



The Lighthouse School
"Lighting the way to a brighter future."
62858 Hwy 101
Coos Bay, Oregon, 97420
(541) 751-1649



Agenda SEPTEMBER 6, 2023

1. Call to order
2. Public comment (3 minutes):
The board welcomes comments and questions from the public. If you wish to address the Board this evening, please raise your hand or unmute yourself, when public comment is requested. We ask that you limit your comments to three minutes. If more than one person will be addressing the same topic, we ask that you appoint a spokesperson to speak for the group. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. Once Public Comment has closed the audience is welcome to stay for the remainder of the meeting, in observance only, in accordance with Policy BDDH. (Public Participation in Board Meetings
3. Union report (10 minutes)— Heather Kapande
4. Discuss & Approve Board Meeting Minutes from August 9, 2023 –
5. Old Business;
 - Strategic Plan
6. Directors Report with Curriculum Report—Shelley Lake
 - **Action Item - Approve the purchase of additional cafeteria tables**
7. Business Report—Michelle Silva
8. New Business:
9. Report from last District Board meeting –
10. Roundtable / Good of the Order-



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Meeting Minutes August 9, 2023

1. Call to order

- The Board of Directors met August 9, 2023
- The meeting was virtual and called to order at 7:03 pm.
- The meeting was a regularly scheduled meeting called by the Board of Directors.
- The Directors present at the meeting were: John Gibson, George von Dassow, McKinley Prado, Jenni Schmitt, Stephanie Messerle, Paula Mosley, Lisa LaGessee, Maya Watts and Bruce Steele. Also present were Director Shelley Lake, Business Manager Michelle Silva, Curriculum Coordinator Julie Graber and Union President Heather Kapande. A quorum was present because nine of the ten board members were in attendance. Not present was Stephanie Ospina. Presiding officer was John Gibson.

REGULAR MEETING – REPORTS AND DISCUSSION

2. Public comment

- No comments

3. Union report

- Heather Kapande, Union President - teachers were wondering if they still have a teacher position not filled (Shelley responded as of today that has been filled). Worried about meeting needs of math-deficient students. There is a lot of reading and speech support for students and want to discuss how to equally help them with math. Also wondering if teachers can better understand how student behaviors will be addressed. Shelley has great behavioral support but is only one person. Grant with funds to purchase supplies by September and want to work to get supplies with that. Teacher salaries seem very low and teachers feel like other local schools have better offers and want to have future salary discussions, to support current teachers and attract new hires.

4. Discuss and Approve Board Meeting Minutes

- June 7th, 2023 board meeting minutes

5. Old Business

- Stacy Courtwright interested in filling open board position. Two children at TLS and will be involved parent for years to come. Several testimonials of support by board members.
- Strategic Plan - need to set dates to meet again with Annie Donnelly for strategic planning session. Draft strategic plan was sent out in June for

board members to comment and look through. Annie would then pull together all the edits. Plan is for board members to send comments back, board will meet with a work session with Annie, then get teacher input, parent input, and community input on draft plan. Comments were made to meet as a board prior to Annie coming to talk over goals and provide collective edits, and also get teacher input prior to meeting with Annie. Board will have a work session Sunday September 10th at 2:00.

6. Director and Curriculum Report — Attached. Additionally:

- Fully staffed starting next week.
- Accolades to maintenance staff for finishing floors and yard work.
- Office staff setting up for registration
- Next week teachers back on campus
- Curriculum has been ordered
- Lots of trainings scheduled throughout year including Waldorf trainings, and trauma impacts to students and strategies to help with classroom management

7. Business Report—Attached. Additionally:

- Action item - adoption of FOLS MOU
- 1st grade main lesson filled with Lynda Johnson, former sub at TLS
- 2nd grade filled by Kimberly Mandel
- PE filled and so has custodial position
- Updated board edicate, will need to be signed at next in-person meeting
- New custodial hire from out of the area and needs a place to stay. Board was asked for permission to let them stay at house and store belongings until they transition to a new place. He would be able to continue maintenance on house (trade labor for a place to stay). Board approved allowing him to stay at the house as he transitions to this area.

8. New Business

- Proposal for additional parking - currently only allows 10 vehicles, and more families/vehicles expected due to new pre-school. Plans to expand, remove debris, grade, asphalt and stripe. Costs could be covered by increased ESSR funds. Also looking to rework Woodstock lane.
- Committees and teams sign up - board members should sign up as appropriate and as soon as possible. Board members will no longer fill positions on the hiring committee due to ORS guidelines. Comments made that teachers should definitely have a few seats on the hiring committee.
- Set board work session dates for the 23/24 school year
- Vote for new board officer positions - pushed to October 2023

9. Report from last Coos Bay District Board meeting

- Nobody attended

10. Roundtable / Good of the Order

- School grounds look great thanks to custodial/maintenance crew
- Excited for kids and families to be back on campus
- Excited staff fully hired and thankful for all work to get that done
- Would love to see funds used to provide raises to teachers and director to improve retention and recruitment
- Thanks to Shelley and rest of staff for all their work throughout the summer
- Great to see how previous TLS students have gone on to do great things

Task list

- Stephanie Messerle happy to organize a board hosted welcome lunch for teachers. She will work with teachers on dietary and food preferences.
- Board members should sign up for committees and teams in the next week.
- Board members should look through draft strategic plan and provide edits and comments before September 10 work session

Corporate Actions

The following actions were motioned, seconded, and approved by unanimous consent unless otherwise stated:

RESOLVED to approve the June 7th board meeting minutes. MM by Stephanie Messerle, 2nd by Bruce Steele. Unanimously approved.

RESOLVED to approve FOLS memorandum of understanding. MM by Stephanie Messerle, 2nd by Bruce Steele. Unanimously approved.

RESOLVED to invite Stacy Courtwright as new TLS board member. Unanimously approved.

RESOLVED to approve a proposal to expand and pave upper parking area and rework Woodstock Rd, not to exceed \$100k (\$65 from ESSR, \$35 from TLS budget). MM by John Gibson, 2nd by Bruce Steele. Unanimously approved.

ADJOURNMENT: The meeting adjourned at 8:52 pm. Next meeting date is scheduled for September, 2023.

Signature of Secretary, Jenni Schmitt _____

Date: 8/10/2023

Director's Report: 9/6/2023

Connections Log

8/10 In School Registration

8/15 FOLS meeting

8/16 Risk Management Consultation

8/17-18 New Hire Orientation

8/19 L. Johanson re: position change

8/18 JumpMath Order Inquiry

8/18 P. Schaeffers Re: Tech updates

8/21-25 All Staff Return

8/21 ODE Office hours re: Communicable disease Plan

8/22 CPR/First Aide Training

8/23 C. McGaughy re: communicable disease plan submission

8/23-25 WTEE Waldorf Training

8/28 Meet the Teacher Night

8/29 ODOT

9/1 K. Steward ESD OT/PT

TLS Update:

- Leah Hughs will be utilizing the field for soccer practice starting 9/12 from 3:15-4:30
- Shelley Lake will serve as interim Liason for OBOB unless a different staff member volunteers to lead

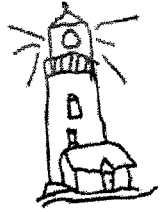
Curriculum Report:

22-23 OSAS Summary Attached

22-23 Annual Report Submitted to ODE

23-24 Look At a Glance, Submitted and attached

23-24 Communicable Disease Plan submitted and posted to TLS website



August 21, 2023

Hello Lighthouse Community,

As you know, the 2023-24 school year is just around the corner and we look forward to welcoming everyone back on campus. We hope you make plans to attend our **Back-To-School night on Monday, August 28th from 5:30-7:00pm**. Families are encouraged to bring a picnic dinner, tour classrooms, meet your students' teachers, peruse the school store all while reacquainting with friends.

As we kick off the new year, I am excited to introduce a couple of new faces on campus:

Pre-Kindergarten Teacher: Leah Scott comes to us with years of experience in the preschool realm and will head up our first ever Pre-Kindergarten program at The Lighthouse School. There is still some availability in the classroom so spread the word and contact the school office for additional information if you would be interested in registration information. Students must be 4 years old by Sept. 1st and fully potty-trained to be eligible.

Kindergarten Teacher: Audra Ashcraft also comes with years of prior classroom experience in the preschool and pre-kindergarten field. In fact, several of our entering kindergarteners might recognize her as their former Little Pirates classroom teacher. She is on campus setting up the kindergarten classroom and ready to meet some of our youngest students at back to school night.

Kindergarten Aid: Amanda Peck has worked with Ms. Ashford for many years in various classrooms. She is ready to join the Lighthouse Team and assist all of our incoming kinders in their classroom.

First Grade Main Lesson Teacher: Julie Graber is a familiar face on campus and will serve as the first grade interim teacher until the position is filled. Julie taught first grade for TLS in the 21-22 school year, and serves many roles on campus including, but not limited to: school founder, curriculum coordinator, and teaching handwork. She is ready to jump into the school year and looks forward to meeting all of our incoming students.

Second Grade Main Lesson Teacher: Kimberly Mandel is another familiar face on campus and has served our school over many years in different avenues including drama, main lesson instruction and most recently in kindergarten as last year's classroom assistant. She is eager to begin and meet you!

K-8 Physical Education: Ray Davis joins TLS with classroom experience in various subjects. When not in his classroom you might be able to catch him teeing off at Bandon Dunes.

Custodial: Anthony Cordova is new to Oregon and recently relocated to the Coos Bay region with his family. He is excited to join our school community by keeping our school environment organized, clean and well maintained.

School resumes on August 30th with the doors opening at 7:35am and release time at 3:00pm. **For our returning families, we appreciate your quick use of the drop off lanes allowing for the limited parking spaces to be used by our new families with entering Pre-K and kindergarten students.** Pre-Kindergarten-First grade students will enter and exit the campus through the exterior classroom doors, all other students will access the campus via the main entry. If you have any questions, please don't hesitate to contact the school office (541) 751-1649. Enjoy the last week of break and we look forward to seeing you soon.

Shelley Lake, The Lighthouse School Director

Lighthouse School Workshop
August 23-25, 2023

Wednesday, August 23, 12:00-3:00

- 12:00-12:45 Introduction
Singing
Name Game (group juggling circle)
Introduce your neighbor
- 12:45-1:15 Waldorf Education: Brief History/Overview
- 1:15-1:45 Key Elements in Waldorf Education: Thinking, Feeling, and Willing
- 1:45-2:00 *Short Break*
- 2:00-2:45 Child/Human Development
- 2:45-3:00 Closing

Thursday, August 24, 8:00-3:00

- 8:00-9:00 Morning Movement
Singing
Circle game
- 9:00-10:00 Exploring the Twelve Senses
- 10:00-10:15 *Short Break*
- 10:15-12:00 Essentials of Main Lesson
- 12:00-12:30 *LUNCH BREAK*
- 12:30-1:40 Crafting a Lesson (small group work)
- 1:40-1:50 *Short Break*
- 1:50-2:45 Sharing/Discussion
- 2:45-3:00 Closing

Accolades

Congratulations on a great first week back!

Please plan to share a Rose (Highlight from this week) and a Thorn (challenge or struggle)

Please read Agenda items below and come ready with clarifying tips, questions and concerns

What the Duck? – Anita + Culture Team**Housekeeping**

- Please remember to keep all exterior doors LOCKED during the school day to ensure campus security. Grades Pre-K – 2 should have door alarms on at all times.
- Hall Pass – Michaela
- We still have a few committees with openings. Today is the last day to sign up, sign-up sheet can be found in the copier room.
- ***Battle of the Books*** is looking for a staff member to host and lead the after school club. This club is primarily coordinated by parent volunteers and the staff member serves as liaison and supervision each Wednesday. First parent meeting is scheduled in the Library on Friday 9/8.
-

IEP's, 504's & SST's

- Mrs. Lake is in the process of scheduling some 504 meetings for qualifying students she will connect with you if your student is involved.
- You are welcome and encouraged to request an SST meeting at ANYTIME for ANY student. SST (Student Success Team) meetings will involve Mrs. Lake, The Main Lesson Teacher, the parents and any other teacher that may benefit from attending this meeting (i.e. specialties, reading team, etc.)
- 504 plans are for medical accommodations. A 504 meeting can be called by anyone on the team (Teacher, Parent, Administration) at any time for clarification and review. 504 are legally binding and therefore accommodations must be followed. Speak to Mrs. Lake if you have questions.

Professional Development

- Please finish all SafeSchools trainings by 9/15/23
- Our first PLC with Jason and Erika is scheduled for 9/22/23
- LETRS training for interested teachers – a reimbursable grant may be available see Shelley or Angie

SAVE THE DATES

- Board Meeting Wednesday 9/6
- Staff Collaboration 9/8 2:00-3:00
- **Parent Nights** Tuesday 9/12 & 9/14 –Anita & Michaela
 - PTO Goodies
 - Schedule Overview
 - Curriculum / Main Lesson Themes
- Easycbm Fall Benchmark Assessments
 - (open) September 12 – (close) October 12
 - Math and Reading Basic Grades 1-2
 - Math and Reading Basic & Math and reading Proficient grades 4-8
- Staff Meeting 9/15
- Virtual Waldorf PLC with Erika and Jason 9/22 2:00-3:00

Other – Others



Tour de Fronds was voted #1 Best Bike Ride in Oregon for 2018.
The poll was conducted by ORbike.

P.O. Box 369, Powers, OR 97466
Email: info@tourdefronds.com
Website: www.tourdefronds.com
Sponsored by the Powers Lions Club



Lighthouse School
62858 Hwy 101 South
Coos Bay, OR 97420

Dear Lighthouse School

On behalf of the Powers Lions Club and the Tour de Fronds Committee I would like to express our Thanks for allowing us to place our banner on your fence. As you know this year's **Tour de Fronds 24th Annual Bicycle Ride**, took place on Saturday, June 17, 2023.

This year we had 212 cyclists that joined us for the Tour de Fronds. We had over 80 local riders. We would like to think that placing our banner on your fence helped local riders decide to participate this year. We also had riders from out of state.. To our amazement we had 14 from CA and 12 from WA.

Thanks again for your help and support of this event which gives cyclists an opportunity to come and enjoy the beautiful outdoors in the southwestern part of our state.

Sincerely, 

Donna Freeman, Coordinator and
The Tour de Fronds Committee

*The Powers Lions Club is an equal opportunity recreation service provider.
This event is under a special use permit within the BLM-Medford District and the Rogue River-Siskiyou NF.*

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
		38121		2403 ± 1	 Percent: 37% 24% 19% 21% Count: 144 94 73 81	40%
		257		2370 ± 6	 Percent: 51% 20% 18% 11% Count: 131 52 46 28	29%
		26		2430 ± 17	 Percent: 27% 15% 35% 23% Count: 7 4 9 6	58%
		26		2430 ± 17	 Percent: 27% 15% 35% 23% Count: 7 4 9 6	58%
(students not in any roster)						

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 3 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		37968		2450 ± 1	 Percent: 37% / 20% / 21% / 22% Count: 14K / 7.5K / 7.8K / 8.4K	43%
District		205		2415 ± 7	 Percent: 48% / 28% / 15% / 11% Count: 99 / 55 / 30 / 22	26%
School		25		2466 ± 19	 Percent: 32% / 28% / 16% / 24% Count: 8 / 7 / 4 / 6	40%
{students not in any roster}		25		2466 ± 19	 Percent: 32% / 28% / 16% / 24% Count: 8 / 7 / 4 / 6	40%

- 1 - Reading
- 2 - Writing
- 3 - Listening
- 4 - Research / Inquiry
- Writing Dimensions

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 4 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		38154		2491 ± 1	 Percent: 32% 20% 27% 21% Count: 12.2K 7.6K 10.3K 7.9K	48%
District		222		2463 ± 7	 Percent: 42% 28% 21% 19% Count: 96 61 47 42	34%
School		26		2470 ± 17	 Percent: 42% 27% 15% 15% Count: 11 7 4 4	31%
(students not in any roster)		26		2470 ± 17	 Percent: 42% 27% 15% 15% Count: 11 7 4 4	31%

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 5 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total					Writing Dimensions	
		Total					4 - Research / Inquiry	
		Total					3 - Listening	
		Total					2 - Writing	
		Total					1 - Reading	
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient		
State		37713		2505 ± 1	<p>Percent: 32% 26% 28% 14% Count: 12,114 9,814 10,481 5,304</p>	42%		
District		207		2489 ± 7	<p>Percent: 37% 27% 26% 10% Count: 77 55 54 21</p>	36%		
School		16		2531 ± 23	<p>Percent: 19% 25% 38% 19% Count: 3 4 6 3</p>	56%		
/students_not_in_any_roster/		16		2531 ± 23	<p>Percent: 19% 25% 38% 19% Count: 3 4 6 3</p>	56%		

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 6 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total						
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient		
State		37235		2529 ± 1	 Percent: 31% 24% 31% 14% Count: 11,7% 24% 31% 14%	45%		
District		220		2530 ± 7	 Percent: 31% 24% 32% 13% Count: 68 24 32 13	45%		
School		16		2568 ± 24	 Percent: 13% 13% 56% 19% Count: 2 2 9 2	75%		
(students not in any roster)		16		2568 ± 24	 Percent: 13% 13% 50% 19% Count: 2 2 9 2	75%		

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 7 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

- 1 - Reading
- 2 - Writing
- 3 - Listening
- 4 - Research / Inquiry
- Writing Dimensions

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
		37526		2540 ± 1	 Percent Count: 32% 11,941, 25% 9,541, 30% 11,204, 13% 4,940	43%
		213		2523 ± 7	 Percent Count: 37% 78, 29% 61, 26% 55, 9% 19	35%
		15		2513 ± 22	 Percent Count: 40% 6, 47% 7, 7% 1, 7% 1	13%
		15		2513 ± 22	 Percent Count: 40% 6, 47% 7, 7% 1, 7% 1	13%

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 8 English Language Arts (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

- 1 - Reading
- 2 - Writing
- 3 - Listening
- 4 - Research / Inquiry
- Writing Dimensions

		Total					3 - Communicating Reasoning	
		Total					2 - Problem Solving; 4 - Modeling & Data Analysis	
		Total					1 - Concepts and Procedures	
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient		
State		38135		2408	<p>Percent: 37% 23% 24% 16% Count: 14.2K 8.6K 9.1K 6.2K</p>	40%		
District		254		2381 ± 5	<p>Percent: 47% 26% 21% 6% Count: 120 65 54 15</p>	27%		
School		26		2424 ± 15	<p>Percent: 23% 27% 38% 12% Count: 6 7 10 3</p>	50%		
(students not in any roster)		26		2424 ± 15	<p>Percent: 23% 27% 38% 12% Count: 6 7 10 3</p>	50%		

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 3 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
		37943		2452	 Percent: 33% 25% 22% 18% Count: 12.5K 11K 8.5K 5.5K	38%
		207		2429 ± 6	 Percent: 45% 30% 16% 9% Count: 84 63 34 16	24%
		25		2454 ± 16	 Percent: 32% 44% 16% 8% Count: 8 11 4 2	24%
		25		2454 ± 16	 Percent: 32% 44% 16% 8% Count: 8 11 4 2	24%
<div style="display: flex; justify-content: space-between;"> 3 - Communicating Reasoning 2 - Problem Solving; 4 - Modeling & Data Analysis 1 - Concepts and Procedures </div>						
<div style="display: flex; justify-content: space-between;"> 3 - Communicating Reasoning 2 - Problem Solving; 4 - Modeling & Data Analysis 1 - Concepts and Procedures </div>						

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 4 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			38108		2473 ± 1	<p>Percent Count: 43% 1644, 26% 994, 15% 584, 16% 611</p>	31%
District			222		2445 ± 6	<p>Percent Count: 58% 128, 23% 51, 14% 31, 7% 15</p>	21%
School			26		2426 ± 16	<p>Percent Count: 65% 17, 19% 5, 15% 4</p>	15%
[students not in any roster]			26		2426 ± 16	<p>Percent Count: 65% 17, 19% 5, 15% 4</p>	15%

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 5 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		37509		2482 ± 1	<p>Percent: 45% 27% 16% 13% Count: 18.7K 10.1K 5.9K 4.8K</p>	29%
District		207		2455 ± 8	<p>Percent: 52% 28% 14% 6% Count: 108 58 29 12</p>	20%
School		16		2497 ± 23	<p>Percent: 38% 31% 25% 6% Count: 6 5 4 1</p>	31%
(students not in any roster)		16		2497 ± 23	<p>Percent: 38% 31% 25% 6% Count: 6 5 4 1</p>	31%
		<div style="background-color: #e0e0e0; padding: 5px;"> 3 - Communicating Reasoning </div> <div style="background-color: #ffe0e0; padding: 5px;"> 2 - Problem Solving; 4 - Modeling & Data Analysis </div> <div style="background-color: #e0f2f1; padding: 5px;"> 1 - Concepts and Procedures </div>				

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 6 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			36865		2499 ± 1	 Percent: 44% 26% 17% 13% Count: 16.3K 9.4K 6.2K 4.9K	30%
District			216		2483 ± 7	 Percent: 45% 33% 15% 7% Count: 96 71 32 15	22%
School			15		2563 ± 25	 Percent: 20% 27% 27% 27% Count: 3 4 4 4	53%
(students not in any roster)			15		2563 ± 25	 Percent: 20% 27% 27% 27% Count: 3 4 4 4	53%
<div style="display: flex; justify-content: space-between;"> 3 - Communicating Reasoning 2 - Problem Solving; 4 - Modeling & Data Analysis 1 - Concepts and Procedures </div>							

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 7 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

		Total				
Roster	Teacher	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		36981		2504 ± 1	<p>Percent Count 51% 18.9K 22% 8.4K 13% 4.8K 13% 4.8K</p>	26%
District		207		2477 ± 7	<p>Percent Count 60% 124 25% 52 12% 24 3% 7</p>	15%
School		15		2480 ± 24	<p>Percent Count 60% 9 27% 4 7% 1 7% 1</p>	13%
		15		2480 ± 24	<p>Percent Count 60% 9 27% 4 7% 1 7% 1</p>	13%

Average Score, Performance Distribution and Average Points Earned on OSAS Grade 8 Mathematics (Spring 2023 (OSAS)), by Roster and Reporting Category: Lighthouse Charter School 2022-2023

	Earth and Space Science	Life Science	Physical Science	Integrating Concepts
State	38878	3144	30%	<p>Percent: 35% 35% 26% 4% Count: 13.5K 13.6K 10.1K 1.6K</p>
District	225	3141 ± 2	25%	<p>Percent: 36% 38% 23% 2% Count: 82 86 52 5</p>
School	26	3146 ± 4	23%	<p>Percent: 23% 54% 23% Count: 6 14 6</p>
[students not in any roster]	26	3146 ± 4	23%	<p>Percent: 23% 54% 23% Count: 6 14 6</p>

5th Grade Science

	Earth and Space Science	Life Science	Physical Science	Integrating Concepts
State	39110	3439	26%	<p>Percent: 41% 33% 24% 2% Count: 16.2K 12.8K 9.6K 779</p>
District	211	3436 ± 2	20%	<p>Percent: 45% 35% 20% Count: 94 74 42</p>
School	14	3436 ± 7	14%	<p>Percent: 43% 43% 14% Count: 6 6 2</p>
[students not in any roster]	14	3436 ± 7	14%	<p>Percent: 43% 43% 14% Count: 6 6 2</p>

8th Grade Science

OREGON AT-A-GLANCE SCHOOL PROFILE

Lighthouse Charter School

PRINCIPAL: Shelly Lake | GRADES: K-8 | 62858 HWY 101, Coos Bay 97420 | 541-751-1649



School Environment

Students We Serve



DEMOGRAPHICS

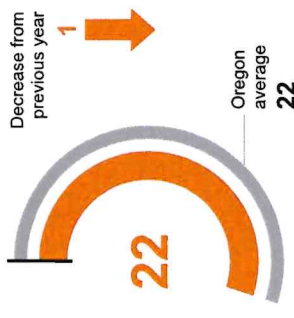
American Indian/Alaska Native	Students: 3%	Teachers: 7%
Asian	Students: 0%	Teachers: 0%
Black/African American	Students: 0%	Teachers: 0%
Hispanic/Latino	Students: 8%	Teachers: 0%
Multiracial	Students: 14%	Teachers: 0%
Native Hawaiian/Pacific Islander	Students: 1%	Teachers: 0%
White	Students: 74%	Teachers: 93%



*<10 students or data unavailable

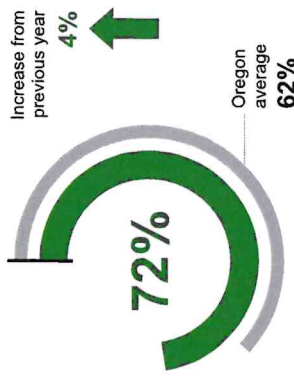
CLASS SIZE

Median class size.



REGULAR ATTENDERS

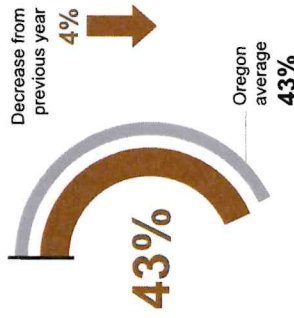
Students who attended more than 90% of their enrolled school days.



Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



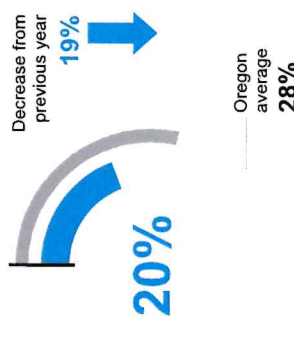
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

*Information was not submitted for this section.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

*Information was not submitted for this section.

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Lighthouse Charter School

Outcomes

Our Staff (rounded FTE)



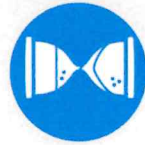
14
Teachers



2
Educational assistants



0
Counselors/
Psychologists/
Social Workers



55%
Average teacher retention rate over the past three years



86%
% of licensed teachers with more than 3 years of experience



Yes
Same principal in the last 3 years

2022-23

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	63%
Multiracial	50%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	76%
Free/Reduced Price Lunch	72%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	52%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	72%
Male	73%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
47%
<10 students or data unavailable
45%
43%
<10 students or data unavailable
14%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
48%
40%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
24%
<10 students or data unavailable
33%
30%
<10 students or data unavailable
21%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
25%
35%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

*Information was not submitted for this section.

EXTRACURRICULAR ACTIVITIES

*Information was not submitted for this section.

PARENT ENGAGEMENT

*Information was not submitted for this section.

COMMUNITY ENGAGEMENT

At a Glance Narrative 2023-24

School Goals:

Our mission is to provide students and their families with a challenging and creative learning environment dedicated to academic excellence. The Lighthouse School utilizes an eclectic approach to holistic education allowing children to reach their social, creative and intellectual potential nurturing the whole child--head, heart and hands. We model compassion for all living things, respect for the environment, and an appreciation for a changing and diverse world.

Safe & Welcoming Environment:

We are a K-8 school, with class sizes ranging from 20-26 students. Our small school environment encourages student accountability regarding both learning, social dynamics and behavior development.

Bullying, Harassment and Safety Policies:

Here at the Lighthouse School we rise to challenge our school community with individual responsibility, perseverance, compassion and integrity. TLS has a zero tolerance on bullying. Students are held accountable for their actions through Positive Behavior Intervention Supports: Behavior tracking and collaboration teams to include Parents, Teachers & Administration.

Extra-Curricular Activities:

The Lighthouse School offers activities to include: Handwork, Music, Spanish and Art specialties. In grade 6-8, students are offered electives in cooking, yearbook, leadership and drama. Afterschool clubs include: Archery, Battle of the Books (OBOB) and Chess.

Parent Engagement:

The Lighthouse School was founded by parents in 2002 and parents continue to be highly involved in the governance, fundraising and intricacy of School operations. Volunteerism is an integral part of our school and parents of TLS students are encouraged to volunteer a minimum of 40 hours annually.

Community Engagement:

The Lighthouse School encourages community engagement through the Lighthouse Parent Organization (LPO) and through the Friends of the Lighthouse (FOLS) organizations. These organizations are vital in all areas of classroom enrichment, specialties course, and maintaining our school's inclusive climate and culture.

Easy CBM End Of Year Summary

Grade	Math Basic	Math Proficient/Advanced	Reading Basic	Reading Proficient
First	68%		80%	
Second	73%		81%	
Third	69%	8 students testing advanced	73%	9 students testing advanced
Fourth	77%	5 students testing advanced	77%	4 students testing advanced
Fifth	42%	1 student testing advanced	62%	6 students testing advanced
Sixth	100%	6 testing advanced	88%	7 testing advanced
Seventh	79%	3 testing advanced	71%	3 testing advanced
Eighth	73%	2 testing advanced	80%	3 testing advanced

Summary indicates percent of students that are at or near grade level.

2022-23 ESSA Accountability Details Report

Secure Version – Preliminary - July 24, 2023

District: Coos Bay SD 9

School: Lighthouse Charter School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 2	Level 4 ↓	Level 2	Level 4 ↓	Level 2	Not Rated
Economically Disadvantaged	Not Identified	Level 2	Level 5	Level 2	Level 5	Level 2	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 1 ↓	Not Rated	Level 2	Not Rated	Level 2	
Underserved Race/Ethnicity	Not Identified	Level 2	Not Rated	Level 2 ↑	Not Rated	Level 2	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 2	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 2	Level 5	Level 2	Level 4	Level 2	
Multi-racial	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	

Suggested Level of Support: **Targeted**

Year Identified: **2021-22**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2022-23: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

English Language Arts Academic Achievement Details

District: Coos Bay SD 9

School: Lighthouse Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2-year Average	Level
All Students - Percent	46.6	43.4	45.0	Level 2
All Students - Adjusted Denominator	116	122	238	
Economically Disadvantaged - Percent	46.6	43.4	45.0	Level 2
Economically Disadvantaged - Adjusted Denominator	116	122	238	
English Learners - Percent	--	--	--	Not Rated
English Learners - Adjusted Denominator	0	0	0	
Students with Disabilities - Percent	8.3	14.3	12.0	Level 1
Students with Disabilities - Adjusted Denominator	12	14	25	
American Indian/Alaska Native - Percent	0.0	25.0	16.7	Not Rated
American Indian/Alaska Native - Adjusted Denominator	2	4	6	
Black/African American - Percent	--	--	--	Not Rated
Black/African American - Adjusted Denominator	0	0	0	
Hispanic/Latino - Percent	66.7	37.5	50.0	Not Rated
Hispanic/Latino - Adjusted Denominator	6	8	14	
Native Hawaiian/Pacific Islander - Percent	--	0.0	0.0	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	0	2	2	
Underserved Race/Ethnicity - Percent	50.0	28.6	36.4	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	8	14	22	
Asian - Percent	--	--	--	Not Rated
Asian - Adjusted Denominator	0	0	0	
White - Percent	47.9	45.1	46.5	Level 2
White - Adjusted Denominator	96	91	187	
Multi-racial - Percent	30.8	44.4	40.0	Level 2
Multi-racial - Adjusted Denominator	13	18	30	

English Language Arts Average Gap Score Change Details

District: Coos Bay SD 9

School: Lighthouse Charter School

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2021-22	2022-23	Change in Average	Level
All Students	-18	-14	4	Level 4
All Students - Denominator	131	122		
Economically Disadvantaged	-54	-14	40	Level 5
Economically Disadvantaged - Denominator	40	122		
English Learners	--	--	--	Not Rated
English Learners - Denominator	0	0		
Students with Disabilities	-81	-76	5	Not Rated
Students with Disabilities - Denominator	19	14		
American Indian/Alaska Native	-64	-78	--	Not Rated
American Indian/Alaska Native - Denominator	5	4		
Black/African American	--	--	--	Not Rated
Black/African American - Denominator	0	0		
Hispanic/Latino	-34	-32	--	Not Rated
Hispanic/Latino - Denominator	6	8		
Native Hawaiian/Pacific Islander	--	-124	--	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	2		
Underserved Race/Ethnicity	-47	-58	-11	Not Rated
Underserved Race/Ethnicity - Denominator	11	14		
Asian	38	--	--	Not Rated
Asian - Denominator	5	0		
White	-20	-5	15	Level 5
White - Denominator	111	91		
Multi-racial	48	-28	--	Not Rated
Multi-racial - Denominator	4	17		

English Language Arts Participation Details

District: Coos Bay SD 9

School: Lighthouse Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		95.9	99.2	97.5	Met
All Students - Denominator		121	123	244	
Economically Disadvantaged - Percent		95.9	99.2	97.5	Met
Economically Disadvantaged - Denominator		121	123	244	
English Learners - Percent		--	--	--	Not Rated
English Learners - Denominator		0	0	0	
Students with Disabilities - Percent		83.3	100	92.3	Not Met
Students with Disabilities - Denominator		12	14	26	
American Indian/Alaska Native - Percent		100	100	100	Not Rated
American Indian/Alaska Native - Denominator		2	4	6	
Black/African American - Percent		--	--	--	Not Rated
Black/African American - Denominator		0	0	0	
Hispanic/Latino - Percent		100	100	100	Not Rated
Hispanic/Latino - Denominator		6	8	14	
Native Hawaiian/Pacific Islander - Percent		--	100	100	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	2	2	
Underserved Race/Ethnicity - Percent		100	100	100	Met
Underserved Race/Ethnicity - Denominator		8	14	22	
Asian - Percent		--	--	--	Not Rated
Asian - Denominator		0	0	0	
White - Percent		96.0	100	97.9	Met
White - Denominator		100	91	191	
Multi-racial - Percent		92.3	94.4	93.5	Not Met
Multi-racial - Denominator		13	18	31	

Mathematics Academic Achievement Details

District: Coos Bay SD 9

School: Lighthouse Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. ‘**’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2-year Average	Level
All Students - Percent	26.1	30.3	28.3	Level 2
All Students - Adjusted Denominator	115	122	237	
Economically Disadvantaged - Percent	26.1	30.3	28.3	Level 2
Economically Disadvantaged - Adjusted Denominator	115	122	237	
English Learners - Percent	--	--	--	Not Rated
English Learners - Adjusted Denominator	0	0	0	
Students with Disabilities - Percent	8.3	21.4	16.0	Level 2
Students with Disabilities - Adjusted Denominator	12	14	25	
American Indian/Alaska Native - Percent	0.0	0.0	0.0	Not Rated
American Indian/Alaska Native - Adjusted Denominator	2	4	6	
Black/African American - Percent	--	--	--	Not Rated
Black/African American - Adjusted Denominator	0	0	0	
Hispanic/Latino - Percent	0.0	37.5	21.4	Not Rated
Hispanic/Latino - Adjusted Denominator	6	8	14	
Native Hawaiian/Pacific Islander - Percent	--	0.0	0.0	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	0	2	2	
Underserved Race/Ethnicity - Percent	0.0	21.4	13.6	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	8	14	22	
Asian - Percent	--	--	--	Not Rated
Asian - Adjusted Denominator	0	0	0	
White - Percent	29.5	33.0	31.2	Level 2
White - Adjusted Denominator	95	91	186	
Multi-racial - Percent	15.4	22.2	20.0	Level 2
Multi-racial - Adjusted Denominator	13	18	30	

Mathematics Average Gap Score Change Details

District: Coos Bay SD 9

School: Lighthouse Charter School

Math Average Gap Score Change	Cut
Level 5	4
Level 4	-11
Level 3	-24
Level 2	-49
Level 1	<-49

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

Student Group	2021-22	2022-23	Change in Average	Level
All Students	-47	-51	-4	Level 4
All Students - Denominator	127	122		
Economically Disadvantaged	-88	-51	37	Level 5
Economically Disadvantaged - Denominator	39	122		
English Learners	--	--	--	Not Rated
English Learners - Denominator	0	0		
Students with Disabilities	-123	-107	16	Not Rated
Students with Disabilities - Denominator	17	14		
American Indian/Alaska Native	-74	-101	--	Not Rated
American Indian/Alaska Native - Denominator	5	4		
Black/African American	--	--	--	Not Rated
Black/African American - Denominator	0	0		
Hispanic/Latino	-103	-41	--	Not Rated
Hispanic/Latino - Denominator	7	8		
Native Hawaiian/Pacific Islander	--	-69	--	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	2		
Underserved Race/Ethnicity	-91	-62	29	Not Rated
Underserved Race/Ethnicity - Denominator	12	14		
Asian	-58	--	--	Not Rated
Asian - Denominator	5	0		
White	-42	-49	-7	Level 4
White - Denominator	106	91		
Multi-racial	-22	-54	--	Not Rated
Multi-racial - Denominator	4	17		

Mathematics Participation Details

District: Coos Bay SD 9

School: Lighthouse Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group	2021-22	2022-23	2-year Average	Status
All Students - Percent	95.0	99.2	97.1	Met
All Students - Denominator	121	123	244	
Economically Disadvantaged - Percent	95.0	99.2	97.1	Met
Economically Disadvantaged - Denominator	121	123	244	
English Learners - Percent	--	--	--	Not Rated
English Learners - Denominator	0	0	0	
Students with Disabilities - Percent	75.0	100	88.5	Not Met
Students with Disabilities - Denominator	12	14	26	
American Indian/Alaska Native - Percent	100	100	100	Not Rated
American Indian/Alaska Native - Denominator	2	4	6	
Black/African American - Percent	--	--	--	Not Rated
Black/African American - Denominator	0	0	0	
Hispanic/Latino - Percent	100	100	100	Not Rated
Hispanic/Latino - Denominator	6	8	14	
Native Hawaiian/Pacific Islander - Percent	--	100	100	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	2	2	
Underserved Race/Ethnicity - Percent	100	100	100	Met
Underserved Race/Ethnicity - Denominator	8	14	22	
Asian - Percent	--	--	--	Not Rated
Asian - Denominator	0	0	0	
White - Percent	95.0	100	97.4	Met
White - Denominator	100	91	191	
Multi-racial - Percent	92.3	94.4	93.5	Not Met
Multi-racial - Denominator	13	18	31	

Regular Attenders Details

District: Coos Bay SD 9

School: Lighthouse Charter School

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2-year Average	Level
All Students - Percent	K-5	67.1	71.7	69.5	Level 2
All Students - Denominator		140	145	285	
Economically Disadvantaged - Percent	K-5	67.1	71.7	69.5	Level 2
Economically Disadvantaged - Denominator		140	145	285	
English Learners - Percent	K-5	--	--	--	Not Rated
English Learners - Denominator		0	0	0	
Students with Disabilities - Percent	K-5	66.7	50.0	58.1	Level 2
Students with Disabilities - Denominator		15	16	31	
American Indian/Alaska Native - Percent	K-5	100	75.0	85.7	Not Rated
American Indian/Alaska Native - Denominator		3	4	7	
Black/African American - Percent	K-5	--	--	--	Not Rated
Black/African American - Denominator		0	0	0	
Hispanic/Latino - Percent	K-5	84.6	71.4	77.8	Level 2
Hispanic/Latino - Denominator		13	14	27	
Native Hawaiian/Pacific Islander - Percent	K-5	--	100	100	Not Rated
Native Hawaiian/Pacific Islander - Denominator		0	1	1	
Underserved Race/Ethnicity - Percent	K-5	87.5	73.7	80.0	Level 2
Underserved Race/Ethnicity - Denominator		16	19	35	
Asian - Percent	K-5	--	--	--	Not Rated
Asian - Denominator		0	0	0	
White - Percent	K-5	64.8	76.4	70.6	Level 2
White - Denominator		105	106	211	
Multi-racial - Percent	K-5	63.2	45.0	53.8	Level 2
Multi-racial - Denominator		19	20	39	

On Track to English Language Proficiency (ELP) Details

District: Coos Bay SD 9

School: Lighthouse Charter School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average.

Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
Current English Learners - Percent		--	--	--	Not Rated
Current English Learners - Denominator		0	0	0	

BUSINESS/HR REPORT FOR THE BOARD MEETING OF September 6, 2023

HUMAN RESOURCES

- 2023/2024 FILLED POSITIONS
 - 1st Grade main Lesson Teacher – Julie Graber until Filled
 - 2nd Grade Main Lesson Teacher – Kimberly Mandel
 - PE Teacher – Ray Davis
 - Roving Sub – Lynda Johnson
 - Roving Sub – Brittany Amling
 - Roving subs will be housed in the Library when not on assignment

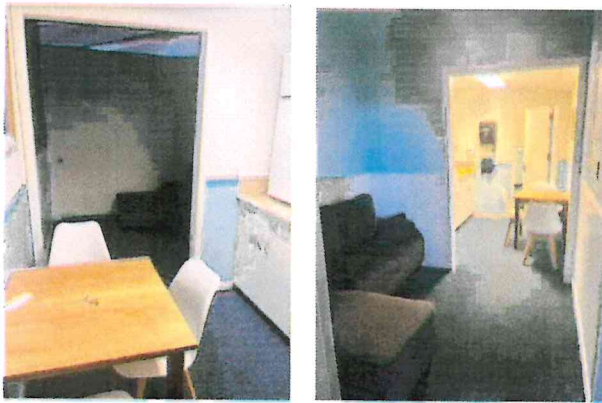
- 2023/2024 OPEN POSITIONS
 - 1.0 FTE Literacy – still open
 - Math Specialist – reposted

- Board Etiquette and Expectations updated – to be signed and returned

- Charter School Funding 101 & 21 ways we are all 3 different were presented at all staff day

- Follow up on Union topics / resolutions
 - Behavior Response Team – this topic will be addressed at our first leadership team meeting.
 - Suspension Guidelines – AR to policy JGE was presented at all staff day and will also be presented to parents at parent night
 - Self-Regulation Bags – are to remain in the classrooms for students who need to de-escalate
 - More say in field trip organization, teacher preference asked, not assumed – TLS parents appreciate the traditional mile stone field trips the school offers and wish them to continue. Since some of the traditions are no longer occurring teachers were provided a form to make field trip requests, not to exceed 3 field trips per grade.
 - Middle school electives – team met to discuss the classes they wanted to offer and an assembly was held with 6, 7, & 8th graders to choose their classes for the year.
 - Continuing education classes/seminars/workshops – TLS has scheduled 2 professionals to provide teachers with continuing education in the area of Waldorf training and behavior management. This topic likely needs further discussion at the first leadership team meeting.

- Expanded the employee break room
 - Dave, Ken and Anthony worked hard to open the space up and have it ready for employees
 - Staff can now eat lunch or sit quietly on the couch and just relax



- The room in the gym now serves as;
 - Mrs. Lake's Math room for AP,
 - File room,
 - And prep area for teachers



BUSINESS REPORT

- Enrollment – 210
- Pre-K Update
 - Filed motion with the State to change make-up of school from K-8 to Pre-K – 8
 - ERDC update
 - Filed mandatory application and was tentatively approved
 - Required employees completed mandatory trainings for DHS to become ERDC qualified
 - FBI finger prints have been completed by required employees awaiting clearance of CBR
 - Will send out an all parent email first and then advertise to the public

Charter School Funding 101

SSF = State School Fund = how schools are funded

Adm = average daily membership or per student allocation

AdmW = average daily membership *weighted* or per student allocation for SPED or MOE

MOE = Maintenance of effort or expense per student

Restricted Grants in Aide = means these funds can only be used for very specific things defined by either the State or Federal Government

Earmarked Funds = means that the monies have been reported to the State of Oregon with a specific intended purpose via Audit records

Public School District Receives:

- 100% of their Adm
- + 5% of the Charter's Adm
- + 100% of Sped/MOE
- + 4.9% indirect of Charter's grant allocations
- + \$92,362.98 in rent from charter (23/24)

Sponsored Charter School Receives:

- 95% of their Adm
- zero dollars for SPED/MOE
- 95.1% of grant allocations
- less rent to sponsoring district

TLS's Buckets of money

SSF Funding

\$9,716.16/ student

X 200 students =

\$1,943,231.00 SSF

This is the amount CBSD is paying us

This amount has to cover:

Professional development per CBA,
Counseling services,
Copier Lease & copier supplies including
paper, Staff Development & trainings,
assemblies, Easy CBM = \$51,514

Salaries & benefits of:

Kinder, Kinder aide, 1st, 2nd, 3rd, 4th, 5th, 6th,
7th, 8th = \$836,514

Spanish, Music, Art, subs, Handwork,
Board Services, attorney fees, Audit, Staff
appreciation, parent background checks,
business filing fees, & busing =
\$320,134

Administration salaries & benefits,
Advertising, postage, scenario learning,
class pizza parties, & in-service costs =
\$381,795

Operations & Maintenance, rent to CBSD,
electricity water, sewer, garbage, security,
telephone, internet, safety & cleaning
supplies, equipment, insurance, playground
equipment/repairs, & technology services =
\$404,788

Supplies

\$100 /student Materials fee

X 200 students =

\$20,000 to cover student supplies &
Classroom supplies

There is no per class budget but
rather one bucket of money that is
shared amongst all classrooms.

The materials fees pay for all of the
student supplies as well as any
supplies teachers request for
projects.

Positions & expenses funded by Restricted Grants in Aide:

ESSER III \$369,797.35

ESSA \$48,893

SIA \$166,198.91

Pre-K, PE, Literacy, Roving Subs,
Horticulture, Parking lot
reconfiguration, motion sensor towel
dispensers, & Led Lighting.

*These funds can only be used as
defined and cannot be used for any
other purposes.*

Building acquisition Funds

Are earmarked funds for TLS to
someday purchase a building or land
to build their own building.
*These funds cannot be used for any
other purpose.*

Field Trips

are \$25,500 annually

Are paid for by the funds collected
from wreath sales, Holiday fair, and
other fund raisers.

Indian Education and Outdoor school
are granted field trips, which means
we are reimbursed for attending
them.

The reason we can afford to do field
trips is only through fundraising and
parent fees, which we do try to limit.

Repairs/Improvements & Catastrophic events

\$250,000 is earmarked for things like
remodeling the property at 62860
HWY 101, paving & striping the
parking lot, Correcting the roadway
on Woodstock. *This money is
earmarked and cannot be used for
salaries or benefits.*

FOLS grant funding

Fols provides TLS employees with a
means to acquire special project
funds via a grant request.

Fols does not typically provide
professional development funds,
salary or benefits.

21 ways we are all 3 different

Authentic Waldorf School

1. Typically are privately funded
2. Maintain their independence from State standard requirements
3. Allowed to create the curriculum to achieve student success
4. Use main Lesson Blocks as an integral part of teaching the whole child
5. Do not need to hold a Specific Teaching degree and can attend Waldorf Education to earn credential
6. 3 R's are: Rhythm, Ritual & Repetition
7. Spiritual affiliation practiced as part of the day
8. Teachers loop with the classes K-8 for 9 years
9. Teach to developmental stages of a child and introduce academics much later than traditional schools
10. Integrate arts in every lesson
11. Parents pay for supplies via tuition
12. No administration, teachers run the school with their admin serving in more of a 'book keeper' role.
13. Employees sit on the Board as active members
- 14a. Create their own field trips and traditions, with overnight hikes and backpacking adventures in all grades.
- 14b. Teachers have to plan entire field trips themselves.
15. Salary is based on parent tuition
16. benefits not always paid by the school depending on funding
17. Typically does not provide retirement benefits and are not partnered with PERS.
18. No state mandated sick leave
19. Prep time is before or after school
20. Teachers remain with the same students for 9-10 years.
21. There is no ORS to determine longevity or contract length

Traditional Public Schools

1. Funded by public tax dollars
2. Must meet all state standards
3. Use scripted curriculum for all subjects
4. Every subject is broken up
5. Must be a licensed credentialed teacher with a Bachelor's or Master's degree = in Education.
6. Main Focus is Writing, Reading and Arithmetic.
7. Religion is highly frowned upon
8. Multiple classes of the same grade level in one school
9. Teach to the test in each grade
10. Arts are scarce and based on funding
11. Teachers purchase much of their own supplies for the classroom and students who don't have any
12. Heavy on administration because of State requirements
13. Illegal for TSPC certified or Licensed employees to sit on the Board
- 14a. Teachers do not get regular or traditional field trips. Attend mostly only reimbursable field trips. Not every grade gets field trips each year.
- 14b. Teachers have to plan entire field trips themselves.
15. Salary is based on contracts budgeted and negotiated per SSF and each district has a cap where they can bring a new employee in at regardless of years of experience.
16. Benefits based on contracts budgeted and negotiated per enrollment in Oregon Educators Benefit Board (OEBB).
17. PERS partner
18. State mandated sick leave provided to all
19. Prep time is only 30 minutes per day or 150 minutes a week. Some unions require no less than 225 minutes of prep per week.
20. Each year teaching assignments can change grades, positions and specialties.
21. ORS 342 allows Licensed credentialed teachers a 3-year probationary period before permanency with a district

The Lighthouse School (Public Waldorf Inspired School)

1. Funded public tax dollars at a lesser rate of 95% and private donations
2. Must meet all state standards
3. Uses scripted curriculum for Math and Literacy but teachers are allowed the autonomy to create the main lesson curriculum to achieve success
4. Use main Lesson Blocks as an integral part of teaching the whole child
5. Charter Schools are allowed to employ highly qualified individuals as teachers, via a Charter Registry. But the Charter Registry does not transfer to either an Authentic Waldorf School or a traditional public school.
6. Focus on Rhythm, Repetition, Traditions, Reading Literacy and Arithmetic.
7. Provide students old school history lessons of wholesome value
8. 1 class per grade to create a sense of community
9. Follow the science and teach to each child's individual needs and abilities by engaging the whole child; head, heart and hands.
10. use specialty classes to provide the arts throughout the week.
- 11a. provide all of the approved student supplies as well as the teacher's supplies via a community budget.
- 11b. provide a personal shopper for teachers.
12. Light on Administration by combining roles required by the state.
13. Illegal for TSPC certified or Licensed employees to sit on the Board, but use parents as the Board of Directors.
- 14a. Provide traditional field trips in all grades Pre-8 that are fully planned for teachers within the state guidelines that are age appropriate.
- 14b. Teachers do not have to plan any field trips because we offer traditional field trips that are preplanned each year based on grade.
15. Salary scales are based at 90% of the state average but we are allowed to sue transferable experience to place employees on the salary schedules.
16. benefits provided through private consortium to give employees equal benefits as other public schools, but at a much more affordable rate.
17. PERS partner
18. State mandated sick leave provided to all
19. TLS provides no less than 225 minutes of prep time per week and most teachers average around over 400 minutes per week.
20. Each year assignments remain the same.
21. ORS 342 allows Charter Schools to contract on an annual basis with employees and forgoes both probationary status as well tenure.