

Memorandum

Date: December 18, 2015

To: Ms. Hosanna Mahaley Jones
Executive Director
Illinois State Charter School Commission
VIA EMAIL: state.charter.commission@illinois.gov

From: Board of Directors Chicago Lighthouse Charter School

Re: Appeal of the Chicago Public Schools District 299 Non-Renewal of the Bronzeville Lighthouse Charter School

Introduction

Bronzeville Lighthouse Charter School is currently in the fifth year of a five-year charter agreement (Agreement) with Chicago Public Schools. Pursuant to the Agreement, on October 19, 2015, BZLCS submitted a renewal application for a five-year term of July 1, 2016 through June 30, 2021. On October 26, 2015, CPS acknowledged receipt of the application and outlined the next steps in the process including a site visit and a Board vote in March 2016.

Two days after acknowledging the Charter School's complete application, the Board approved and adopted a new policy, the Charter School Quality Policy. In a frenzy of unexpected communication, within a period of five days, BZLCS received informal and then official notification of non-renewal outside of the process outlined in the Agreement. On November 2, 2015, Chicago Public Schools called to cancel the November 3 and 4 renewal site visit it had previously scheduled as part of the renewal evaluation process. CPS' Office of Innovation and Incubation made a "courtesy call" to the school on the same day as a press release announcing that BZLCS could close based upon its past performance. On November 4, 2015, BZLCS received notification that CPS officially would recommend non-renewal of the charter agreement at the November 18, 2015, Chicago Board of Education Meeting. The notification indicated that

the Office of Innovation and Incubation would “not proceed with further review of Bronzeville Lighthouse Charter School, as previously communicated on September 14, 2015 and in the renewal application materials. This includes the renewal site visit scheduled for November 3 and 4.”

Chicago Public Schools’ decision was based upon its Charter School Quality Policy which evaluates only whether the Charter School is on the Academic Warning List during the final year of the charter contract and has a current two-year School Quality Rating point value average rating of 2.5 or below. In order to make the assessment that the Charter School was on the Academic Warning List during the final year of the charter contract and had a current two-year SQR point value average rating of 2.5 or below, the Board takes into consideration the school’s performance only in the 2013-2014 and 2014-2015 school years. Thus, in its November 4, 2015, letter, the Board notified the Charter School that: “Bronzeville Lighthouse Charter School received a rating of Level 3 based on *school year 2014-2015 data* and has been placed on the Academic Warning List. Further Bronzeville Lighthouse Charter School has a current two-year SQRP point value average rating of 2.0.”

On November 18, 2015, the Chicago Board of Education voted to non-renew its agreement with BZLCS.

During the Chicago Board of Education’s December 16, 2015 meeting, board member Dr. Mahalia Hines, who was absent when the Board voted on November 18, 2015, attested BZLCS has not been given process with regards to non-renewal of its charter. We agree. We believe that CPS should have evaluated our school, in its

Comparison Metrics

The Charter School’s academic performance shall be reviewed annually relative to the performance of other schools within CPS on metrics included in the SQRP and/or on assessments mandated and other metrics measured by the State of Illinois.

(CPS Charter Accountability Plan Feb. 2015)

totality, and not just looked at data points from the past two school years. We are grateful that the Illinois State Charter School Commission exists in order to conduct that review.

As part of that process, the school's data and indicators should be compared to those of surrounding schools serving similar student populations. The indicators should be further evaluated as part of an on-site visit.

That data shows, contrary to CPS' conclusion, that BZLCS has made reasonable academic progress as demonstrated by NWEA MAP scores and the Partnership for Assessment of Readiness of College and Careers (PARCC). We, the BZLCS Board of Directors, on behalf of the school leadership and parents strongly believe that the Bronzeville Lighthouse Charter School should be allowed to continue to prepare students for college through a rigorous arts-infused program. Our students and families deserve a college-preparatory charter school in the Bronzeville community. We request that our school becomes an Illinois State Charter School Commission authorized charter school.

New Evidence of Academic Progress

If Chicago Public Schools had invested the effort necessary to evaluate whether BZLCS should be renewed, it would have learned what the new information that follow shows, BZLCS *is not* chronically underperforming **BZLCS continues to make academic progress**, and – when compared to schools serving similar student populations – BZLCS stands as *a valuable option* for the Bronzeville community. BZLCS had met head-on the challenges transitioning to the

Common Core Standards as measured by the PARCC and has done so in a safe environment in which children can discover the joys of learning and inquiring about the world around them.

New information that follow demonstrates BZLCS’ success.

1. BZLCS Graduates High School Projection for SY 2014-15
2. Average Daily Attendance
3. BZLCS NWEA MAP Data
4. 2014-2015 PARCC School Comparison
5. General School Information

1. BZLCS Graduates High School Projection for SY 2014-15

The data shows that BZLCS graduates are heading to college. Twenty-one percent (21%) of the 2014-2015 BZLCS graduates entered either a selective enrollment school or a public high school Military Academies in Chicago. Another quarter (26%) of the students entered CPS charter high schools, while less than half (45%) of the students in this cohort enrolled in their local neighborhood school. The majority of BZLCS students indicate they are headed towards college even as they enter these high school options. BZLCS is well on the way to achieving its mission of preparing students for college.

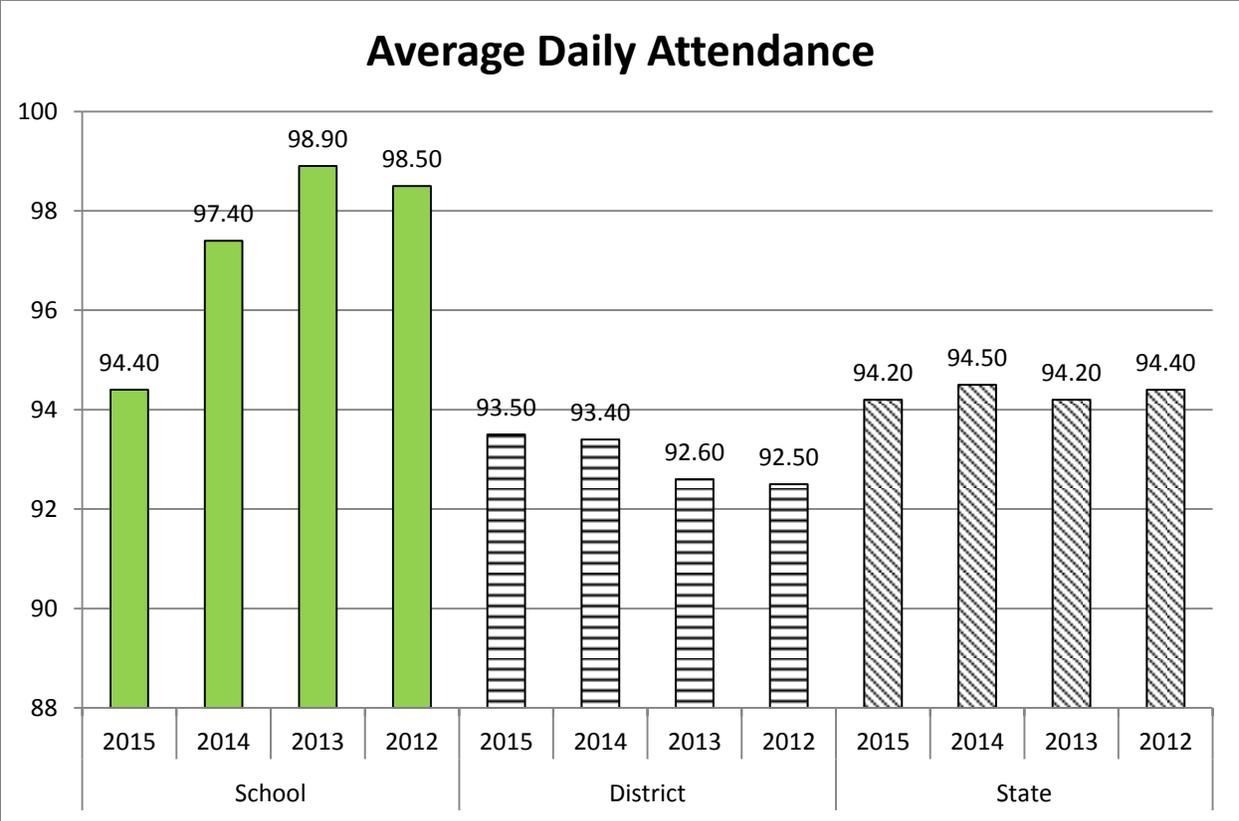
Table 1

Selective Enrollment	Military Academy	Charter	Neighborhood	Other
7	3	12	21	4
15%	6%	26%	45%	8%

2. Average daily attendance

A drop in the school's average daily attendance had a disproportionate impact on the school's overall School Quality Rating. With a weight of 20%, Average daily attendance ("ADA") carries the most weight within the CPS' School Quality Rating Policy (SQRP). As of the 2014-15 school year, by state mandate the ADA is now determined using data samples taken on four designated count days instead of two count days. That change and the harsh winter temperatures we experienced in Chicago last year are factors that contributed to a lower ADA for the school. A 3-point decrease (97% to 94%) in attendance equated to a 2-point loss on the SQRP. This loss of 2 points in attendance dropped BZLCS from a Level 2 school to a Level 3 school in the SQRP. And, as mentioned above, the Charter School Quality Policy states that a charter school at Level 3 in the last year of its charter will not be renewed. Additionally, the attendance rate at BZLCS is approximately the same as the State and the City in 2015. Also, note that in the charter term, historically BZLCS's attendance has exceeded the ADA of both CPS and the State. BZLCS should not be closed due to a *statistical* drop in attendance in a year when most school attendance rates dipped and its **average daily attendance is traditionally higher than that of CPS**.

Most significantly, in 2015 BZLCS' ADA stood at 94.4, missing Level 2 SQRP status by 00.6 points and thus nonrenewal under the new accountability system and method for calculating ADA. As captured in Graph 1 (below), BZLCS has always led and has never trailed either the district or the state in ADA for any of the four charter years.



Graph 1

3. BZLCS NWEA MAP Data

NWEA MAP results show the school is making academic progress.

The data in Table 2 (below) demonstrates that the school has increased attainment and growth since 2013-2014. The percentage of students at/above the national average performance level in Reading and Math increased in 2014-2015. Growth (the percentage of students making national average growth) was even more dramatic, especially for students in Math (where **a 20-point gain** was achieved!). On the SQRP, BZLCS only lost Attainment points for Grade 2, meaning the school *lost no Attainment points for any other grade.*

Table 2

Subject	Grades	SY2013-2014 Attainment			SY2014-2015 Attainment			SY2013-2014 Growth		SY2014-2015 Growth	
		# Students	Average RIT Score	% At/Above National Average Performance	# Students	Average RIT Score	% At/Above National Average Performance	# Students in Growth Cohort	% Students Making National Average Growth	# Students in Growth Cohort	% Students Making National Average Growth
Reading	3-8	283	207.2	37.8	277	206.1	42.2 (+ 4.4)	239	35.1	224	41.5 (+ 6.4)
Math	3-8	284	215.8	35.2	277	215.3	40.4(+5.2)	240	30.8	225	51.6 (+20.8)

Data for BZLCS; all data shown reflect the most recent NWEA norms (2015)

See CPS Performance Data: Memo Attachment 1

Again, the Bronzeville Lighthouse Charter School **NWEA MAP results show cohorts of students are making academic progress.** The analyses presented in Table 3 and described below follow students from one subject matter test administration to the next administration in the following grade in the following year. This analysis follows students over time. The vast majority of students matriculate from one grade to the next grade within BZLCS.

Analysis 1: Attainment in Reading and Math

The data shows that students are making growth in attainment in both reading and math. In Reading, four of five grades showed attainment increases between 2013-2014 and 2014-2015. In Math, three of five grades showed attainment increases. Only three grades show a decline in either Reading or Math, and in those cases the decreases are slight. Most significantly, Math Attainment data shows that two grade levels jumped by more than 20 points. As these comparisons to national norms demonstrate, BZCLS is closing the attainment gap.

Analysis 2: Growth in Reading and Math

This cohort analysis also reveals that BZLCS students are not chronically underperforming.

Given that average growth is 50%, two grade levels met or exceeded the Reading average growth

percentage in 2014-2015 and two others increased over 40%. In Math, four grade levels

exceeded average growth projections by 9 to 20 points in 2014-2015. And, the data shows that

all grades grew more significantly in 2014-2015 than in 2013-2014. Moreover, the data show

that the negative numbers relate to grades 3 and 4. As students stick with the BZLCS rigor,

however, the data show that they will make gains in both attainment and growth.

Table 3

NWEA Cohort Analyses 1 and 2

Attainment % At or Above Nat'l Norm						Growth % At or Above Nat'l Norm					
Reading	# Students	2013-14	# Students	2014-15	Difference	Reading	# Students	2013-14	# Students	2014-15	Difference
Grade 3	46	32.6	51	31.4	-1.2	Grade 3	37	27.0	39	35.9	8.9
Grade 4	46	34.8	45	42.2	7.4	Grade 4	39	35.9	38	47.4	11.5
Grade 5	48	20.8	40	40.0	19.2	Grade 5	42	21.4	27	44.4	23.0
Grade 6	45	35.6	42	42.9	7.3	Grade 6	34	47.1	34	55.9	8.8
Grade 7	55	47.3	47	57.4	10.1	Grade 7	47	32.5	44	50.0	17.5

Math	# Students	2013-14	# Students	2014-15	Difference	Math	# Students	2013-14	# Students	2014-15	Difference
Grade 3	47	25.5	50	24.0	-.1.5	Grade 3	38	7.9	39	59.0	51.1
Grade 4	46	34.8	46	28.3	-6.5	Grade 4	39	7.7	39	30.8	23.1
Grade 5	48	20.8	40	40.0	21.7	Grade 5	42	28.6	27	59.3	30.7
Grade 6	45	42.2	42	47.6	5.4	Grade 6	34	61.8	34	70.6	8.8
Grade 7	55	41.8	47	68.1	26.3	Grade 7	47	51.1	44	70.5	19.4

4. 2014-2015 PARCC School Comparison

The Comparison to surrounding Chicago Public Schools shows: BZLCS is not underperforming.

The Partnership for Assessment of Readiness of College and Careers, PARCC, is the state’s test of achievement. Students who meet or exceed expectations are likely to be on track for the next grade level and ultimately for college and career readiness. Success on the PARCC aligns with the mission of BZLCS: to prepare students for college and careers through a rigorous arts infused educational program.

Table 4 (below) contains a comparison of BZLCS to local CPS schools. As the data in the table demonstrates, BZLCS is outperforming other neighborhood options. BZLCS has the lowest percent of students who did not meet the rigorous standards of PARCC by significant differences.

Table 4

School	%E	%M	%A	%PM	%DNM
BZLCS	1	16	31	33	20
Beethoven	1	14	24	35	27
Burke	0	6	12	32	51
Doolittle	0	6	20	40	35
Dulles	0	3	14	34	50
Fuller	0	7	25	40	28
Hendricks	2	18	26	26	29
Mollison	0	6	17	37	40
I.B.Wells	0	15	32	32	21

E = % Exceeds Standards %M = % Meets Standards %A = % Approaching Standards %PM = % Partially Meets
 %DNM = % Does Not Meet Standards

Only one neighborhood school excels beyond BZLCS when combining the percent of students Meeting and Exceeding PARCC standards, as reflected in Table 5 (below).

Table 2

School	% combined Meets and Exceeds
BZLCS	17
Beethoven	15
Burke	6
Doolitte	6
Dulles	3
Fuller	7
Hendricks	20
Mollison	6
I.B.Wells	15

BZLCS should remain open to the students of this neighborhood and beyond. Fifty percent (50%) of BZLCS scholars live in the attendance areas of the CPS neighborhood schools in this comparison; that 50% is comprised of 237 scholars. Closing BZLCS will increase the disadvantages of an already underserved community. Although some selective enrollment and charter schools exist in similar areas, because current BZLCS scholars would need to apply and/or participate in a lottery to enroll at those locations if BZLCS is closed, literally hundreds of scholars could lose access to the type of higher performing school option they and their families enjoy at BZLCS.

5. General School Information

School Name (Legal Name) Bronzeville Lighthouse Charter School (BZLCS) 2006-2016

Organization Website www.lighthouse-academies.org/bronzeville

School Leader (Name & Title) Christina Page, Principal

School Vision & Mission

Vision The vision is that all students will be taught by highly effective teachers in an arts-infused nurturing environment and all students will aspire to high levels of achievement, academically and social-emotionally, which will enable them to graduate meeting the expectations of a challenging and enriched high school college preparatory program. BZLCS teaches the LHA Habits of Scholars which describe the essential skills and qualities of: active community membership, critical thinking and creativity, effective communication, self-direction and self-management. With these tools, BZLCS scholars will ultimately be successful college graduates, productive life-long learners, and contributive citizens.

Mission The mission is to prepare BZLCS scholars to succeed through a rigorous arts-infused educational program; to provide all scholars with the socio-emotional foundation necessary to carry them through high school and college.

Student Population

BZLCS serves a historically under-served, “at-risk” population with economic and educational disadvantages (see Table 6 below for a breakdown). The student population is 94% low-income and 95% African American. The school has experienced a 24% turnover, welcoming 124 new transfer students in the 2014-15 school year. Many students especially transfer students, who did not start their academic careers at BZLCS, have entered BZLCS one to two years below grade level (or more) in Reading and Math. The population of Diverse Learners has also is 13%. BZLCS’ Diverse Learners’ staff, consisting of Learning Behavioral Specialists and Paraprofessionals, maintains and constantly refines a responsive Multi-tiered Support System of interventions to support this population. Extensive professional development prepares teachers to triangulate data from formative and summative assessments to differentiate instruction for the wide range of proficiency levels within the classrooms. A successful integration of new students

from a wide range of different schools, and a successful transition to a new school culture of achievement and respect has been accomplished. BZLCS has established school-wide systems, rules, routines, and procedures and provides high quality professional development program to build teachers' capacity to develop a positive classroom culture and which handles behavioral infractions using a solution-oriented, restorative approach. All students, those new to the school and those who have been in attendance for many years, are learning in an atmosphere of high academic expectations and a culture of respect and personal responsibility.

Grades Served	Total Enrollment	Average Daily Attendance		
K-8	470	94.6%		
Low-Income	Diverse Learners	Racial/Ethnicity		
94%	13%	95.3% Black	0.6% Latin	4.1% Other

BZLCS Performance Goals (in the current charter)

Although the Renewal Process for CPS did not require the reporting of these goals and results, they are reported here. All but two goals were achieved or are close to the targets. The value of attainment of these goals *was not considered* in the charter renewal determination process.

Metric	Tool	Status
Goal 1: Accelerate Academic Achievement for all students		
Achieve 1.5yrs annual growth in Reading for all students below grade level	S-S NWEA	Not Met
Achieve 1.5yrs annual growth in Math for all students below grade level		Not Met
Achieve 1yr annual growth for students at/above grade level in Reading		Met
Achieve 1yr annual growth for students at/above grade level in Math		Met
Achieve 10% increase in the number of Diverse Learner scholars meeting or exceeding state standards in Reading in grades 3-8	PARCC	2016
Achieve 10% increase in the number of Diverse Learner scholars meeting or exceeding state standards in Math in grades 3-8	PARCC	2016
Goal 2: Develop human capital and professional capacity by recruiting, supporting, and retaining high quality teachers and leaders.		
Proficient teachers observed with feedback conference at 2 times per month; Basic and unsatisfactory teachers observed with feedback 4 times per month	Bloom Board Data	Met
The 5 Essentials on survey, with 90% teacher and student participation rate	5 Essentials	76.7% T

	Results	<i>(approaching)</i> 88.5% S <i>(approaching)</i>
Goal 3: Improve communication and deepen community engagement through meaningful family and community involvement.		
Maintain an active enrollment of 478 and a waitlist of 45	Power School Reports	470 <i>(approaching)</i>
Goal 4: Ensure safety and wellness by strengthening the foundation of school culture based on high expectations for respect and good citizenship.		
By end of year, 90% of classroom teachers proficient in Domain 2	Bloom Board Data	Met
Achieve 95 % Average Daily Attendance	ADA reports	94.4 <i>(approaching)</i>

School Design & Education Program

Bronzeville Lighthouse Charter School and Lighthouse Academies, the school’s management organization (“LHA”) implement a school design and educational program that consists of instructional methods and non-negotiable elements of the LHA educational model that are represented below.

CORE	GUIDED	OPEN
All LHA schools will implement these components (to be implemented with fidelity.)	Schools will implement, but have flexibility in how to implement (with LHA network support.)	Schools will implement, but have flexibility in how to implement (with unique implementation determined at BZLCS.)
Assessment and Data Driven Instruction		
<ul style="list-style-type: none"> • Data Driven Instruction • Report Cards and Progress Reports • LHA Grading Policy 	<ul style="list-style-type: none"> • Formative and Summative Program imbedded Assessments • LinkIt State Aligned Interim Assessments • NWEA 	<ul style="list-style-type: none"> • Homework • Weekly Home/school communication • Exit Tickets
Standards-Based Planning and Instructional Resources		

<ul style="list-style-type: none"> Standards-Based Planning Backwards Planning Vertical and Horizontal alignment – academy and grade level meetings Rubrics in all subjects Core Knowledge K-2 Expeditionary Learning ELA 3-8 Eureka Math K-8 	<ul style="list-style-type: none"> Maximizing Instructional Time and Pacing Inclusive Model – Response to Intervention program Literacy Focus 	<ul style="list-style-type: none"> Field Experiences Technology Integration Posted Student Work with standards and rubrics
Social Development and Arts Infusion		
<ul style="list-style-type: none"> LHA Code of Conduct Habits of Scholars: Active Community Membership; Critical Thinking; Effective Communication, Self-management and Self-Direction Morning Meeting and Class Meetings Rich arts experiences 	<ul style="list-style-type: none"> Classroom Culture Checklist Annual Orientation Adult and Student Dress Codes Restorative Practice Social Contracts - Rules and Logical Consequences Art infusion in core classes 	<ul style="list-style-type: none"> Town Hall Meetings Student Recognition Morning Routine Closing Circle College visits Arts shows and student performances
Coaching and Development		
<ul style="list-style-type: none"> Danielson Framework for Effective Teaching and Evaluation All teachers observed weekly and provided targeted coaching sessions 	<ul style="list-style-type: none"> Weekly professional development Grade Level/Content Area Meetings 	<ul style="list-style-type: none"> Faculty Meetings
Vision and Mission		
<ul style="list-style-type: none"> Making Families Partners Family-Student-School Compact Ongoing Family Communication Open Door Policy 	<ul style="list-style-type: none"> College Focus Family-Teacher-Student Conferences Home Visits Monthly Family Meetings 	<ul style="list-style-type: none"> Weekly Communication with Families
Other		

<ul style="list-style-type: none"> • Heterogeneous Grouping • PowerSchool and PowerTeacher 	<ul style="list-style-type: none"> • Coordinating, and Tracking Assessment data 	
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Educational Model and Evidence

The educational model is based on well-documented research pertaining to effective curriculum, instructional methodology, social-emotional development, and high quality support systems for college preparation. The research base for the educational program at BZLCS appears below.

College Preparatory Focus

Studies show that a strong college-bound culture is essential for success in modern workplaces. The college-bound culture at BZLCS ensures that – from Kindergarten on through high school graduation – school is not viewed as the end game, but as a means to a greater goal. A recent survey conducted by Deloitte LLP showed that 70% of high school students say they “definitely” will attend college, but only 27% feel their high school prepared them for college level courses. Every aspect of the BZLCS model gears toward attending and succeeding in college. Reminders appear throughout the school environment and experience. College banners in classrooms and halls, names of alma maters for all staff listed outside their classrooms, and college visits every year beginning in middle school all help students recognize that college is an *expected* goal and that success in college is attainable with proper work ethic and support.

Approach to Curriculum

At Bronzeville Lighthouse Charter School we prepare our students to be successful in college through a rigorous arts-infused program. Our school follows national, state and local guidelines to provide the highest quality of instruction to our students. All BZLCS instructors follow rigorous academic standards as the core of their instructional approach.

Additionally, we have adopted the Common Core State Standards (CCSS). As the basis of our academic program, the school has adopted research-based, rigorous curricula that align to the CCSS. These curricula were vetted by both internal and external content and pedagogy experts to ensure their alignment to CCSS and their adaptability to meet the needs of our students. Teachers utilize these curricula as a foundation for their scope and sequence, unit plans, and as a starting point for daily instruction. Teachers work diligently to modify and supplement these curricula in order to meet the needs of their students while ensuring that they maintain fidelity to the rigor of the curricula and the standards.

As an example from STEM curricula, in grades K-8 BZLCS has adopted the Eureka Math program. This program is not only aligned to the CCSS, but was developed in response to the rigor of these standards. Eureka has a heavy emphasis on real world problem solving, conceptual understanding, mathematical justification, and mathematical fluency. The program also includes a rigorous set of formative assessments that enable the teacher to monitor student progress and adjust course as needed to ensure growth towards and mastery of the grade level standards.

In grades K-2, BZLCS has adopted a balanced literacy approach to language arts instruction that emphasizes foundational skills, read aloud and shared reading instruction, and independent or guided reading. The Core Knowledge Language Arts (CKLA) curriculum is the source of both the foundational skills instruction and the read aloud/shared reading instruction. In line with the CCSS, the CKLA program heavily emphasizes informational texts and utilizes these routinely

during read aloud and shared reading instruction. During independent or guided reading, students use texts from their classroom library that match or are just above their individual reading level.

In grades 3-8, BZLCS has adopted Expeditionary Learning as its English Language Arts program. Expeditionary Learning reflects the balanced literacy approach introduced at the K-2 level and furthers the emphasis on close reading of complex informational texts required by the CCSS. In addition, the Expeditionary Learning program includes robust performance tasks designed to align to the PARCC Framework.

In grades K-8, our school chooses our science and social studies curriculum programs from a list that has been vetted for rigor and alignment to the CCSS. For science, these include *FOSS* published by FOSS and Delta Education, and *SEPUP* published by Lab-Aids. For social studies, the recommended curriculum programs are *My World Social Studies* published by Pearson, *History Alive!* published by TCI, and *The Alexandria Plan* published by CommonCore.org.

Governance & Leadership

Governance (Ref Folder III Operational Performance Documents; files III.C 1-12)

The Board of Directors (BOD) for BZLCS holds the primary responsibility for governing the school and for ensuring academic success and financial efficiencies and they acknowledge that academic success and financial efficiency are interdependent. The BOD has agreed to hold LHAs accountable for providing the academic program and for doing so with financial efficiency. National and regional educational leaders work in partnership with BZLCS to ensure quality and accountability in the areas of data-driven instruction, curriculum and assessment, teacher and leader quality, and student engagement and arts infusion. Additionally, the LHA Finance team (funded through the LHA network) works to align the expenditures of school funds

with academic priorities jointly identified by the BOD and LHA to maximize the impact of all educational decisions. Financial efficiency is demonstrated through regular internal operating reviews, monthly financial reports to the BOD, and annual independent audits. Financial efficiency is achieved, in part, through the power of the network that employs hundreds of educators and has arranged contracts with vendors that include volume discounts. The Board of Directors provides oversight of financial operations through appropriate internal controls that begin with monthly sign off and approval of monthly operating expenses and close monitoring by the Finance Subcommittee of the Board.

***Leadership** (Ref Folder O Introduction to School Documents; file Intro.a Org charts and Job Descriptions)*

School leadership is structured, focused and strategic. The school is led by a principal in partnership with the local Regional Vice President and a leadership team.

***Operations** (Ref Folder III Operational Performance Documents)*

Bronzeville Lighthouse Charter School, its Board, and LHA share the goal that school leaders' primary foci should be teaching and learning and that equally important school operations should be handled by staff with the skills and experience to handle day-to-day operations, allowing other school leaders to focus on educational excellence. School Operations are supported by two key positions:

Regional Operations Manager

Primary Responsibility: Systems Development, Monitoring and Oversight

- Collaborate with national functional teams and external partners to identify, implement core Lighthouse systems and procedures with fidelity.

- Identify region/authorizer specific operating requirements and ensure that all schools in the assigned regions have systems to ensure compliance.
- Collaborate with national functional teams to create and maintain network compliance dashboard to ensure that all schools and regions are lead with operational excellence.
- Collaborate with Finance Team to develop comprehensive budget creation, accounting and management process.
- Collaborate with national functional teams to create process for the development of School Operations team's Professional Development Plans and evaluations.

School Operations Manager

Primary Responsibility: Operational Leadership

- Implement school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, National School Lunch Program, student information systems, procurement, compliance tracking, and budget management.

Additional Responsibility: Compliance

- Capture and organize key school data with reliability for the creation and completion of various compliance reports (attendance, enrollment, staffing, etc.).
- Manage and successfully complete all necessary compliance reporting to the Local, State, Federal Government, and LHA stakeholders.
- Ensure that all fire, life, and safety regulations and procedures are implemented ensuring the well-being of all school staff and scholars.
- Support the coordination of family and community partnerships to conduct the school's lottery and enrollment process with integrity and uniformity.

Additional Responsibility: School Operations

- Update and maintain accurate student records and data in student information system.
- Manage the daily execution of the school's national school lunch program.
- Ensure that the transportation needs of scholars are met with the budget.
- Oversee all school cleaning services and cleaning staff to ensure that the facility is well maintained and continues to be a source of pride in the community.
- Manage school's inventory process with external vendors.
- Manage school work order system.
- Support Charter Facilities Management with any facility related initiatives as needed.

Additional Responsibility: Business

- Support the development, management, and maintenance of the procurement lifecycle, including but not limited to: vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment.
- With regional and national office support, maintain school's financial management system (QuickBooks).
- Support the Principal in the development and management of the annual budget to ensure that school meets its financial goals.

Additional Responsibility: Information Technology

Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touch-point to regional and national IT staff.

- Support the National Office in the administration of the E-Rate program.

Additional Responsibility: Human Resources

- Process background check as required by state, authorizer and LHA policies and procedures.
- With regional and national office support, serve as human resource administrator as it relates to employee information and benefits.
- Maintain and update all employee files.

Finance

Budget Narrative

Bronzeville Lighthouse Charter School Budget Justification

Note: Revenue and expense amounts in year one (FY16-17) are based on actual numbers from the prior year. Years two through five include a 1% increase in revenues, and 3% increase in expenses, except for line items calculated as a percentage of other amounts, such as Authorizer Fees.

Revenue:

Based on a student enrollment of 478, Bronzeville Lighthouse Charter School (BZLCS) relies on the standard reimbursement amounts for per pupil, SGSA and Special Education funding. The school does not envision requiring supplemental funding from grants or fundraising.

Staffing:

The five-year budget utilizes a staffing total of 57.75 FTE, six of whom are administrators, twenty-three teachers, and 23.75 specialists and service providers. The

average gross salary including taxes and benefits is approximately \$72,000, which is within the comparable range for the district and the state. Average class size under these projections is just under 23 students per class. Salary costs increase by 3% to account for cost of living increases, bonuses and inflation.

Facilities:

In the first year, BZLCS has allocated \$650,000 for rent along with repair and maintenance of facilities, which grows in future years at a pace of 3%. These amounts are conservative, meaning that they are on the higher end of expected amounts. Also, there is a one-time cost of \$200,000 to move existing FFE from the existing facility to the new one.

Net Income:

In spite of conservative growth rates, the school's Net Income is over \$500,000 in all five years of this projection. A contingency reserve of \$350,000 which grows at 3% per year is included in these estimates.

Cash on Hand:

Currently, BZLCS has cash on hand in excess of \$1 million. Under this five-year budget, there are no significant or anticipated shortfalls of cash. Cash on hand balance should not descend below \$1 million at any point in the five year period.

Attachments:

CPS Performance Data: Memo Attachment 1

Budget: Memo Attachment 2 Facilities: Memo Attachment 2.a

Capacity to Serve as LEA: Memo Attachment 3

BZLCS Capacity to Serve ELL: Memo Attachment 4