



LODESTAR

A Lighthouse Community Public School

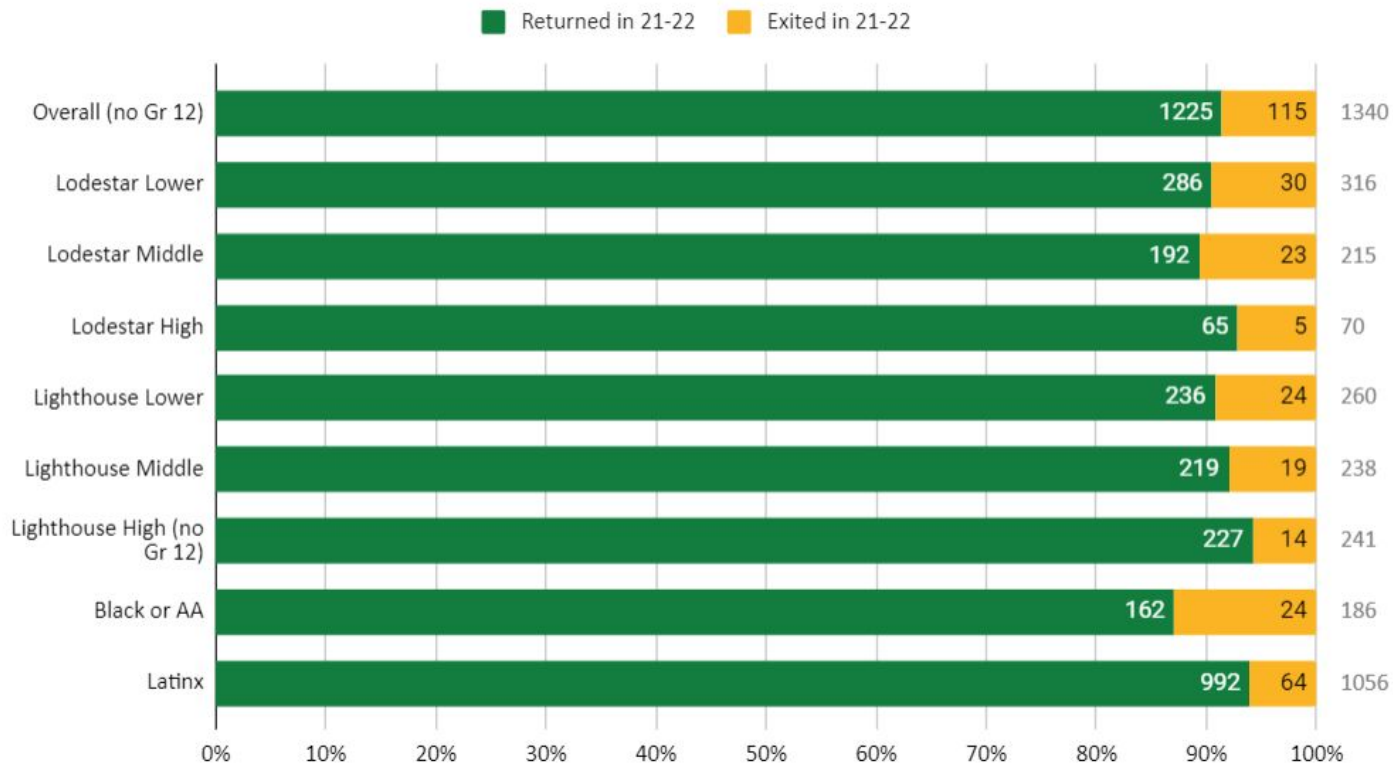
Academic Update
October 6, 2021

Critical Data, Analysis, and Actions for 6.2 and 6.3



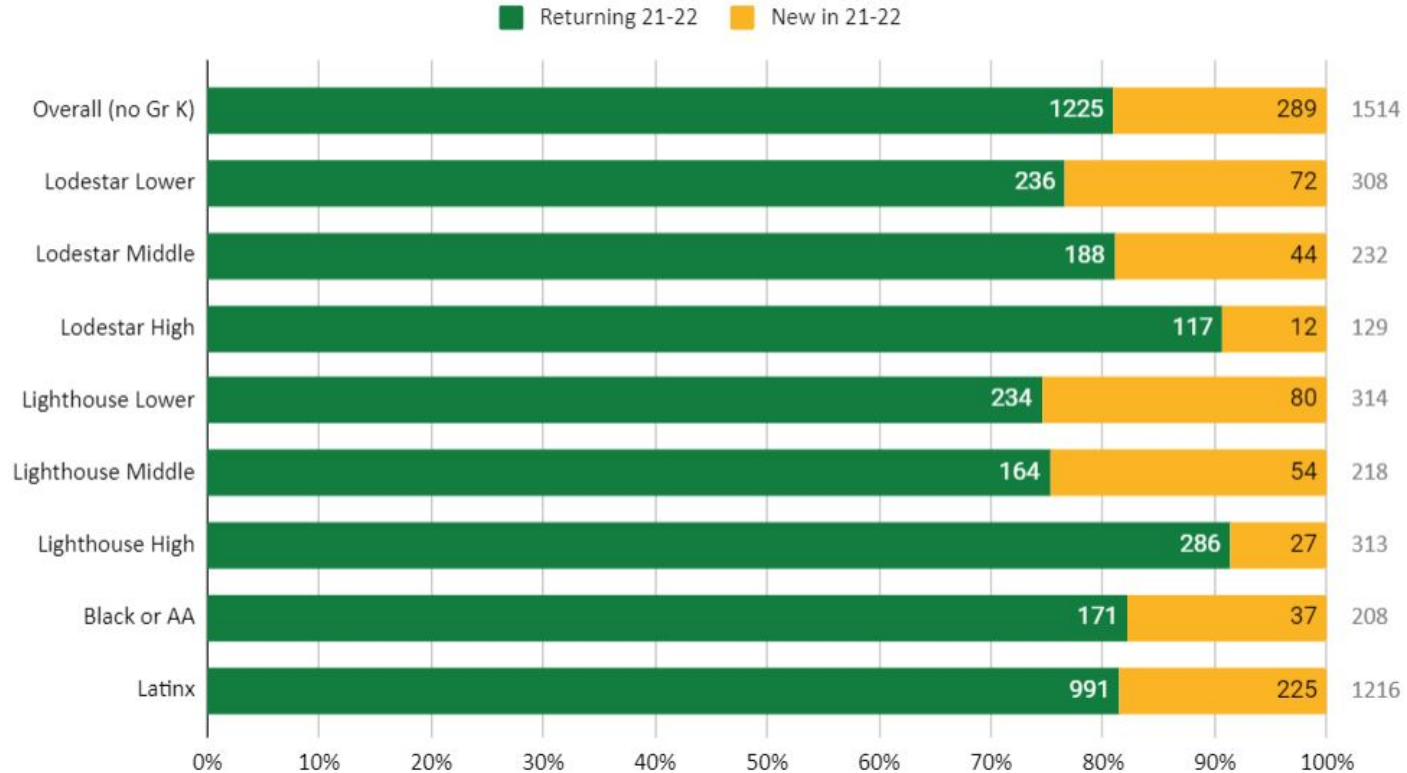
LCPS 21-22 SY - 91% Student Retention

LCPS Students: Number Returning in 21-22

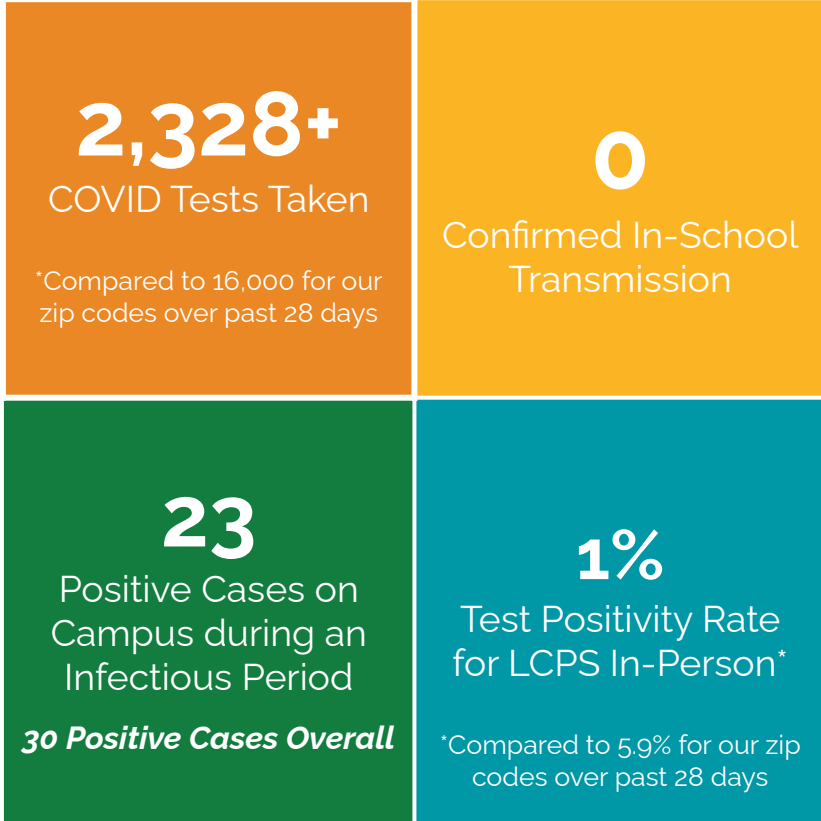


LCPS 21-22 SY - 289 New Students

LCPS Students: Number New in 21-22



LCPS 21-22 SY COVID Data



	New Cases by Week				
	8/9	8/16	8/23	8/30	9/6
LH	5	3	1	1	2
L*	3	3	3	1	1
LCPS Total	8	6	4	2	3



STRATEGIC SOLUTIONS

MULTI-TIERED TEACHER COVERAGE

- External Substitute Providers **30-50%**
- Credentialed After School Staff
- Prep Coverage
- Combine Classrooms 4-6 Students
- Leaders Teach

**HIRED IN HOUSE SUBSTITUTES AT
EACH SITE**

**TIGHTENING COVID-RELATED
TEACHER ABSENCE PROTOCOLS**

**TIGHTENING
CONTACT TRACING TOOLS**

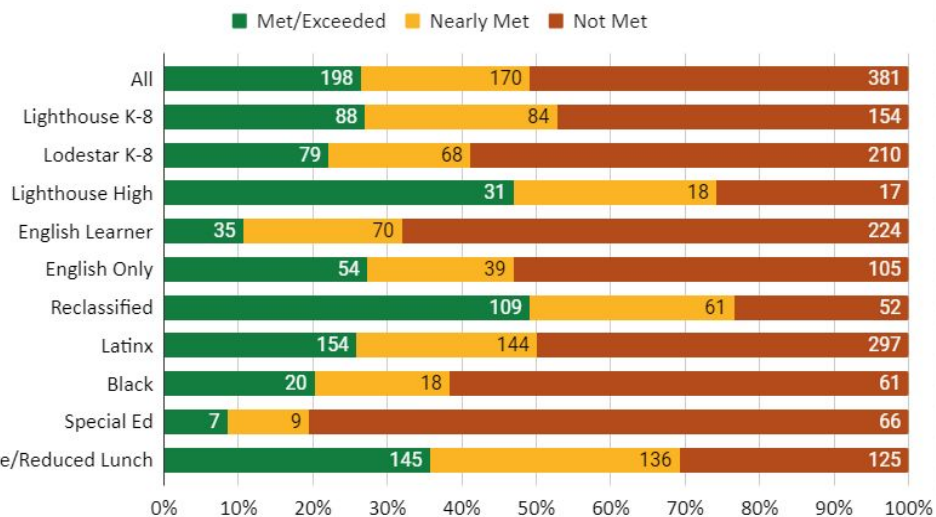
Data Availability

- Minimal CA data available due to COVID from SY 20-21
 - School-to-school comparison not officially published yet, as only 700K students were assessed across CA
 - No data for 19-20
- Many LEAs, including OUSD, did not administer test last year
- LCPS one of the few to administer because we needed to:
 - Measure student growth for college/career readiness accuracy
 - Ensure LCPS had official data set for Lodestar's charter renewal which was extended 2 years per SB 130

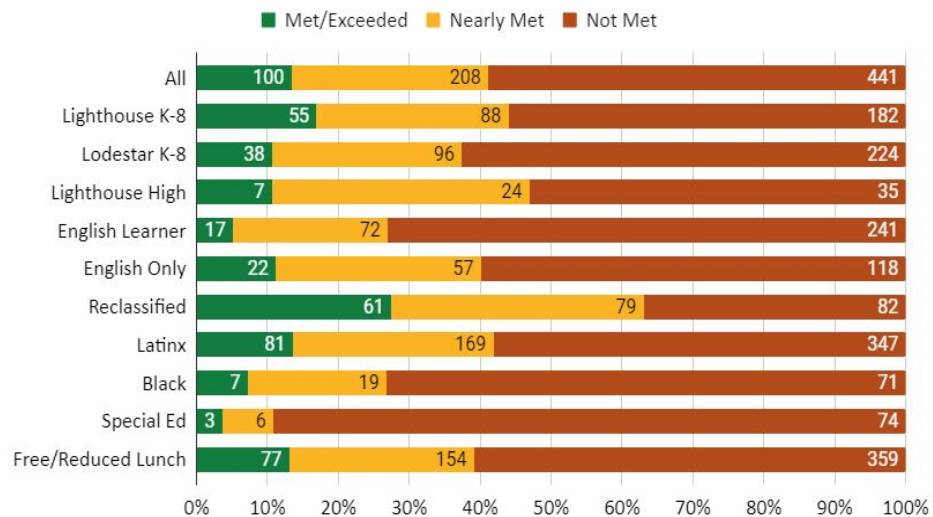


CAASPP - Data Deck

LCPS CAASPP 2021 - ELA

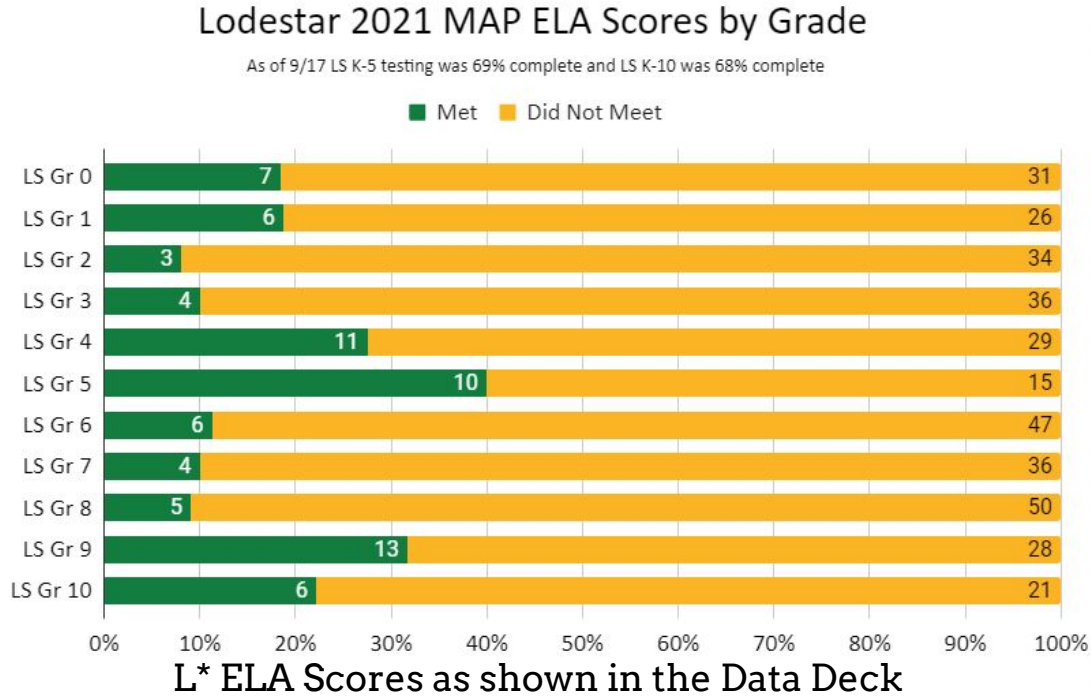


LCPS CAASPP 2021 - Math



MAP Data - Data Deck

Most grades showing a severe impact from COVID on MAP scores



Trend. Analysis. Action.

Redesignated Emerging Bilinguals (ELLs) outperform English only peers.

Mastery of language skills is essential to the academic success at least 56% of our student population.



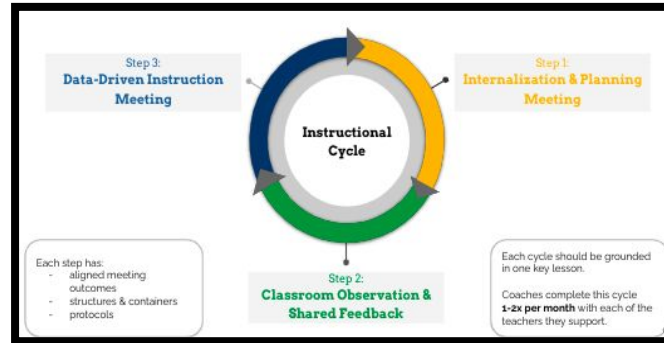
Action: Through weekly and monthly walkthroughs, we will monitor the quality of integrated and designated ELD.

integrated: language clarification and acquisition support provided during regular content area lessons to ensuring understanding of content and academic language used in each lesson

designated: protected instructional time used to support acquisition of language as evidenced by purposeful use of language, meaningful interactions, and an understanding how language works.

Trend. Analysis. Action.

Instruction Partners
Walkthrough Rigor
Indicator
ELA>Math



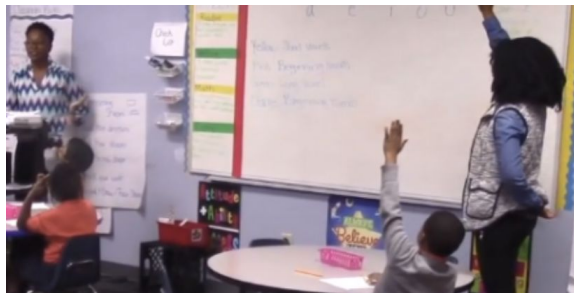
ELA Modules adopted and **implemented** by teachers with greater fidelity to standards in the face of student misconception.

Action: Through our **coaching cycle with math teachers**, instructional leaders will support **internalization**, observe for rigorous **instruction**, and collaboratively analyze student work in Altitude for **impact**.



Trend. Analysis. Action.

Instruction Partners
Walkthrough
**Core Action 2:
Ensuring Student
Learning**



As we shifted our focus to preparation for teaching, we must maintain a focus on instructional practices that amplify student learning within the lesson.

Action: During live coaching sessions, we will focus on instructional practices like **checks for understanding** and **text dependent questions** to illuminate and respond to student misconceptions thereby **ensuring student learning**.

live coaching: instructional leaders provide reminders, feedback, or modeling to teacher on a agreed upon goal.

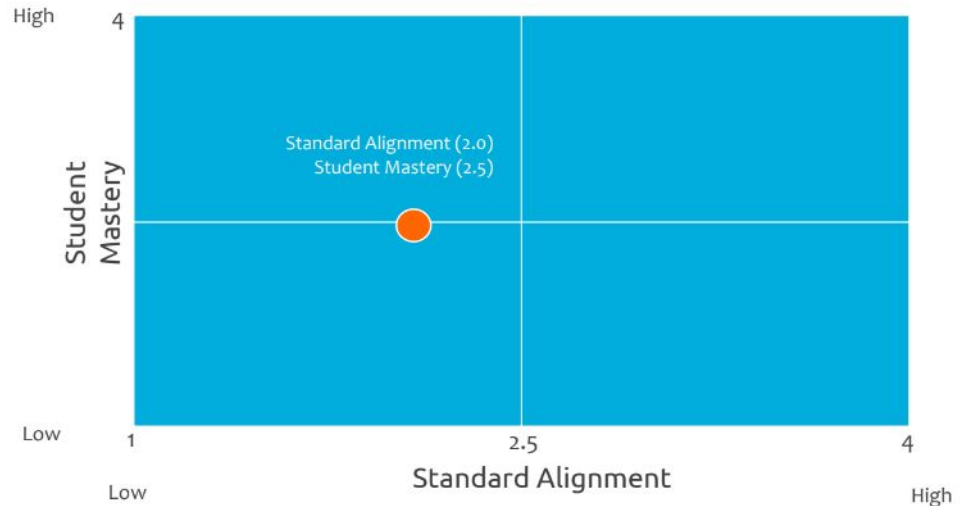
Appendix (slides from AAC)



IP: Lighthouse - Math

IPG Indicator	9/15/2021
Standard Alignment	2.0
Mastery	2.5
1A: Grade level standards	75%
1B: Connections to prior knowledge	75%
1C: Targets aspect(s) of rigor	50%
2A: Teacher makes math clear	2.3
2B: Teacher shares student responses	1.8
2C: Teacher checks for understanding	2.0
2D: Teacher facilitates summary	2.3
2F: Teacher affirms students' potential	2.0
3A: Students do the majority of work	2.3
3B: Students productively struggle	2.3
3C: Students display thinking	2.0
3D: Students talk to improve understanding	1.8
3E: Students use mathematical language	1.8

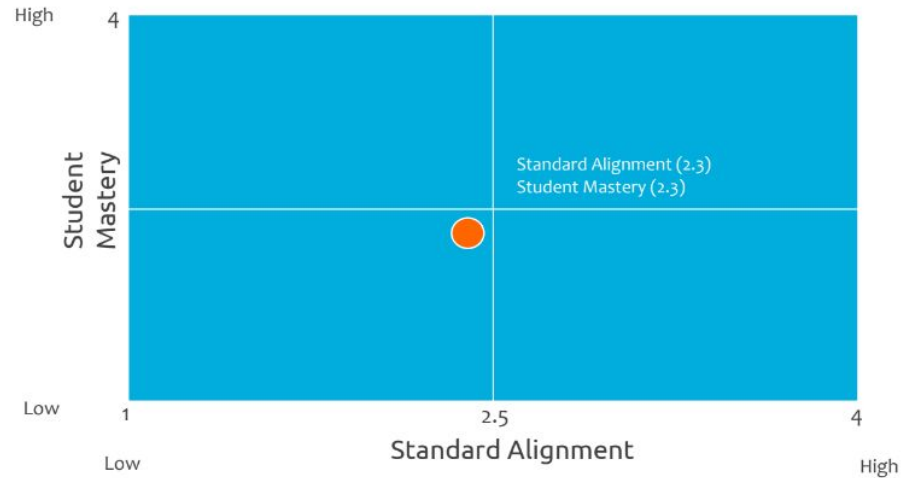
Math student assignments vs. math observed lessons



IP: Lodestar - Math

Math IPG Comparison	Sept. 14, 2021
Standard Alignment	2.3
Student Mastery	2.3
On grade level (1.A)	100%
Relates new concepts (1.B)	100%
Appropriate Rigor (1.C)	0%
Concepts are explicit through multiple representations, explanations, and/or examples (2.A)	2.7
Strategic student sharing (2.B)	2.0
Effective checks for understanding (2.C)	2.0
Summary of the mathematics (2.D)	2.0
Supporting, affirming feedback (2.F)	2.0
Students work with grade level problems and exercises (3.A)	2.0
Students persevere in solving problems (3.B)	1.7
Students explain their thinking (3.C)	2.0
Student to student conversations (3.D)	1.0
Precise math language (3.E)	1.0

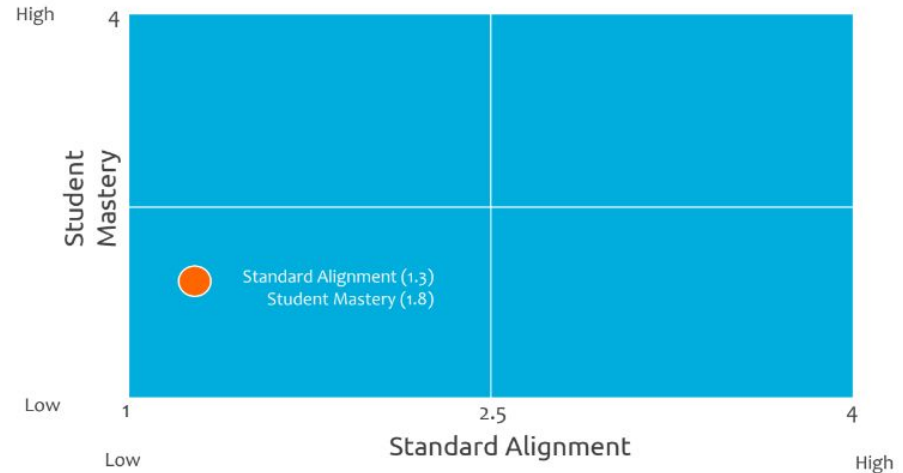
Math student assignments vs. math observed lessons



IP: Lighthouse - ELA

IPG Indicator	9/15/2021
Standard Alignment	1.3
Mastery	1.8
1A: Text-centered	100%
1B: Appropriate Text	100%
2A: Questions attend to qualitative complexities	1.5
2B: Text evidence	1.5
2D: Sequence of questions	1.5
2E: Checks for understanding and feedback	1.3
2F: Teacher affirms students' potential	1.5
3A: Students do the majority of work	1.5
3B: Students productively struggle	1.5
3C: Accurate and precise evidence	1.5
3D: Students talk to improve understanding	1.5

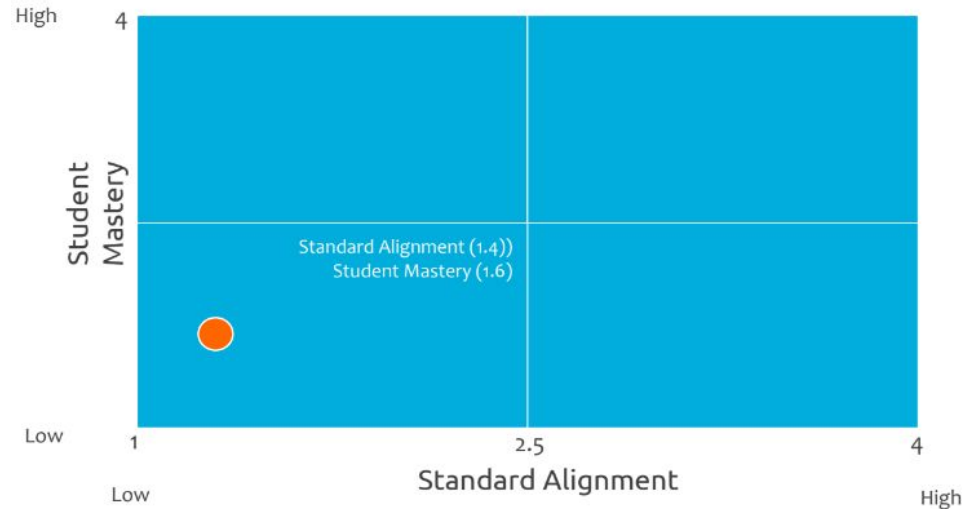
ELA student assignments vs. ELA observed lessons



IP: Lodestar - ELA

IPG Indicator	9/14/21
Standard Alignment	1.4
Mastery	1.6
1A: Text-centered	80%
1B: Appropriate Text	80%
2A: Questions attend to qualitative complexities	1.6
2B: Text evidence	2.2
2D: Sequence of questions	1.6
2E: Checks for understanding and feedback	1.4
2F: Teacher affirms students' potential	1.8
3A: Students do the majority of work	1.4
3B: Students productively struggle	1.4
3C: Accurate and precise evidence	1.8
3D: Students talk to improve understanding	1.2

ELA student assignments vs. ELA observed lessons



Coherent Team Structures

Academic Anchors

design and develop
capacity of leaders to
drive the academic
model using leader key
actions.

Principal's Crew

plan implementation of
aligned instructional
model using common
practices
practices

Academic Performance

Monitoring

analyze
implementation and
impact of key actions
and common



Consistent Communication Tools

- Change Management
- Shared Leadership
- Leadership Engagement
- Aligned Implementation

6.1.2: August 16-20	
COMMON PRACTICE 2: LCPS VISUAL GUIDELINES for colors, fonts, and logos to brand our organizational identity. <ul style="list-style-type: none">- All student-facing materials including slides, Altitude cards, charts, whiteboards have the Lighthouse logo, color branding, and racially and culturally representative image.- All student-facing materials including slides, Altitude cards, charts, and whiteboards have three learning targets: content learning targets, HoWL targets, and language development targets- All small group instruction should have learning targets for each group (table tents, tabletop whiteboard, menu chart, etc.)- All Daily Schedule/Agenda should match the course name (i.e. EL Modules, D.I Block, etc.)	
SHARED ACCOUNTABILITY: LCPS Instructional Leaders Walkthrough Monday, 8/23/21	
M, 8/16	LCPS Walkthrough: Safety APM: Walkthrough Data Analysis + Live Coach Modeled
T, 8/17	Launch Safety Coaching
W, 8/18	<u>Professional Learning</u> : Virtual Learning Proactive Plan + Assessment Administration Protocols
F, 8/20	Course Curriculum Maps here LCPS K-5 * LCPS 6-12 , Course Syllabi Naming Convention: L* English 9 Syllabus

Example of weekly SWAG



Academic Performance Monitoring

Implementation Walkthroughs

- Leadership Key Actions
- Teacher Common Practices

Impact Meeting

- Data Analysis
- Action Planning

6.1.5	9/6-9/10	SAFETY SOCIALIZE	<p>Site-Based Leaders to Reinforce, Celebrate and Launch Accountability/Support System</p> <ul style="list-style-type: none">• COMMON PRACTICE 1 Safety Intensive Coaching: Lodestar• COMMON PRACTICE 2: LCPS Visual Guidelines/Intentional Learning Space <p>COMMON PRACTICE UC Scout 2: UC Scout Instructional Model for Tier 1</p>	<p>Reading Foundational Skills (DI Block) Walkthroughs AP PLC 9/8/21</p>
-------	----------	------------------	--	---

Model of Academic Performance Monitoring

