



LCPS Local Indicators Progress for Fall 21

Annually, LEAs in the state of California assess their progress towards local indicators using State Board of Education (SBE) approved standards. The approved performance standards require each LEA to:

- Annually measure its progress in meeting the requirements of LCFF Priorities 1, 2, 3, 6, and 7.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the LEA's Board of Directors, aligned to the adoption of the LEA's LCAP.
- Report the results to the public through the CA School Dashboard using the SBE-adopted self-reflection tools for each local indicator.

Providing these updates to the CA School Dashboard gives each LEA a "Standard Met" in the following Areas:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Please review and discuss our LEAs' progress towards local indicators (over the 20-21 school year) as reported by staff below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

	Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant teacher positions
LH K-8	4	8	0
LH 9-12	3	7	0
Lodestar	6	2	0

	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
LH K-8	0%
LH 9-12	0%
Lodestar	0%

	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
LH K-8	0
LH 9-12	0
Lodestar	0

Implementation of State Academic Standards (LCFF Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	

ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards			X		
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		

World Language				X	
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5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

(Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA has been devoting significant time to implementing the ELA, Math, and ELD standards -- through professional development and learning, strategic initiatives, and performance monitoring in these areas. Future professional development work will support full implementation of the Career Technical Education Standards, Health Education Content Standards, Physical Education Model Content Standards, and Visual and Performing Arts Standards.

Parent and Family Engagement (LCFF Priority 3)

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
<p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</p>				X	
<p>2. Rate the LEA's progress in creating welcoming environments for all families in the community.</p>				X	

<p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p>				<p>X</p>	
<p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p>				<p>X</p>	

3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA has strong relationships with its families that were critical over shelter in place due to COVID-19 and subsequent reopening during the 21-22 school year, with many formal and informal opportunities for 2-way communication between families and educators, including Student-Led Conferences, Expos of student learning, and other celebrations of learning. One area the LEA is focused on is affirming and celebrating the importance of bilingualism as part of the LEA's focus on better serving our multilingual students.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress					X

and ways to work together to support improved student outcomes.					
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA has clearly identified and sustainable structures that allow all families in the LEA to sit down with their child's teacher and their child to discuss student progress and supports. This partnership positions families as partners in supporting the learning of their children. There is a significant amount of professional development and learning that supports these partnerships; one area of focus for this upcoming year is increased alignment between what professional development and learning looks like across the schools in the LEA's network of charter schools.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
<p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>			X		
<p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>			X		
<p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented</p>			X		

groups in the school community.					
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		

3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

This year the LEA is taking a close look at its School Site Council (SSC) as a body where parents and guardians can give input on LEA activities. This formal decision making power is the LEA's focus area for the year, and the LEA's Family Engagement Coordinator, Director of Student Services, and Site Administrators are closely collaborating to support this work.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking

During 20-21, when students were in Distance Learning, Lighthouse Community Public Schools conducted a number of surveys of students, families, and staff to learn what was working about distance learning and what areas needed more focus and improvement. The spring version of the survey was taken by over 1000 students across our LEAs, representing almost 80% of our students. Students were asked a variety of questions about their satisfaction with our program, with results reported on a 5 point likert scale.

The LEA learned that 79.1% of students said that they felt supported or very supported, 70.6% of students reported understand what was expected of them during distance learning well or very well, and 80.3% of students reported being satisfied with the work they were being assigned. The LEA also collected information on workload, areas where families needed more support, and data related to school reopening (plans for vaccination, plans for school return, etc).

This data speaks to a number of strengths in the LEA's program and match other data points tracked by the LEA, including strong attendance, work completion, and participation rates in classes. One area where the LEA has responded to data is around SEL supports,

including adopting additional SEL curriculum, hiring additional clinical staff, and identifying times and spaces where SEL instruction will happen to respond to stated mental health needs from students and families.

One challenge noted in this data is that the roughly 20% of students who did not respond represent some of the LEA's more disengaged students. The LEA has proactively planned to re-engage and support these students as they return to school in Fall 21.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters).

California Education Code (EC) 51210- Requires access to a broad course of study for grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. The tools used by the LEA to determine if all students (including unduplicated pupils) enrolled in a broad course of study are: student schedules, progress reports, IEP Plans, and English Learner plans.

California EC 51220(a)-(i) - Requires access to a broad course of study for grades 7-12 in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. The tools used by the LEA to determine if all students (including unduplicated pupils) enrolled in a broad course of study are: student schedules, transcripts, IEP Plans, and English Learner plans.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at the LEA enroll in a broad course of study appropriate for their grade range. All students are enrolled in the same common curricular sequence in core and non-core classes, including Advanced Placement courses, which ensures that all students have access to and are enrolled in this broad course of study. 7th and 8th graders at the LEA do not take Foreign Language, though students do complete required foreign language when they enroll in our 9-12 program.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The primary barrier to providing foreign in Grades 7 and 8 is our small school size. We are investigating online and other options to provide this access to our Grade 7 and 8 students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As part of model design and budgeting for the upcoming school year, the LEA will investigate the possibility of adding foreign language in Grades 7 and 8 across our sites.