	88.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	\$300.530(d)	25	0	1	24	0.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DIS 2: Manifestation Determination	\$300.530(e), \$300.536	25	2	0	23	100.00%	Criteria Met
DIS 3: LEA Conducted Functional Behavioral Assessment	\$300.530(f)	25	4	0	21	100.00%	Criteria Met
DIS 4: LEA Developed Behavioral Intervention Plan	\$300.530(f)	25	2	2	21	50.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Data Verification							
DAT 1: Initial Evaluation Date Same as Reported in SEDS	\$300.600, \$300.601	25	17	5	3	77.27%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 2: Reevaluation Date Same as Reported in SEDS	\$300.600, \$300.601	25	5	0	20	100.00%	Criteria Met
DAT 3: IEP Development Date Same as Reported in SEDS	\$300.600, \$300.601	25	23	2	0	92.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 4: IEP Implementation Date Same as Reported in SEDS	\$300.600, \$300.601	25	24	1	0	96.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 5: Date of Birth Same as Reported in SEDS	\$300.600, \$300.601	25	22	3		88.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 6: Primary Disability Same as Reported in SEDS	\$300.600, \$300.601	25	23	2		92.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 7: Placement Same as Reported in SEDS	\$300.600, \$300.601	25	25	0		100.00%	Criteria Met
LEA Level Review							
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 1: Resolution Meetings Held Within 15 Days of Notice	\$300.510(a)	1		1		0.00%	LEA Corrective Actions Must Be Completed
DSP 2: LEA implements HODs in Timely Manner	\$300.600(e)	1			1	NA	NA
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA	NA
DSP 4: LEA Timely Implements Corrective Actions	\$300.600(e)	1			1	NA	NA
Access to Instructional Materials							
NIM 1: LEA Provision of Instructional Materials	\$300.172	1			1	NA	NA
Fiscal							
FIS 1: LEA Policy/Procedure Governing Budgets	\$80.20	1	1			100.00%	Criteria Met
FIS 2: LEA Accounting Record for Federal Grant Expenditures	\$80.20	1	1			100.00%	Criteria Met

Question	Legal Reference	Fiscal				Percentage	Corrective Actions
		N=	Yes	No	NA		
FIS 3: LEA Policy/Procedure For Awarding Contracts	\$80.20 \$80.36(2)	1	1			100.00%	Criteria Met
FIS 4: LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1			100.00%	Criteria Met
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$\$76.707-710	1	1			100.00%	Criteria Met
FIS 6: LEA Retention of Financial Records for 5 Years	\$80.42	1	1			100.00%	Criteria Met
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	\$80.20(3)	1	1			100.00%	Criteria Met
FIS 8: LEA Code of Conduct For Employees Administering Contracts	\$80.36(3)	1	1			100.00%	Criteria Met
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	\$80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87 \$\$74-99	0				NA	NA
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87 \$\$74-99	0				NA	NA
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	\$\$76.707-710	1	1			100.00%	Criteria Met
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	OSSE GAN	1	1			100.00%	Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	\$80.20	1	1			0.00%	LEA Corrective Actions Must Be Completed
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	\$80.20	1	1			100.00%	Criteria Met
FIS 16: LEA Followed Procurement Procedures	\$80.36	1	1			100.00%	Criteria Met
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1			100.00%	Criteria Met
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	1			100.00%	Criteria Met
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1			1	NA	NA
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	\$300.226 \$300.646	1			1	NA	NA
FIS 21: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1			1	NA	NA
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1			1	NA	NA
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1			1	NA	NA

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)																
Student ID	Student Last	Student First	School	C2B 1	C2B 2	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6	
9112330	Smith	Tevin	Potomac Lighthouse PCS			X	X							X	X					
9237619	Taylor	Tarik-Amir	Potomac Lighthouse PCS			X		X							X		X			
9211166	Thompson	Roland	Potomac Lighthouse PCS											X	X					
9216748	Torry	Tyrek	Potomac Lighthouse PCS			X		X	X											
9124870	Turner	Rose	Potomac Lighthouse PCS																	
9124617	Turner	Roshae	Potomac Lighthouse PCS													X				
9214031	Utley	Brandon	Potomac Lighthouse PCS			X		X						X	X					
9233061	Wells	Maurod	Potomac Lighthouse PCS			X		X						X	X	X	X			
9121136	Williams	Diamond	Potomac Lighthouse PCS			X										X				
9221848	Wilson	Jerome	Potomac Lighthouse PCS			X														
Total Number of Students with Noncompliance for Each Item				0	0	15	4	8	1	1	0	0	0	4	9	9	5	1	1	

3.1 - Individual NC

Student Demographic Information					File Review Items (X = Noncompliance)														File Review			
Student ID	Student Last	Student First	School		IEP 7	IEP 8	IEP 9	IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4		
9112330	Smith	Tevin	Potomac Lighthouse PCS			X																
9237619	Taylor	Tarik-Amir	Potomac Lighthouse PCS																			
9211166	Thompson	Roland	Potomac Lighthouse PCS																			
9216748	Torry	Tyrek	Potomac Lighthouse PCS																			
9124870	Turner	Rose	Potomac Lighthouse PCS					X														
9124617	Turner	Roshae	Potomac Lighthouse PCS					X														
9214031	Utley	Brandon	Potomac Lighthouse PCS																			
9233061	Wells	Maurod	Potomac Lighthouse PCS																			
9121136	Williams	Diamond	Potomac Lighthouse PCS																			
9221848	Wilson	Jerome	Potomac Lighthouse PCS													X						
Total Number of Students with Noncompliance for Each Item					1	8	3	2	0	0	1	1	1	1	2	3	1	0	0	0	2	

3.1 - Individual NC

Student Demographic Information							v Items (X = Noncompliance)							Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	DAT 1	DAT 2	DAT 3	DAT 4	DAT 5	DAT 6	DAT 7				
9112330	Smith	Tevin	Potomac Lighthouse PCS								5			
9237619	Taylor	Tarik-Amir	Potomac Lighthouse PCS	x		x		x			8			
9211166	Thompson	Roland	Potomac Lighthouse PCS								2			
9216748	Torry	Tyrek	Potomac Lighthouse PCS								3			
9124870	Turner	Rose	Potomac Lighthouse PCS								1			
9124617	Turner	Roshae	Potomac Lighthouse PCS								2			
9214031	Utley	Brandon	Potomac Lighthouse PCS								3			
9233061	Wells	Maurod	Potomac Lighthouse PCS								5			
9121136	Williams	Diamond	Potomac Lighthouse PCS								3			
9221848	Wilson	Jerome	Potomac Lighthouse PCS	x							3			
Total Number of Students with Noncompliance for Each Item				5	0	2	1	3	2	0				

Potomac Lighthouse Public Charter School
2010-2011 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: **June 20, 2011**

All Corrections Due By: **November 28, 2011**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

--

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Part C to Part B Transition	
Question from File Review	Corrective Actions
C2B 1: LEA Attended Transition Planning Conference	Not correctable at the student level.
Question from File Review	Corrective Actions
C2B 2: Early Childhood ESY Services Considered	Reconvene IEP team to consider ESY.

Initial Evaluations and Reevaluations	
Question from File Review	Corrective Actions
IEV 1: Prior Written Notice Provided Upon Initial Referral	Not correctable at the student level.

Question from File Review		Corrective Actions	
IEV 2: Parent Provided Procedural Safeguards		Provide a copy of procedural safeguards to parents.	
Student Demographic Information		School	
Student ID	First Name	Last Name	Attendance Center
9245823	Alonzo	Campbell	Potomac Lighthouse PCS
9218830	DeShawnte	Carver	Potomac Lighthouse PCS
9253141	Adrian	Hawkins	Potomac Lighthouse PCS
9112330	Tevin	Smith	Potomac Lighthouse PCS

Question from File Review	IEV 3: Parent Consent Prior to Initial Evaluation			Corrective Actions	Not correctable at the student level.		
Question from File Review	IEV 4: Variety of Sources Used to Determine Initial Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.		
Student ID	Student Demographic Information		School	LEA Verification of Correction			
	First Name	Last Name	Attendance Center	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9216748	Tyrek	Torry	Potomac Lighthouse PCS				
Question from File Review	REV 1: Prior Written Notice Provided Upon Reevaluation			Corrective Actions	Not correctable at the student level.		
Question from File Review	REV 2: Parent Consent Prior to Reevaluation			Corrective Actions	Not correctable at the student level.		
Question from File Review	REV 3: IEP Team Review of Existing Data			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.		
Question from File Review	REV 4: Variety of Sources Used to Determine Continued Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.		
IEP Development							
Question from File Review	IEP 1: Parent Invited to IEP Meeting			Corrective Actions	Reconvene IEP meeting and invite parents.		
Student ID	Student Demographic Information		School	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

9109062	Antoinette	Hickson	Potomac Lighthouse PCS						
9251626	Jason	Moye	Potomac Lighthouse PCS						
9112330	Tevin	Smith	Potomac Lighthouse PCS						
9211166	Roland	Thompson	Potomac Lighthouse PCS						
Question from File Review	IEP 2: Required Participants Invited to IEP Meeting			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 3: General Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 4: Special Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 5: LEA Designee Attended IEP Meeting			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting			Corrective Actions	Reconvene the IEP meeting with attendance from person(s) familiar with tests and other assessments.				
Student Demographic Information		School		LEA Verification of Correction	OSSE Verification of Correction				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
Question from File Review	IEP 7: IEP Contains Measurable Annual Goal(s)			Corrective Actions	Reconvene IEP meeting to develop measurable goals.				
Student Demographic Information		School		LEA Verification of Correction	OSSE Verification of Correction				

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS					
Question from File Review	IEP 8: Student's File Contains Progress Data			Corrective Actions	Collect and file student progress data relative to annual goals and objectives.			
Student Demographic Information				School				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9110407	Jordan	Brown	Potomac Lighthouse PCS					
9267681	Kelon	Dukes	Potomac Lighthouse PCS					
9253141	Adrian	Hawkins	Potomac Lighthouse PCS					
9214018	Sikanya	Lynch	Potomac Lighthouse PCS					
9251626	Jason	Moye	Potomac Lighthouse PCS					
9232228	Jordan	Petway	Potomac Lighthouse PCS					
9112330	Tevin	Smith	Potomac Lighthouse PCS					
9121136	Diamond	Williams	Potomac Lighthouse PCS					
Question from File Review	IEP 9: IEP Documents ESY Was Considered			Corrective Actions	Reconvene IEP team to consider ESY.			
Student Demographic Information				School				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9218830	DeShawnte	Carver	Potomac Lighthouse PCS					
9267681	Kelon	Dukes	Potomac Lighthouse PCS					
9124617	Roshae	Turner	Potomac Lighthouse PCS					

Question from File Review	IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities				Corrective Actions	Reconvene IEP meeting and correct component of the IEP.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9124870	Rose	Turner	Potomac Lighthouse PCS						
Question from File Review	IEP 11: Student Preferences and Interests Considered				Corrective Actions	In student's next annual IEP, include documentation of student's preferences and interests.			
Question from File Review	IEP 12: Student and Parent Informed of Transfer of Rights				Corrective Actions	Obtain and file documentation of notification to student.			
Question from File Review	IEP 13: IEP Statement of Measurable Annual Related Services Goal				Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
Question from File Review	IEP 14: Description and Documentation of Progress Toward Related Services Goals				Corrective Actions	As appropriate, reconvene the IEP meeting to develop a description of how progress will be measured and collect and file student progress relative to related services goals and objectives.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS						

9110407	Jordan	Brown	Potomac Lighthouse PCS						
9218830	DeShawnte	Carver	Potomac Lighthouse PCS						
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
Discipline									
Question from File Review	DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal			Corrective Actions	IEP team must convene to determine if compensatory education is appropriate.				
Student Demographic Information				LEA Verification of Correction					
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9210341	Damien	Lea	Potomac Lighthouse PCS						
Question from File Review	DIS 2: Manifestation Determination			Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.				
Question from File Review	DIS 3: LEA Conducted Functional Behavioral Assessment			Corrective Actions	FBA must be conducted and placed in student's file, and IEP team must use results of the FBA to create and implement a behavioral intervention plan.				
Question from File Review	DIS 4: LEA Developed Behavioral Intervention Plan			Corrective Actions	BIP must be developed, placed in student's file and implemented.				
Student Demographic Information				LEA Verification of Correction					
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9109062	Antoinette	Hickson	Potomac Lighthouse PCS						
Data Verification									

Question from File Review	DAT 1: Initial Evaluation Date Same as Reported in SEDS				Corrective Actions	Find and correct initial evaluation date in file or in SEDS.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9251626	Jason	Moye	Potomac Lighthouse PCS						
9232228	Jordan	Petway	Potomac Lighthouse PCS						
9237619	Tarik-Amir	Taylor	Potomac Lighthouse PCS						
9221848	Jerome	Wilson	Potomac Lighthouse PCS						
Question from File Review	DAT 2: Reevaluation Date Same as Reported in SEDS				Corrective Actions	Find and correct date of reevaluation in file or in SEDS.			
Question from File Review	DAT 3: IEP Development Date Same as Reported in SEDS				Corrective Actions	Find and correct date of IEP development in file or in SEDS.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9237619	Tarik-Amir	Taylor	Potomac Lighthouse PCS						
Question from File Review	DAT 4: IEP Implementation Date Same as Reported in SEDS				Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.			
Student ID	Student Demographic Information		School		Corrective Action Code	LEA Verification of Correction		OSSE Verification of Correction	
	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

9267681	Kelon	Dukes	Potomac Lighthouse PCS						
Question from File Review		DAT 5: Date of Birth Same as Reported in SEDS			Corrective Actions		Find and correct date of birth in file or in SEDS.		
Student Demographic Information				School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9232228	Jordan	Petway	Potomac Lighthouse PCS						
9237619	Tarik-Amir	Taylor	Potomac Lighthouse PCS						
Question from File Review		DAT 6: Primary Disability Same as Reported in SEDS			Corrective Actions		Find and correct primary disability in file or in SEDS.		
Student Demographic Information				School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9267681	Kelon	Dukes	Potomac Lighthouse PCS						
9237619	Tarik-Amir	Taylor	Potomac Lighthouse PCS						
Question from File Review		DAT 7: Placement Same as Reported in SEDS			Corrective Actions		Find and correct placement in file or in SEDS.		

2010-2011 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Potomac Lighthouse Public Charter School
 Date of Notification: **June 20, 2011** All Corrections Made By: **November 28, 2011**

Individual Student IEP Review						
Part C to Part B Transition						
2010-11 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
<u>C2B 1: LEA Action Log:</u>						
No Action Required						
C2B 2: Early Childhood ESY Services Considered	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
<u>C2B 2: LEA Action Log:</u>						
No Action Required						

Initial Evaluations and Reevaluations						
2010-11 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 1: Prior Written Notice Provided Upon Initial Referral	<u>25.00%</u>	Review, and update if required, policy / procedures for evidence of maintaining necessary documentation in IEP files. Provide documentation to OSSE.				
<u>IEV 1: LEA Action Log:</u>						
IEV 2: Parent Provided Procedural Safeguards	<u>80.00%</u>	Randomly select 10 additional files (initial IEPs), and document that procedural safeguards were provided. If not, provide procedural safeguards to parents of all students with initial evaluations in the past 12 months. Provide documentation to OSSE.				
<u>IEV 2: LEA Action Log:</u>						

<p>IEV 3: Parent Consent Prior to Initial Evaluation</p>	<p>60.00%</p>	<p>Pull 10 random files to determine if consent was obtained prior to initial evaluation. Provide to OSSE evidence of files meeting requirements.</p>				
<p>IEV 3: LEA Action Log:</p>						

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
IEV 4: Variety of Sources Used to Determine Initial Eligibility	<u>95.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
<u>IEV 4: LEA Action Log:</u> No Action Required.							
REV 1: Prior Written Notice Provided Upon Reevaluation	<u>80.00%</u>	Conduct training regarding the requirements for prior written notice. Provide documentation of above to OSSE					
<u>REV 1: LEA Action Log:</u>							
REV 2: Parent Consent Prior to Reevaluation	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
<u>REV 2: LEA Action Log:</u> No Action Required.							

2010-11 Criteria: 100%		LEA Total		Corrective Actions		Verification of Correction		Verification of Correction	
						LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 3: IEP Team Review of Existing Data	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	No signature required.	No date required.	No date required.
REV 3: LEA Action Log:									
No Action Required.									
REV 4: Variety of Sources Used to Determine Continued Eligibility	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	No signature required.	No date required.	No date required.
REV 4: LEA Action Log:									
No Action Required.									
IEP Development									
IEP 1: Parent Invited to IEP Meeting	84.00%	Randomly select 10 files for evidence of parent invitation to IEP meeting. Provide evidence to OSSE of files meeting requirements.							
IEP 1: LEA Action Log:									
No Action Required.									

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
IEP 2: Required Participants Invited to IEP Meeting	<p>LEA special education administrator(s) must review, revise and align (if necessary) IEP attendance policies and procedures to determine if they are consistent with Federal law.</p> <p>Provide documentation of the review to OSSE.</p>						
IEP 2: LEA Action Log:							
IEP 3: General Education Teacher Attended IEP Meeting	<p>Randomly select 10 files for evidence of Gen Ed teacher IEP attendance.</p> <p>LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law.</p> <p>Provide documentation of above to OSSE.</p>						
IEP 3: LEA Action Log:							

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
IEP 4: Special Education Teacher Attended IEP Meeting	80.00%	Randomly select 10 files for evidence of Sped Ed teacher attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.					
IEP 4: LEA Action Log:							
IEP 5: LEA Designee Attended IEP Meeting	96.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
IEP 5: LEA Action Log:							

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	Criteria Met	No signature required.	No date required.	No signature required.	No date required.		
<u>IEP 6: LEA Action Log:</u> No Action Required.							
IEP 7: IEP Contains Measurable Annual Goal(s)	Criteria Met	No signature required.	No date required.	No signature required.	No date required.		
<u>IEP 7: LEA Action Log:</u> No Action Required.							
IEP 8: Student's File Contains Progress Data	Train school personnel on collecting student progress data. Provide documentation of the above to OSSE.						
<u>IEP 8: LEA Action Log:</u>							

2010-11 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction			
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: IEP Documents ESY Was Considered		88.00%	Train special education personnel on ESY services and ESY consideration. Randomly select 10 files for evidence of ESY consideration. Provide documentation of the above to OSSE.				
IEP 9: LEA Action Log:							
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities		92.00%	Train special education personnel and other appropriate staff on completing PLAAFP. Provide documentation of the above to OSSE.				
IEP 10: LEA Action Log:							
IEP 11: Student Preferences and Interests Considered		NA	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:							
No Action Required							



2010-11 Criteria: 100%		Verification of Correction			
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: Student and Parent Informed of Transfer of Rights	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log:					
No Action Required					
IEP 13: IEP Statement of Measurable Annual Related Services Goal	<u>95.65%</u>	Criteria Met	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log:					
No Action Required.					
IEP 14: Description and Documentation of Progress Toward Related Services Goals	<u>95.65%</u>	Criteria Met	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log:					
No Action Required.					

Least Restrictive Environment (LRE)						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 1: Student Placement Based on IEP	<u>96.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 1: LEA Action Log: No Action Required.						
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	<u>96.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 2: LEA Action Log: No Action Required.						
LRE 3: Student Placement Determined Annually	<u>92.00%</u>	LEA must develop plan for scheduling timely IEPs. Provide documentation of the above to OSSE.				
LRE 3: LEA Action Log:						

2010-11 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 4: Consideration of Harmful Effects		88.00%	Review next 10 IEPs (or if less than 10, review all) for documentation of consideration of harmful effects or quality of services. (Documentation to be included in justification section on LRE page of IEP.) Provide documentation of the above to OSSE.				
LRE 4: LEA Action Log:							
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal		0.00%	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law. Provide documentation of the above to OSSE.				
DIS 1: LEA Action Log:							

				Verification of Correction			
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 2: Manifestation Determination	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
DIS 2: LEA Action Log:							
No Action Required.							
DIS 3: LEA Conducted Functional Behavioral Assessment	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
DIS 3: LEA Action Log:							
No Action Required.							
DIS 4: LEA Developed Behavioral Intervention Plan	<u>50.00%</u>	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law. Provide documentation of the above to OSSE.					
DIS 4: LEA Action Log:							
No Action Required.							

Data Verification						
2010-11 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 1: Initial Evaluation Date Same as Reported in SEDS	<u>77.27%</u>	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 1: LEA Action Log:						
DAT 2: Reevaluation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 2: LEA Action Log:						
DAT 3: IEP Development Date Same as Reported in SEDS	<u>92.00%</u>	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 3: LEA Action Log:						

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
96.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.		
<u>DAT 4: LEA Action Log:</u>							
No Action Required.							
88.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.						
<u>DAT 5: LEA Action Log:</u>							
No Action Required.							
92.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.						
<u>DAT 6: LEA Action Log:</u>							
No Action Required.							

2010-11 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction			
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 7: Placement Same as Reported in SEDS		100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
<u>DAT 7: LEA Action Log:</u>							
No Action Required.							
LEA Level Review							
Dispute Resolution							
2010-11 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction			
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 1: Resolution Meetings Held Within 15 Days of Notice		0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.				
<u>DSP 1: LEA Action Log:</u>							

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
DSP 2: LEA implements HODs in Timely Manner	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 2: LEA Action Log:							
No Action Required							
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 3: LEA Action Log:							
No Action Required							
DSP 4: LEA Timely Implements Corrective Actions	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 4: LEA Action Log:							
No Action Required							

Access to Instructional Materials						
2010-11 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction			OSSE Date
			LEA Signature	LEA Date	OSSE Signature	
NIM 1: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 1: LEA Action Log:						
No Action Required						
FIS 1: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 1: LEA Action Log:						
No Action Required.						
FIS 2: LEA Accounting Record for Federal Grant Expenditures	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 2: LEA Action Log:						
No Action Required.						

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
FIS 3: LEA Policy/Procedure For Awarding Contracts	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 3: LEA Action Log:							
No Action Required.							
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 4: LEA Action Log:							
No Action Required.							
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 5: LEA Action Log:							
No Action Required.							

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
FIS 6: LEA Retention of Financial Records for 5 Years	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 6: LEA Action Log: No Action Required.							
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 7: LEA Action Log: No Action Required.							
FIS 8: LEA Code of Conduct For Employees Administering Contracts	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 8: LEA Action Log: No Action Required.							

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	The LEA must develop policy/procedure that ensures federal funds and grant funds are not co-mingled and expenditures are properly tracked. Provide documentation of the above to OSSE.						
<u>FIS 9: LEA Action Log:</u>							
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	NA	No signature required.	No date required.	No signature required.	No date required.		
<u>FIS 10: LEA Action Log:</u>							
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	NA	No signature required.	No date required.	No signature required.	No date required.		
<u>FIS 11: LEA Action Log:</u>							

2010-11 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction			
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 12: LEA Obligates Costs After Approved and Within Grant Period		<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 12: LEA Action Log: No Action Required.							
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred		<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 13: LEA Action Log: No Action Required.							
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides		<u>0.00%</u>	Develop policy/procedure that ensures federal funds and grant funds are not commingled and expenditures are properly tracked. Provide documentation of the above to OSSE.				
FIS 14: LEA Action Log:							

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.		
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought							
<u>FIS 15: LEA Action Log:</u>							
No Action Required.							
<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.		
FIS 16: LEA Followed Procurement Procedures							
<u>FIS 16: LEA Action Log:</u>							
No Action Required.							

				Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 17: LEA Action Log: No Action Required.						
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 18: LEA Action Log: No Action Required.						
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 19: LEA Action Log: No Action Required						

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.		
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW							
FIS 20: LEA Action Log:							
No Action Required							
<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.		
FIS 21: LEA Properly Tracks Students Who Receive CEIS							
FIS 21: LEA Action Log:							
No Action Required							
<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.		
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities							
FIS 22: LEA Action Log:							
No Action Required							

2010-11 Criteria: 100%		Verification of Correction			Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date		
<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.		
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools							
FIS 23: LEA Action Log: No Action Required							

2010-2011 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Potomac Lighthouse Public Charter School

Date of Notification: June 20, 2011 All Corrections Made By: November 28, 2011

Additional LEA Corrective Actions						
Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
FAPE in the LRE	Yes	See below.				
OSSE Comments:						

Potomac Lighthouse employs two special education teachers, a speech-language pathologist, an occupational therapist and a psychologist who are responsible for providing specialized instruction and related services. Potomac Lighthouse indicated that general education teachers and special education teachers collaborate to ensure that instruction is modified in order to effectively accommodate the needs of students with disabilities and to ensure that students with disabilities are achieving individualized education program (IEP) goals.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Potomac Lighthouse reported that it provides specialized instruction in the general education environment through an “inclusion model” and supplements this model with “push-in” and pull-out services. Additionally, the LEA stated that when students need additional support outside of the regular education environment, it seeks to find alternative placements (i.e., nonpublic placements) for the students.

The requirement for an LEA to offer a continuum of alternative placements includes the responsibility to make available instruction in regular education classes, special education classes, special education schools, home and hospital settings. Potomac Lighthouse’s practice of limiting education for students with disabilities to the regular education environment or nonpublic schools represents noncompliance with 34 CFR §300.115(a). In order to correct this noncompliance, at least two Potomac Lighthouse staff members, including the principal and the special education coordinator, must attend the OSSE training Least Restrictive Environment: Planning for Student Success at the first available date in the 2011 – 2012 school year. Alternatively, Potomac Lighthouse may ensure that these staff members attend, with the prior approval of the OSSE Director of Compliance & Monitoring, a nationally or locally recognized program on the least restrictive environment. Documentation of the LEA’s attendance must be forwarded to OSSE by the date indicated on the front of this report. Additionally, by the date listed on the front of this report, Potomac Lighthouse must develop and submit to OSSE a plan to make available a continuum of alternative placements.

The LEA indicated that it employs two special education teachers who are responsible for providing all the specialized instruction services required to meet the hours on every student’s IEP. OSSE’s review of 25 student IEPs revealed that 22 of the 25 students receive specialized instruction at Potomac Lighthouse, two students do not receive any specialized instruction and one student has been placed at a nonpublic school. The 22 students that receive specialized instruction at Potomac Lighthouse had a combined total of 224 hours per week of specialized instruction on their IEPs. While it may be possible for the two special education teachers to deliver the required amount of specialized instruction for each student, OSSE has calculated that in order for 224 hours per week of specialized instruction to be delivered by two special

education teachers, each teacher would have to, at one extreme, work 82 additional hours per week, or, at the other extreme, "push-in" or "pull-out" a group of seven students (average for the number of students with IEPs and special education teachers) for each of the 30 hours during the week. Additionally, the LEA indicated that Potomac Lighthouse has limited resources and that it is becoming a "struggle" for special education teachers to provide the required IEP services, attend required meetings and participate in professional development activities.

Pursuant to 34 CFR §300.323(c)(2), as soon as possible following the development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP. Based on the LEA's admission of its "struggles" in providing specialized instruction and OSSE's review of service hours included in student IEPs, OSSE finds that the LEA is out of compliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, by the first day of the 2011-2012 school year, Potomac Lighthouse must: (1) submit an assurance to OSSE that all students will receive the special education and related services in accordance with their IEPs beginning the first day of school; (2) by the date listed on the front of this report, submit documentation to OSSE that the LEA has met with the IEP Teams for the 22 students to discuss compensatory education for specialized instruction that may not have been provided to the students; and (3) if necessary, by September 2, 2011, demonstrate to OSSE that the LEA has taken the necessary steps to recruit and hire highly qualified special education teachers to deliver specialized instruction.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from Potomac Lighthouse in conjunction with service tracking forms from the Special Education Data System (SEDS) and student IEPs in order to align documented service delivery for each student receiving related services from January 4, 2011 to April 18, 2011. Potomac Lighthouse was also given the opportunity to submit any supplemental documentation of the delivery of related services for the aforementioned time period. Of the 25 students whose files were reviewed during the on-site visit, 15 have related services indicated on their IEPs. Speech-language services were required for 14 students; however, only 12 students received the prescribed amount of services as indicated on their IEPs, one student did not receive any services and one student only received a portion of the prescribed amount of services for the outlined time period. Behavior support services were required for 15 students; however, only six students received the prescribed amount of services, six students received only a portion of the prescribed amount of services and three students did not receive any of the services for the outlined time period. Nine students required occupational therapy; however, one student did not receive all of the services as required by their IEP during the indicated time period. Potomac Lighthouse's

failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, by September 30, 2011, Potomac Lighthouse must provide documentation to OSSE that either the related services were actually provided although not uploaded into SEDS or the related services missed for each of these students from January 4, 2011 to April 18, 2011 have been subsequently provided. Potomac Lighthouse must also ensure that documentation for all related services is uploaded into SEDS. Potomac Lighthouse may request a list of students identified in the above categories from its designated OSSE contact person.

The LEA indicated that when a student is suspected of having a disability, there are procedures in place to document behaviors and academic deficits. Potomac Lighthouse reported that the referral process requires teachers to implement a variety of strategies and document student progress during the referral process. The LEA indicated that it also utilizes input from parents during the referral process. OSSE noted some confusion among staff members about the referral process. Specifically, some staff members reported that a Student Support Team existed to manage the referral process while other staff members reported that a Student Support Team did not exist. OSSE advises Potomac Lighthouse to educate all staff members about the referral process to ensure compliance with IDEA requirements.

The IDEA at 34 CFR§300.301(c)(1) requires that an initial evaluation be conducted within 60 days of receiving parental consent for the evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The District of Columbia has established a 120 day timeframe. Additionally, 34 CFR §300.303(b)(2) requires a public agency to ensure that a reevaluation of each child with a disability occurs at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. Potomac Lighthouse staff reported that the special education coordinator is solely responsible for ensuring timeliness of initial evaluations and reevaluations.

As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines for five quarterly reporting periods. For the December 5, 2009 through March 5, 2010 quarterly reporting period, Potomac Lighthouse conducted one initial evaluation and one reevaluation outside of the established timeline. Identification of this noncompliance was issued to Potomac Lighthouse on June 7, 2010 and corrective actions were due to OSSE by August 27, 2010. Potomac Lighthouse submitted documentation of correction of student-level findings of noncompliance and OSSE has verified that the initial evaluation and the reevaluation have been completed. For the March 6, 2010 through June 6, 2010 quarterly reporting period, Potomac Lighthouse conducted two reevaluations outside of the established timeline. Identification of this noncompliance was issued

to Potomac Lighthouse on September 27, 2010 and corrective actions were due to OSSE by November 22, 2010. Potomac Lighthouse submitted documentation of correction of student-level findings of noncompliance and OSSE has verified that the reevaluations have been completed. For the June 7, 2010 through September 1, 2010 quarterly reporting period, Potomac Lighthouse conducted two reevaluations outside of the established timeline. Identification of this noncompliance was issued to Potomac Lighthouse on December 9, 2010 and corrective actions were due to OSSE by March 18, 2011. Potomac Lighthouse submitted documentation of correction of student-level findings of noncompliance and OSSE has verified that the reevaluations have been completed. For the September 2, 2010 – December 1, 2010 quarterly reporting period, Potomac Lighthouse conducted one initial evaluation outside of the established timeline. Identification of this noncompliance was issued to Potomac Lighthouse on March 29, 2011 and corrective actions were due to OSSE by May 27, 2011. Potomac Lighthouse submitted documentation of correction of student-level findings of noncompliance and OSSE has verified that the initial evaluation has been completed. While Potomac Lighthouse has shown correction at the individual student level, verification of correction requires OSSE to confirm that Potomac is correctly implementing the regulatory requirements in 34 CFR §300.301 and 34 CFR §300.303(b)(2). Potomac Lighthouse's continued noncompliance in the area of timely initial evaluations and reevaluations prohibits OSSE from verifying that Potomac Lighthouse is correctly implementing regulatory requirements. In order for OSSE to verify the correction of this noncompliance, Potomac Lighthouse must achieve 100% compliance on evaluation timelines for the next reporting period.

Potomac Lighthouse reported that it has implemented a "responsive classroom" model which is designed to teach students to be responsible for their actions and that all actions have logical consequences. The LEA indicated that if a student behaves inappropriately, the expectation is that the classroom teacher will implement redirection, incentives, disincentives, rewards and recognitions as strategies to redirect the inappropriate behaviors. If attempts to redirect disruptive behaviors inside the classroom fail, Potomac Lighthouse reported that a timeout may be implemented. All serious behavioral infractions and any incidents of disruptive behaviors that cannot be corrected in the classroom are referred to the Director of Student Culture. The Director of Student Culture is responsible for implementing and monitoring the school-wide Code of Conduct and Discipline Policy.

Potomac Lighthouse staff members provided accurate and consistent responses to define the relationship between functional behavioral assessments (FBAs), behavioral intervention plans (BIPs) and manifestation determinations. Potomac Lighthouse reported that the counselor is responsible for conducting FBAs and facilitating the team's development, implementation and monitoring of a BIP. IDEA regulations at 34 CFR §300.323(d) state that each public agency must ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service

provider who is responsible for its implementation; and each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. The BIP is a part of the child's IEP. Potomac Lighthouse's assertion that the counselor is responsible for the implementation of a student's BIP is in direct conflict with the concept that regular education teachers, special education teacher and related services providers have responsibilities for implementing accommodations, modifications and supports included within BIPs. OSSE strongly suggests that Potomac Lighthouse review its procedures related to the implementation of BIPs and access professional development related to positive behavioral interventions and supports in order for all staff members to appropriately assume their responsibility in implementing the child's full IEP including BIPs.

LEA Action Log: FAPE in the LRE

		Verification of Correction		Verification of Correction		
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Potomac Lighthouse explained that there is a process in place to manage dispute resolution processes. The LEA indicated that the director of special education is responsible for responding to due process complaints, mediation requests and state complaints. The LEA reported that the director of special education maintains a schedule to ensure timely completion of meetings and submission of data.

From August 15, 2010 through the date of the on-site visit, no State complaints or requests for mediations were filed against Potomac Lighthouse. During the same time period, five due process complaints were filed against the LEA. Of the five complaints, three resolution meetings were held. Two of the five cases resulted in a settlement agreement and three cases were withdrawn.

Pursuant to 34 CFR §300.510, within 15 days of receiving notice of the parent's due process complaint, an LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint. In one of the three due process complaints where a resolution meeting was held, Potomac Lighthouse held the resolution meeting 25 days after the complaint was filed. Potomac Lighthouse's failure to conduct resolution meetings within the 15 day timeline constitutes noncompliance with 34 CFR §300.510. In order for Potomac Lighthouse to correct this noncompliance, it must complete the required actions listed in the LEA-Level Corrective Actions section of this report.

LEA Action Log: Dispute Resolution

No action required.

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:
Potomac Lighthouse explained that data are used to make numerous decisions at the LEA. The LEA indicated that it uses data to develop curriculum, project the needs of students, report on compliance, track educational trends, monitor satisfaction rates, determine professional development needs, develop lesson plans and track student progress. Potomac Lighthouse stated that data drives every educational process in the LEA to ensure continuous student progress.

The IDEA at 34 CFR §300.211 requires that LEAs provide the state educational agency (SEA) with information necessary to enable the SEA to carry out its duties under Part B of the IDEA. Pursuant to 34 CFR §§300.600(d) and 300.601(b), the State must monitor the LEAs located in the State using quantifiable indicators including collecting valid and reliable data. OSSE's review of student records showed that the IEP development date in student files did not match the date entered into SEDS in 12% of files; the IEP implementation date did not match the date reported in SEDS in 8 % of files; the initial evaluation date in student files did not match the initial evaluation date in SEDS in 23% of files; and the date of birth was not the same as the date of birth recorded in SEDS in 4% of files. These inconsistencies constitute noncompliance with 34 CFR §§300.211, 300.600(d) and 300.601(b). In order to correct this noncompliance, Potomac Lighthouse must complete the required actions in the area listed in the Student-Level and LEA-Level Corrective Action sections of this report. OSSE notes that in one hundred percent (100%) of files the reevaluation date was the same as the reevaluation date recorded in SEDS.

LEA Action Log: Data
No action required.

		Verification of Correction		Verification of Correction		
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	Yes	See below.				

OSSE Comments:

As an LEA, Potomac Lighthouse is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

Potomac Lighthouse was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) submission of IDEA Reimbursement Workbooks (RW) that have been approved by staff that are familiar with federal regulations; (5) obligation and reimbursement of federal funds within the approved grant period; (6) retention of financial records and relevant supporting documentation for the required time period; (7) protection of assets costing more than five thousand dollars; and (8) maintenance of a code of conduct for employees involved in the administration of contracts.

While Potomac Lighthouse provided policies and procedures governing the preparation and approval of budgets and budget amendments for all funds, OSSE recommends that Potomac Lighthouse expand upon its policy language to include how the development of grant budgets and spending plans are incorporated into the LEA's annual budget development process. Additionally, while Potomac Lighthouse provided documentation that it has an accounting record for each grant that it receives which tracks expenditures against the approved grant budget, some of the amounts reflected preliminary allocations. OSSE encourages Potomac Lighthouse to develop a schedule to review and update its grant summary tracker. Finally, while Potomac Lighthouse provided documentation that it has procedures for awarding contracts that ensure that the appropriate director/supervisor for each federal grant program has internal controls for developing and awarding contracts, one of the contracts submitted did not contain a date. OSSE reminds Potomac Lighthouse that all contracts must be dated and signed and that the contract period must be clearly indicated within the agreement.

Potomac Lighthouse was unable to demonstrate that it has a policy/procedure which ensures that each federal grant program is tracked separately and that funds are not co-mingled. The United States Department of Education (USDOE) strongly encourages all of its grantees and sub-grantees to employ a first in, first out (FIFO) accounting system to ensure that the oldest grant funds are expended first and therefore do not lapse. LEAs must track grant programs by their associated grant cycle because in any one fiscal year, an LEA will have grant funding available from three different grant cycles. If funds are from different grant cycles and are not tracked separately, funds may lapse. Additionally as a requirement of EDGAR and IDEA, LEAs must submit grant applications that contain budget and spending plans that are specific to a grant cycle.

OSSE was not able to confirm that the LEA's IDEA expenditures and revenue were being recorded properly, within the correct obligation period, and are not being co-mingled as required by 34 CFR §80.20. In order to correct this noncompliance, Potomac Lighthouse must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

As a requirement of the monitoring visit, OSSE required Potomac Lighthouse to provide documentation supporting approximately 25 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursements from FFY 2009 Part B Section 611 annual funds. The sample size included reimbursements totaling \$7,497.50. Potomac Lighthouse provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA obligated costs within the correct grant period and after the Phase I application was approved; that the LEA sought reimbursement for expenditures in the RW only after it actually paid the expense; that the LEA purchased and received the items it sought reimbursement for in the IDEA RW; that the LEA followed procurement procedures consistent with EDGAR and OMB Circular A-87 for developing and awarding contracts for services, supplies and materials; that the LEA followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; and that the LEA correctly paid and retains invoices for the expenditures it included in its IDEA RW.

Pursuant to 34 CFR §80.20(b)(2), subgrantees must maintain records which adequately identify the source and application of funds provided for financially-assisted activities. These records must contain information pertaining to grant or subgrant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income. While the LEA provided documentation to display that it correctly recorded IDEA expenditures and revenue, including IDEA set-asides when applicable, the "Budget v. Actual FY'11 P & L" document was inaccurate. In order to correct this noncompliance, Potomac Lighthouse must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

LEA Action Log: Fiscal

Certification of 2010-2011 Plan Completion

Potomac Lighthouse Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: November 28, 2011

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Appendix S

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012
(Together With Independent Auditors' Report)

BERT SMITH
& Co.

Certified Public Accountants and Management Consultants

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

Report on Financial Statements

We have audited the accompanying financial statements of the Potomac Lighthouse Public Charter School (the School) which comprise the statements of financial position as of June 30, 2013 and 2012 and the related statements of activities and changes in net assets, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013 and 2012, and the changes in its net assets, functional expenses and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying management's discussion and analysis on page 3 is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2013 on our consideration of the internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



November 1, 2013
Washington, D.C.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2013

Overview

Potomac Lighthouse Public Charter School (the School) is a 501(c)(3) nonprofit organization that was founded in 2004 by a dedicated group of concerned citizens passionate about preparing children for success in college. The School received a fifteen year charter in 2005 to operate as a charter pursuant to the District of Columbia School Reform Act of 1995.

Located in Washington, D.C., the School is a public academic school serving D.C. residents in grades pre-kindergarten through grade seven. Our charter authorizes us to serve through grade 12. We serve predominantly a low-income, African American population. Over the past four years, parents have expressed consistently high satisfaction with the School.

We exist because of the staggering achievement gap in America today where 13 million children are growing up in poverty and about half will graduate from high school.¹ Those that do graduate will perform at an eighth grade level of students.²

Mission

The mission of the School is to prepare students for college through a rigorous, arts-infused program. We are part of a national nonprofit network of charter schools, Lighthouse Academies, with a growing community of over 4,000 students and families, and over 500 teachers, principals and staff members. We are here to ensure that all of our students graduate from college. We are here to make a difference in the lives of the students we teach. We are here to create opportunities that would not otherwise be available to our students if we had not chosen to serve them and their families. Lighthouse team members are expected to do whatever it takes to make the opportunity for success in college happen for all of our scholars.

The Lighthouse is a symbol of hope and security. Our mission gives hope to parents for a brighter future for their children.

Method

Our methods include standards-driven rigorous research-based programs such as Open Court reading and Saxon Math. Our assessment results drive our instruction providing guides and focal points for teachers and students. Our social curriculum and the school culture guide model our belief that what members of our community do is as important as what they know. How we act and what we expect from each other is our school culture.

Our school year is 190 school days, and we offer a summer school called SHINE Academy. The School is one of the few D.C. charter schools that offer transportation services to students and families.

Key Milestones

Since opening its doors in 2005, the School has met and overcome key challenges to reach full program implementation. The School was located in two temporary sites until construction of our current permanent facility was completed in 2008. The temporary sites limited the school’s enrollment, thereby creating financial challenges. In addition, the moves have created turnover in enrollment thereby limiting academic growth and assessment results.

Enrollment Data

Total enrollment has increased by over 300% since opening in 2005, resulting in a high number of students who are new to the School each year. Re-enrollment was low in the academic years after the School changed locations and resulted in operating losses. The school is in its fifth year at its permanent location of 4401 8th St NE, Washington DC and has done well in hitting its enrollment targets the past few years which is essential for good financial health.

Academic Achievement

The School’s scholars made significant improvements in English Language Arts and Math in 2009-2010, and continued with equally impressive gains for 2010-2011. The School did not meet the D.C. measurements for Adequate Yearly Progress (AYP) under the Federal No Child Left Behind Act. During the 2011-12 and 2012-13 school years, the School’s scores dipped slightly, but we have entered into an extensive partnership with New School Venture Fund to provide additional support, coaching, tools and resources to the leaders and teachers at the School.

Financial Snapshot

Hitting enrollment targets and increased revenue have helped the School balance its budget and eliminate its prior year deficits. At the end of the fiscal year June 30, 2012, the School had net income of \$431K thereby eliminating its prior year deficit of \$172K and resulting in a cumulative surplus going into FY13 of \$259K. FY14 currently has met its enrollment target and the School is projected to continue to have good financial results.

¹ <http://www.teachforamerica.org>. Retrieved March 30, 2009.

² National Association for Education Progress (NAEP) (2005). Retrieved March 30, 2009.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
 JUNE 30, 2013 and 2012

	2013	2012
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 199,678	\$ 379,645
Due from District of Columbia Government	152,258	97,395
Other Receivables	-	18,942
Prepaid Expenses	142,186	38,929
Deposits	62,500	62,500
Total Current Assets	556,622	597,411
Noncurrent Assets		
Fixed Assets, Net	86,089	39,683
Total Noncurrent Assets	86,089	39,683
Total Assets	\$ 642,711	\$ 637,094
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 26,464	\$ 60,333
Accrued Expenses	249,364	218,373
Deferred Revenue	87,247	99,369
Capital Lease – Current Portion	25,660	-
Total Current Liabilities	388,735	378,075
Noncurrent Liabilities		
Capital Lease – Net of Current Portion	32,452	-
Total Noncurrent Liabilities	32,452	-
Total Liabilities	421,187	378,075
Net Assets		
Unrestricted	221,524	259,019
Total Liabilities and Net Assets	\$ 642,711	\$ 637,094

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
UNRESTRICTED REVENUE		
Per Pupil Allotment	\$ 5,627,882	\$ 4,740,154
Federal Revenue	531,026	464,365
Afterschool Care	7,582	5,239
Interest Income	1,505	661
Contributed Revenue	-	4,000
Other Income	56,837	111,414
Total Revenue	<u>6,224,832</u>	<u>5,325,833</u>
EXPENSES		
Program Services	5,459,220	4,172,398
General and Administrative	803,107	722,910
Total Expenses	<u>6,262,327</u>	<u>4,895,308</u>
Change in Net Assets	(37,495)	430,525
Beginning of Year-Surplus	<u>259,019</u>	<u>(171,506)</u>
End of Year-Surplus	<u>\$ 221,524</u>	<u>\$ 259,019</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2013 and 2012

	2013	2012
Cash Flows from Operating Activities		
Change in Net Assets	\$ (37,495)	\$ 430,525
<i>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:</i>		
Depreciation Expense	45,996	30,379
<i>(Increase) Decrease in Assets:</i>		
Receivables	(35,921)	43,051
Prepaid Expenses	(103,257)	10,881
Deposits	-	(12,500)
<i>Increase (Decrease) in Liabilities:</i>		
Accounts Payable	(33,869)	996
Accrued Expenses	30,991	14,914
Deferred Revenue	(12,122)	20,538
Net Cash Provided by Operating Activities	(145,677)	538,784
Cash Flows from Investing Activities		
Purchases of equipment	(92,401)	-
Net Cash Used In Investing Activities	(92,401)	-
Cash Flows from Financing Activities		
Capital Lease Obligation Financed	78,083	400,000
Payments on Capital Lease Obligation	(19,972)	(600,000)
Net Cash (Used in) Provided by Financing Activities	58,111	(200,000)
Net (Decrease) Increase in Cash and Cash Equivalents	(179,967)	338,784
Cash and Cash Equivalents at Beginning of Year	379,645	40,861
Cash and Cash Equivalents at End of Year	\$ 199,678	\$ 379,645
Supplemental Disclosure		
Interest Expense Paid	\$ 4,399	\$ 1,656

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
STATEMENTS OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2013 and 2012

	<u>Program Services</u>	<u>General and Administrative</u>	<u>2013 Total</u>	<u>2012 Total</u>
PERSONNEL, SALARIES AND BENEFITS				
Salaries	\$ 2,503,674	\$ 55,000	\$ 2,558,674	\$ 1,994,232
Employee Benefits	257,612	13,559	271,171	225,102
Payroll Taxes	245,781	12,936	258,717	206,658
Professional Development	74,698	18,256	92,954	58,663
Total Personnel, Salaries and Benefits	<u>3,081,766</u>	<u>99,750</u>	<u>3,181,516</u>	<u>2,484,625</u>
DIRECT STUDENT COSTS				
Supplies and Materials	115,104	-	115,104	140,247
Transportation	460,000	-	460,000	441,006
Other Student Costs	3,006	-	3,006	4,912
Total Direct Student Costs	<u>578,110</u>	<u>-</u>	<u>578,110</u>	<u>586,165</u>
OCCUPANCY EXPENSES				
Rent	1,041,149	102,971	1,144,120	677,542
Maintenance and Repairs	2,181	216	2,397	2,189
Contracted Building Services	165,281	16,346	181,627	101,074
Interest	-	4,399	4,399	1,656
Total Occupancy Expenses	<u>1,208,611</u>	<u>123,932</u>	<u>1,332,543</u>	<u>782,461</u>
OFFICE EXPENSES				
Office Supplies and Materials	-	30,991	30,991	19,646
Equipment Rental	86,197	8,525	94,722	136,519
Telecommunications	58,488	5,785	64,273	48,861
Professional Fees	185,989	136,981	322,970	301,152
Printing	-	23,138	23,138	9,112
Postage and Shipping	-	5,672	5,672	5,234
Membership and Subscriptions	-	5,870	5,870	7,232
Total Office Expenses	<u>330,674</u>	<u>216,962</u>	<u>547,636</u>	<u>527,756</u>
GENERAL EXPENSES				
Insurance	-	39,609	39,609	28,404
Management Fee	-	265,000	265,000	240,000
Food Service/Catering	260,059	-	260,059	210,041
Other General Expenses	-	11,858	11,858	5,477
Depreciation – Operating Assets	-	45,996	45,996	30,379
Total General Expenses	<u>260,059</u>	<u>362,463</u>	<u>622,522</u>	<u>514,301</u>
	<u>\$ 5,459,220</u>	<u>\$ 803,107</u>	<u>\$ 6,262,327</u>	<u>\$ 4,895,308</u>

The accompanying notes are an integral part of these financial statements.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 and 2012

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations: Potomac Lighthouse Public Charter School (the School) was incorporated in May 2004 as a non-profit organization. The School received a charter in 2005 to operate as a charter school pursuant to the District of Columbia Reform Act of 1995. Located in Washington, D.C., the School is a public academic school serving students in pre-kindergarten through eighth grade. The mission of the School is to prepare their students for college through a rigorous arts-infused program. The School's major source of funding is an annual per pupil allotment from the Government of the District of Columbia (District). The School also receives funding from the federal government, student fees, and activities.

Basis of Accounting: The accompanying financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation: The School reports information regarding its financial position and activities in two classes of net assets: unrestricted net assets and temporarily restricted net assets.

- Unrestricted Net Assets - net assets that are not subject to donor-imposed stipulations.
- Temporarily Restricted Net Assets - net assets subject to donor-imposed stipulations that will be met either by actions of the School and/or the passage of time.

Revenues are reported as recorded as unrestricted or temporarily restricted depending on the existence and/or nature of any donor restrictions. All donor-restricted contributions are reported as an increase in temporarily restricted. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. If a donor restriction expires in the same reporting period, the School reports the contributions as unrestricted.

Revenue Recognition: The School records revenue when earned. Amounts received that have not been earned are recorded as deferred revenue.

Cash and Cash Equivalents: The School considers all highly liquid investments with maturities of three months or less to be cash equivalents. The School had unrestricted cash and cash equivalents on hand at June 30, 2013 and 2012 of \$199,678 and \$379,645, respectively.

Fixed Assets: The School capitalizes all fixed assets with a unit cost of \$5,000. Depreciation expense is recorded using the straight-line method over the fixed assets' estimated useful lives. Donated fixed assets are recorded at their estimated fair value at the date of the donation. Maintenance and repairs are expensed. Those estimated useful lives are as follows:

Building and Improvements	25 years
Leasehold Improvements	7 years
Furniture and Equipment	7 years
Outdoor Equipment	10 years

Income Taxes: The School, a nonprofit organization operating under Section 501(c)(3) of the Internal Revenue Code, is generally exempt from federal, state and local income taxes, and, accordingly, no provision for income taxes is included in the financial statements.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain amounts of assets and liabilities. These estimates also affect the disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized as additional information on a functional basis in the schedule of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Comparative Totals: The 2012 financial statements include certain prior year summarized comparative information. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles in the United States of America.

Reclassifications: Certain amounts in the 2012 financial statements have been reclassified to conform to the presentation in the 2013 financial statements. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2012 from which the summarized information was derived.

NOTE 2 DUE FROM DISTRICT GOVERNMENT

The School receives an annual per pupil allotment and federal funds as a pass-through from the District. At June 30, 2013 and 2012 the amount due from the District was \$152,258 and 97,395, respectively.

NOTE 3 FIXED ASSETS

	<u>2013</u>	<u>2012</u>
Equipment	\$ 244,295	\$ 151,894
Less: Accumulated Depreciation	(158,206)	(112,211)
Net Fixed Assets	<u>\$ 86,089</u>	<u>\$ 39,683</u>

Depreciation expense for fiscal years 2013 and 2012 were \$45,996 and \$30,379, respectively.

NOTE 4 PER PUPIL ALLOTMENT

The School receives an annual per pupil allotment from the District that is based on its student enrollment. Total pupil allotment as of fiscal years 2013 and 2012 was \$5,627,882 and \$4,740,154, respectively.

NOTE 5 RELATED PARTY TRANSACTIONS

Line of Credit

In October 2012, the School renewed a \$250,000 line of credit from Lighthouse Academics, Inc. The line of credit has a 4.5% interest rate per annum and is due June 30, 2014. The line of credit was secured by future per pupil payments over and above the amounts securing the facility lease. Interest paid during the fiscal year was \$94. The line was paid off during the year.

Management Fees

The School contracted Lighthouse Academies, Inc. to manage the operations and administration of the school. The management fee is 7.5% of the school's per pupil revenue and federal funds. The School also reimburses Lighthouse Academies, Inc. for travel, benefits, and other expenses incurred on behalf of the School. At June 30, 2013, management fees and reimbursements totaled \$265,000 and \$577,609, respectively. There was no payable to the management company at year end. At June 30, 2012, management fees and reimbursements totaled \$240,000 and \$447,591, respectively. There was a payable to the management company at the 2012 year end which totaled \$2,928.

Building Management Fees

The School contracted Charter Facilities Management, Inc., affiliate of Lighthouse Academies, Inc., to provide facility management and other services for the School. At June 30, 2013 and 2012, building management fees totaled \$23,314 and \$21,248, respectively.

Operating Leases

The School entered into several operating leases for equipment, textbooks, technology, and furniture under a master lease agreement obtained by Lighthouse Academies, Inc. with a third party vendor. The School reimburses Lighthouse Academies, Inc. for payments made on the leases. The leases were originally for three years. However, Lighthouse Academies, Inc. in a repayment agreement with the School restructured the leases in 2009 consolidating future payments and extending the leases terms an additional five years. Annual lease payments for fiscal years 2013 and 2012 totaled \$78,734 and \$77,870, respectively.

Bus Lease

The School contracted Charter Facilities Management, Inc., to provide leased buses for transporting students to and from the school. At June 30, 2013 and 2012, bus rental expense totaled \$94,855 and \$97,085, respectively.

Retirement Plan

The School's staff are employees of Lighthouse Academies, Inc. Lighthouse Academies, Inc. has a 401(k) retirement plan (Plan) that covers employees who work more than 1,000 hours in a calendar year and are 21 years of age. Lighthouse Academies, Inc. matches up to 4% of the employees' salary deferrals. The School reimburses Lighthouse Academies, Inc. for contributions made to the Plan. In fiscal years 2013 and 2012, the School paid retirement benefits totaling \$16,895 and \$ 9,021, respectively.

NOTE 6 COMMITMENTS

Occupancy Lease

The School entered into an occupancy lease agreement in 2009. The lease term is for ten years with the right to purchase the building after three years. The lease agreement was amended to increase the square footage leased by the School to 25,545 effective August 1, 2011 and to 42,016 effective July 1, 2012, resulting in an annual lease payment of \$549,198 for FY2012 and \$936,342 commencing FY2013 with a 2% escalation thereafter. The School also pays an additional minimum rent of \$6,000 per month for estimated operating expenses.

The future minimum lease payments at June 30, 2013 are as follows:

2014	\$ 955,069
2015	974,170
2016	993,654
2017	1,013,527
2018	1,033,797
Thereafter	1,054,473
Total	<u>\$ 6,024,690</u>

The future minimum lease payments at June 30, 2012 are as follows:

	\$ 936,342
2014	955,069
2015	974,170
2016	993,654
2017	1,013,527
Thereafter	2,088,270
Total	<u>\$ 6,961,032</u>

Other Operating Leases

The School's payment for its equipment, textbooks, technology, and furniture operating leases is \$102,229 for fiscal year 2013 and \$77,620 for FY2012.

Capital Lease

The School entered into a capital lease agreement in 2012. The lease term is for three years with the right to purchase the equipment after three years. The leased equipment is capitalized and recorded at fair market value and amortized over the lower of the lease term or the estimated live of the assets. The future minimum lease payments are as follows:

An analysis of these leased assets included in property and equipment as of June 30, 2013, is as follows:

Capitalized Assets	\$ 78,084
Less: Accumulated Amortization	<u>(15,617)</u>
Net Capitalized Assets	<u>\$ 62,467</u>

Future minimum lease payments are as follows for the year ended September 30:

2014	\$ 29,132
2015	29,132
2016	<u>4,855</u>
Total Future Minimum Payments	63119
Less: Amounts Representing Imputed Interest	<u>(5,007)</u>
Obligations Under Capital Leases	58,112
Less: Current Portion	<u>(25,660)</u>
Obligations Under Capital Leases, Net of Current Portion	<u><u>\$ 32,452</u></u>

NOTE 7 SUBSEQUENT EVENTS

The School has evaluated any subsequent events through November 1, 2013, which is the date the financial statements were available to be issued. This review and evaluation revealed no material events that would have an effect on the accompanying financial statements.



**INDEPENDENT AUDITORS' REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Trustees
Potomac Lighthouse Public Charter School
Washington, D.C.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the of Potomac Lighthouse Public Charter School (the School), as of and for the year ended June 30, 2013, and the related notes to the financial statements, and have issued our report thereon dated November 1, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a deficiency in internal control, described as 2013-1 in the accompanying Schedule of Findings and Responses that we consider to be a significant deficiency.

Compliance and Other Matters

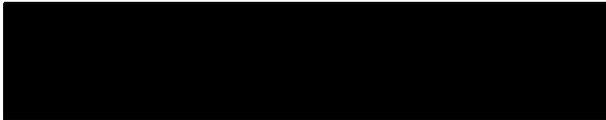
As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed one instance of noncompliance or other matters that is required to be reported under *Government Auditing Standards* which is described in the accompanying Schedule of Findings and Responses as item 2013-2.

Response to Findings

The School's responses to the findings identified in our audit are described in the accompanying Schedule of Findings and Responses. The School's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



November 1, 2013
Washington, D.C.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
YEAR ENDED JUNE 30, 2013 and 2012

Finding 2013-1:	<i>Personnel Costs</i>
Condition:	We noted during our test of payroll that two (2) employees did not accurately record their hours worked.
Criteria:	<i>Government Auditing Standards</i> requires management to design, implement and maintain internal controls to ensure that expenses are valid, accurate and properly recorded in its financial system.
Cause:	The internal controls designed to ensure that employee's timesheets are properly completed and that payroll expenses are calculated accurately were not operating effectively.
Effect:	Payroll expense could be misstated in the financial records of the organization.
Recommendation:	The School should ensure that all employees' timesheets are properly completed to ensure that payroll expenses are properly calculated and recorded.
Management's Response:	The purpose of this plan is to ensure the proper recordation and documentation on timesheets of paid time during which Potomac Lighthouse Public Charter School staff members attend offsite professional development (PD). A form will be developed not later than December 31, 2013 to record offsite PD, which form will include the staff member's name, the date, timeframe and purpose of the PD. Each form will be numbered sequentially and an agenda or registration material regarding the PD will be attached to the form. Following the offsite PD, the staff member will complete the timesheet for the days spent at PD indicating the assigned form number. All timesheets will be signed by both the staff member, the principal and school operations manager. The principal and school operations manager will not sign off on blank timesheets for any reason. Completed forms with applicable PD materials will be retained for three academic years in a file for review. The Regional Operations Manager (LHA) will conduct periodic audits of timesheets and other associated payroll documents to ensure adherence to this procedure.

POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES *(Continued)*
YEAR ENDED JUNE 30, 2013 and 2012

Finding 2013-2:	<i>Procurement</i>
Condition:	While performing our tests of procurement we noted that for four (4) contracts the School failed to provide supporting documentation that the contract package was forwarded to the District of Columbia Public Charter School Board (DCPCSB) for review and approval; for one (1) contract the procurement was not competitively bid and for one (1) contract the justification to limit the procurement was not properly documented in the procurement file.
Criteria:	<i>Government Auditing Standards</i> requires management to establish and maintain effective internal control over compliance with the requirements of laws, regulations, rules, and provisions of contracts or grant agreements applicable to government programs. The DCPCSB issued its procurement policy to provide specific guidelines to ensure that expenses are properly approved according to established policies.
Cause:	The School does not have fully effective controls designed to ensure the proper approval, documentation and maintenance of supporting documents over its procurement activities.
Effect:	The School did not adhere to the procurement requirements and therefore, was not in compliance with the procurement laws and regulations.
Recommendation:	The School should design and implement internal controls, commensurate with risk and feasibility, to ensure that proper approval is obtained for procurement awards and that documentation is maintained to support its compliance.
Management's Response:	<p>The purpose of this plan is to ensure compliance to the DCPCSB's procurement procedures. A checklist will be developed not later than December 31, 2013 to be completed prior to large purchases and contracts over \$25,000. The checklist will include a list of documents to be retained with each Determinations and Findings for submitted to DCPCSB. Documents will include the following:</p> <ol style="list-style-type: none">1. Proof of notification of RFP, if applicable, and responses received;2. Determinations & Findings form completed and signed by appropriate board personnel;3. Unsigned contract or purchase order for over \$25,000 in goods or services; and4. Proof of submission to DCPCSB. <p>The financial team at LHA will obtain proof of procurement procedure compliance prior to releasing any vendor payments cumulatively in excess of \$25,000. The LHA Regional Operations Manager will review documentation, contracts and purchase orders in excess of \$25,000 periodically in each fiscal year to ensure compliance. All purchase orders in excess of \$25,000 require approval from LHA's CFO. Approval will be withheld pending proof of compliance. This procedure is in supplement to existing procedures currently in effect with respect to procurement.</p>

**POTOMAC LIGHTHOUSE PUBLIC CHARTER SCHOOL
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2013**

No Prior Year Audit Findings Noted.