

LIGHTHOUSE CHARTER SCHOOL
Staff, Parent and Student
Satisfaction
Survey Results

May 24, 2019

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Lighthouse Charter School

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Introduction

Lighthouse Charter School is located in West Sacramento, California. The school opened in September 2015, and is a public charter in the River Charter School network serving transitional kindergarten through sixth grade. In the coming years, it will add one additional grade per year until eighth grade. The mission of Lighthouse Charter School is to grow leaders and scholars through collaborative culture and community. Lighthouse Charter School's core values include a positive attitude, self-reflection, and collaboration with all stakeholders. This is the third year Lighthouse Charter School has partnered with the Survey Research Initiative at Teachers College, Columbia University. Individual teacher evaluations are provided in a separate report.

Design of the Survey

In collaboration with Lighthouse Charter School, the Survey Research Initiative created surveys for staff, parents and students to gather information on the school's performance. Survey questions sought information about satisfaction with the academic program, the school environment, working conditions, and the effectiveness of the school's teachers and administrators. Surveys were created online through Qualtrics in English.

The staff survey contained 39 survey items and two open-ended questions, the parent survey had 50 survey items and two open-ended questions, TK-2nd grade students answered 29 survey items and two open-ended questions, and 3rd-6th grade students answered 37 survey items and two open-ended questions. Surveys were available online to all stakeholders for four weeks. A total of 27 staff, 64 parents, and 204 students took the survey. It is important to note that not every respondent answered every question. However, with these high response rates among all stakeholders, the survey results are generalizable to all three populations.

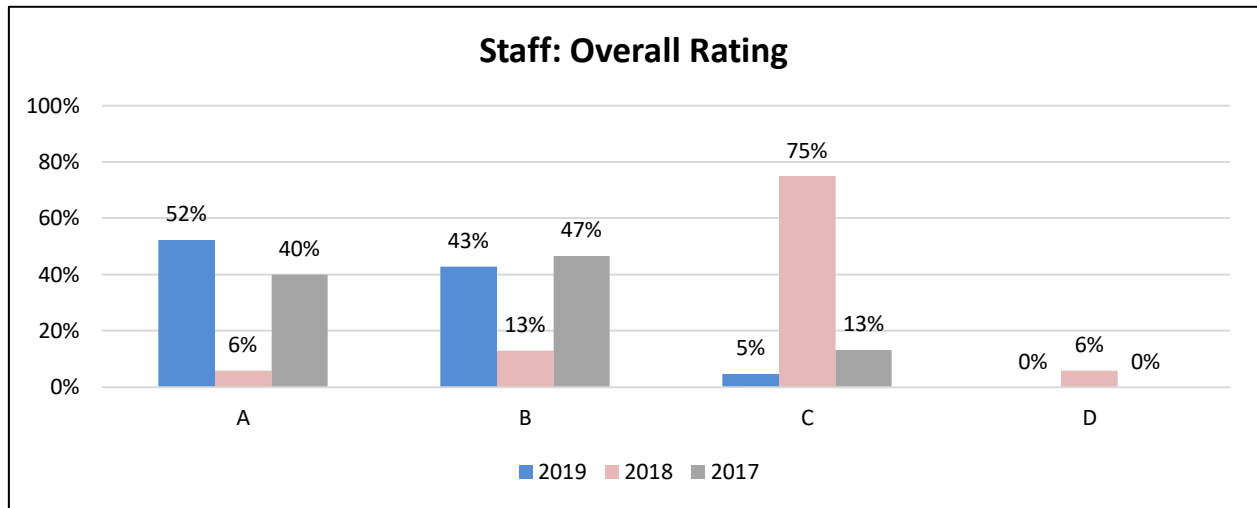
Organization of the Report

We have organized this report into eight different sections. The close-ended responses, along with the open-ended responses from staff, parents and students are summarized in the eight sections. Open-ended questions offered participants an opportunity to comment on both Lighthouse Charter School's areas of strength, and opportunities for improvement. As noted, the teacher evaluation results were analyzed and included in a separate report. In the conclusion, we present the overall trends in the results with some ideas for improvement. The appendix presents demographic characteristics of the respondents.

Questions that have been modified for clarity are noted with an asterisk and displayed with historic data. Questions that have been altered resulting in a change in connotation or meaning are noted with an asterisk and displayed without historic data.

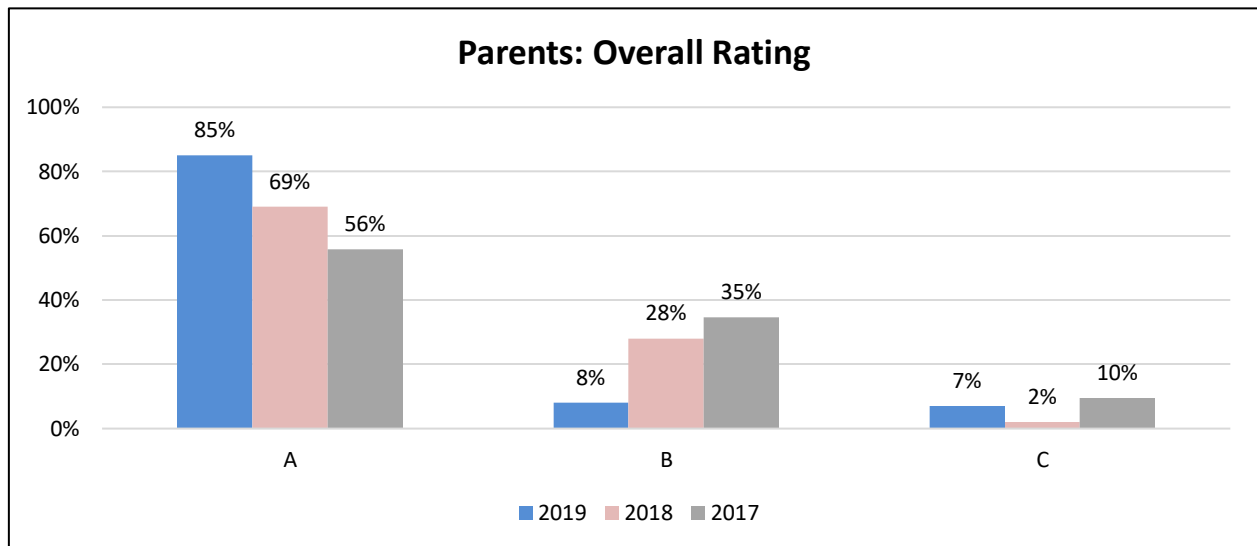
Overall School Ratings

Staff



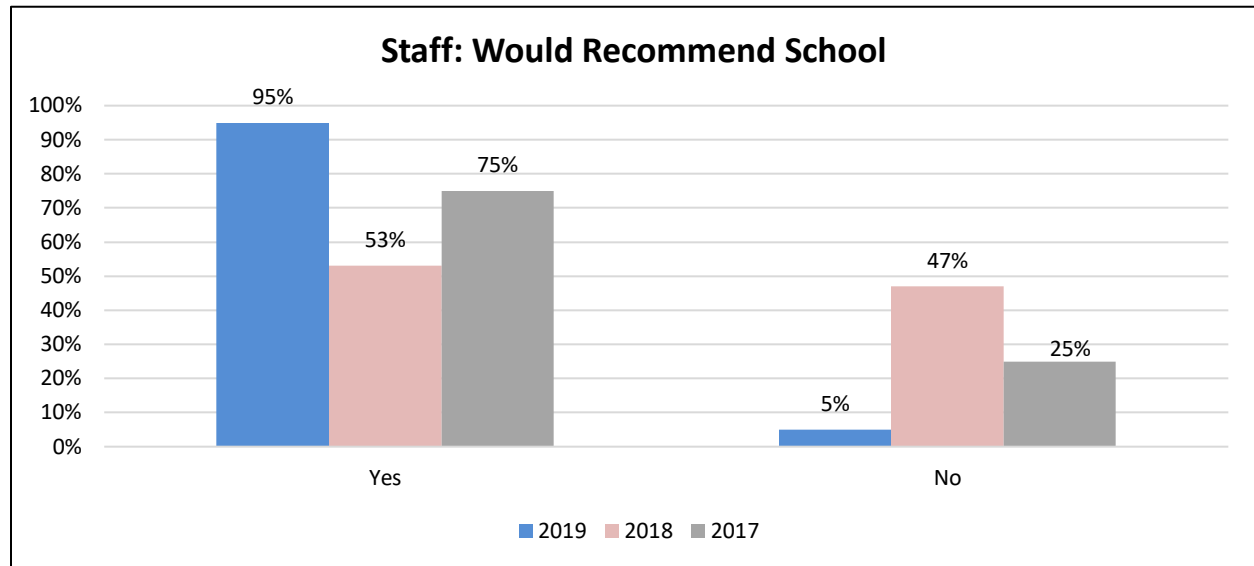
In general, staff held a favorable view of the school in 2019. Ninety-five percent of Lighthouse staff gave the school an “A” or “B” rating, back up from the record low 19% in 2018 and higher than 2017’s 87%. Only one staff member gave the school an overall “C” rating in 2019, compared to 12 in 2018. The percent of staff providing “D” ratings is back to the 0% mark from 2017. No staff member gave Lighthouse an “F” rating in the past three years.

Parents



In comparison with staff, parents have given gradually higher ratings of Lighthouse in each year. This year, a higher percentage of parents rated the school as an “A” than did in 2018 or 2017 (85% compared to 69% and 56%, respectively). Additionally, fewer parents rated the school as a “B” or below than in either of the previous years (15% compared to 30% and 45%).

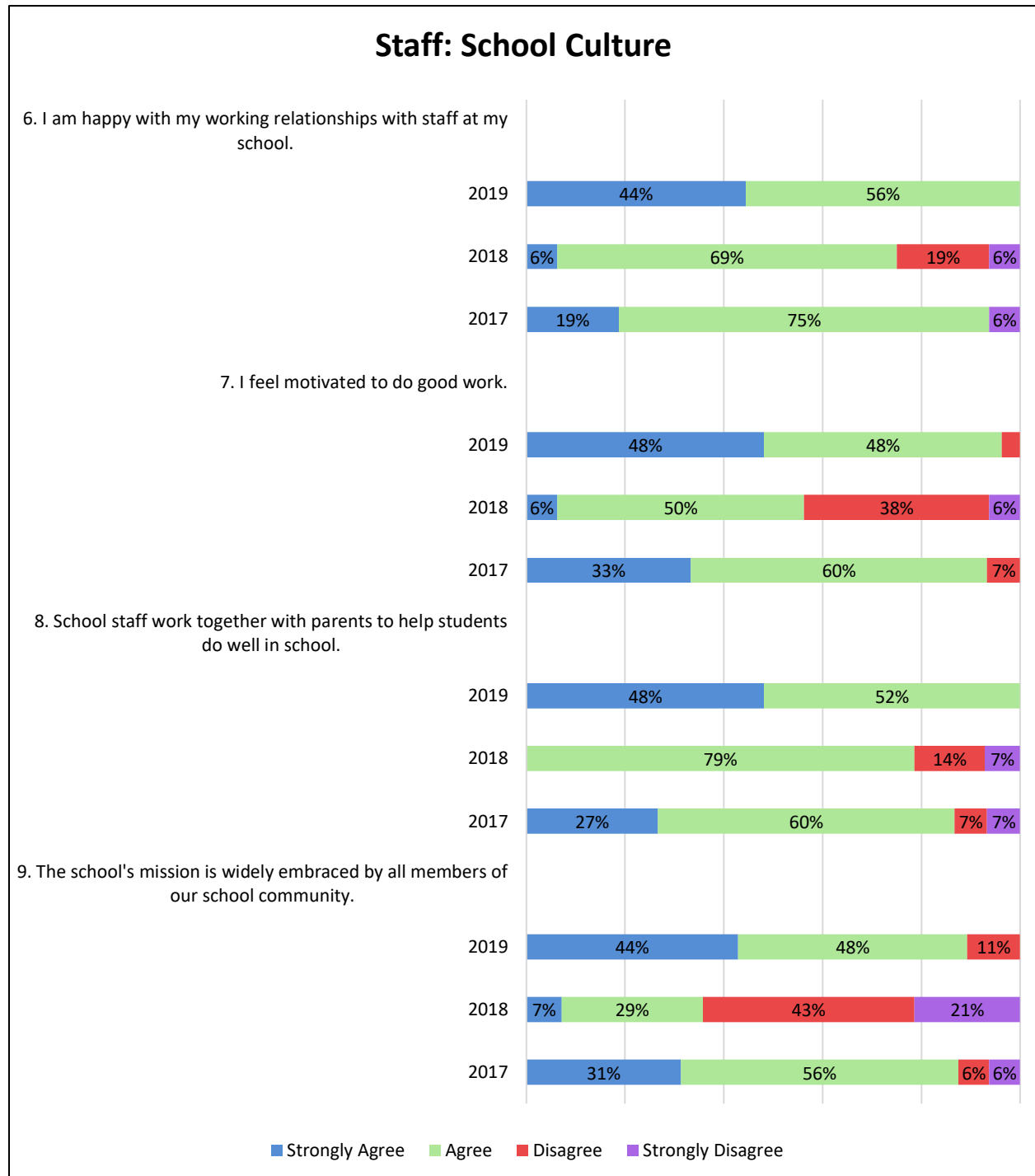
Staff

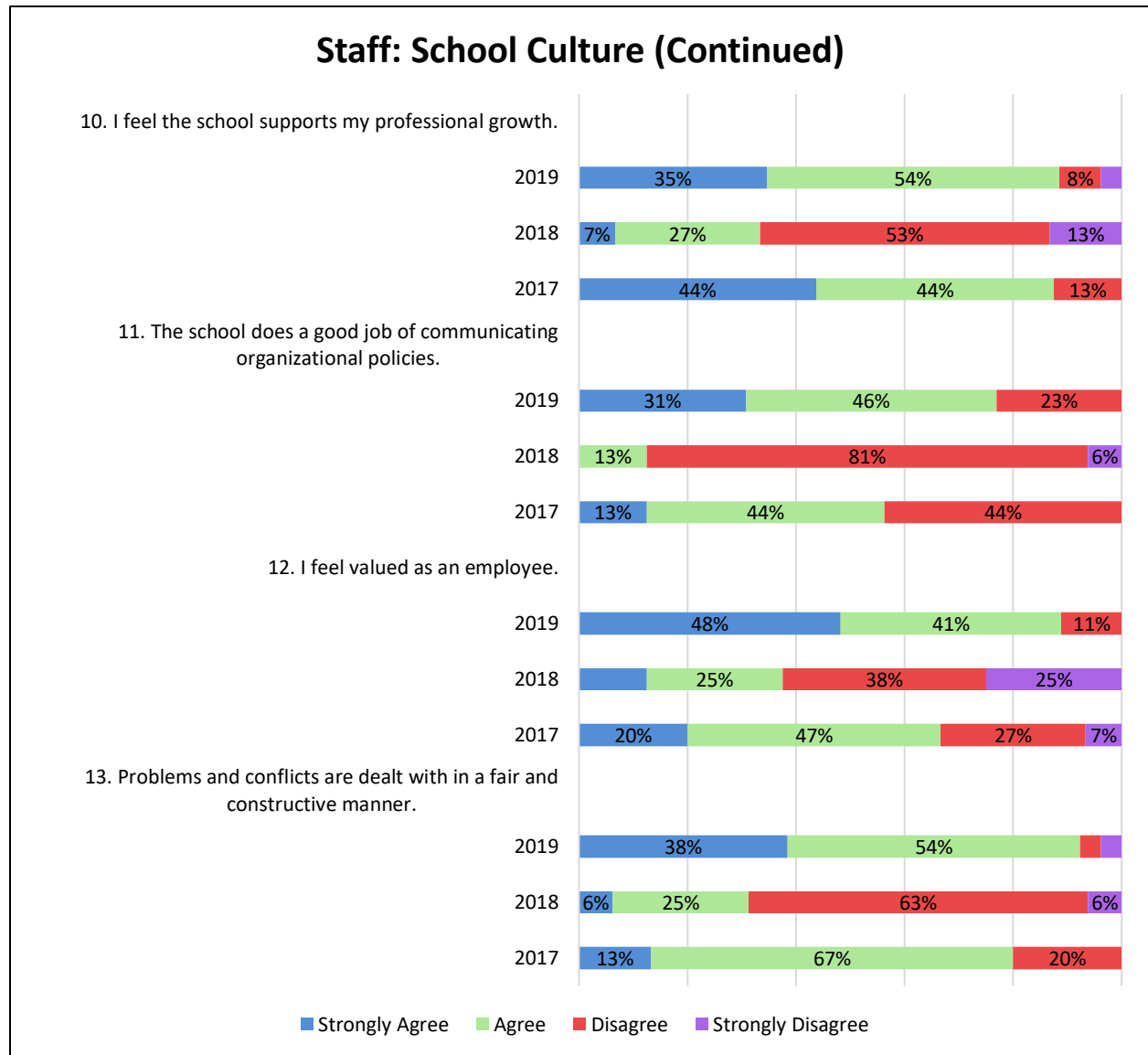


The number of Lighthouse staff who said they would recommend the school bounced back from its 2018 decline. Ninety-five percent of staff said they would send their child to Lighthouse or recommend it to someone else with children in 2019 (20 responses), compared to fifty-three percent in 2018 (8 responses) and seventy-five percent in 2017 (12 responses). In 2019, only five percent of staff said they would not recommend Lighthouse (1 response), compared to forty-seven percent (7 responses) in 2018 and twenty-five percent (4 responses) in 2017.

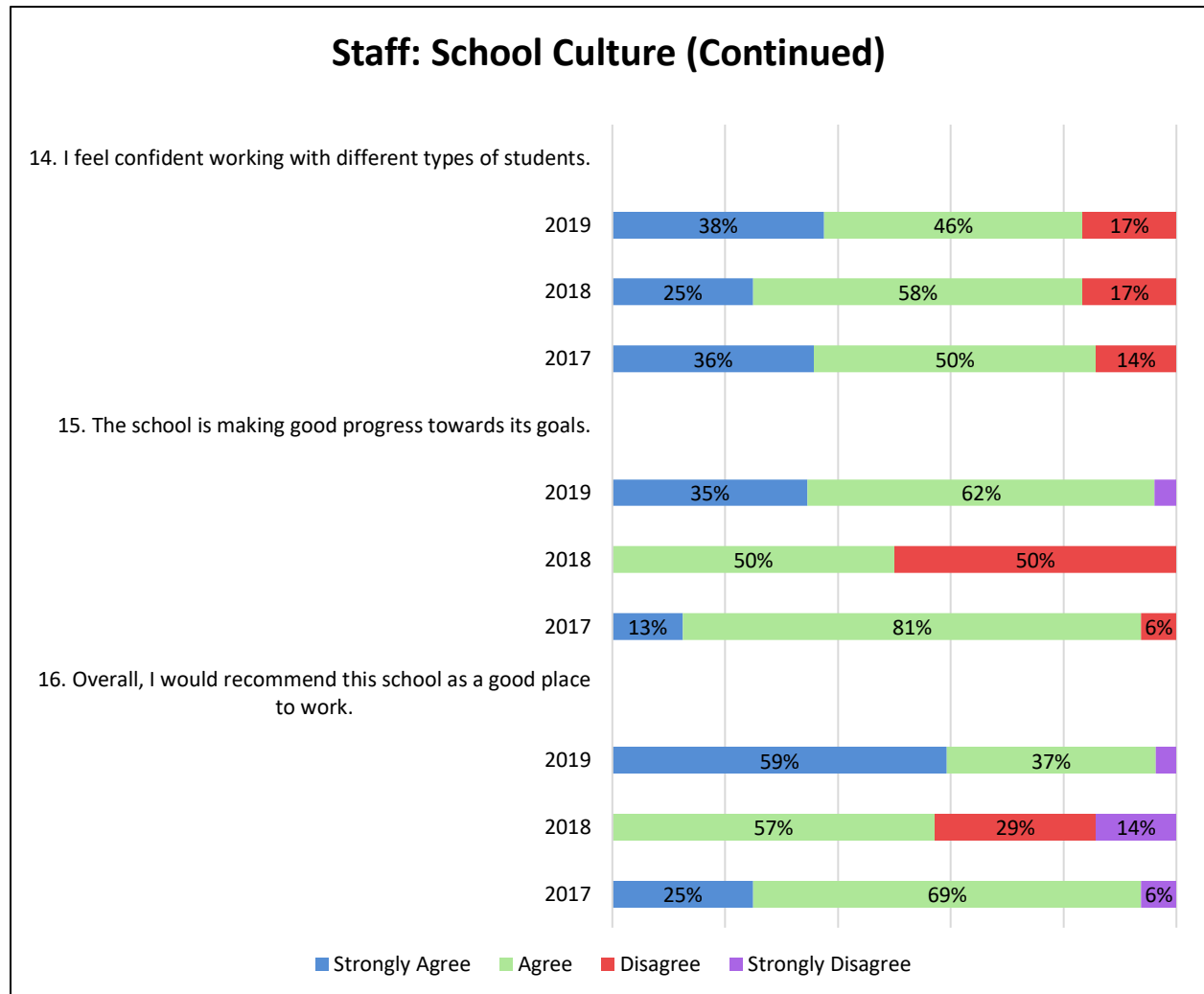
Staff

School Culture



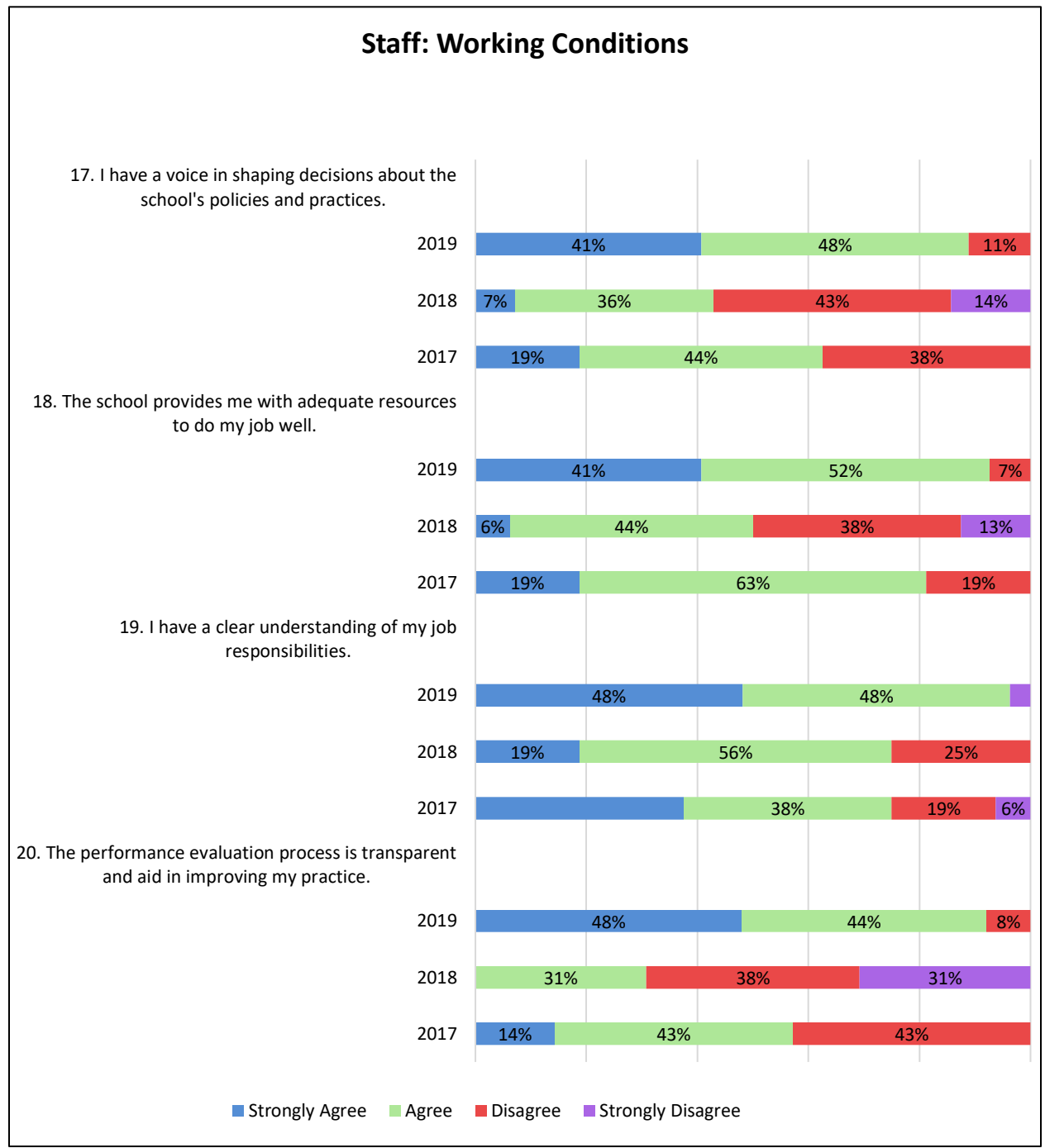


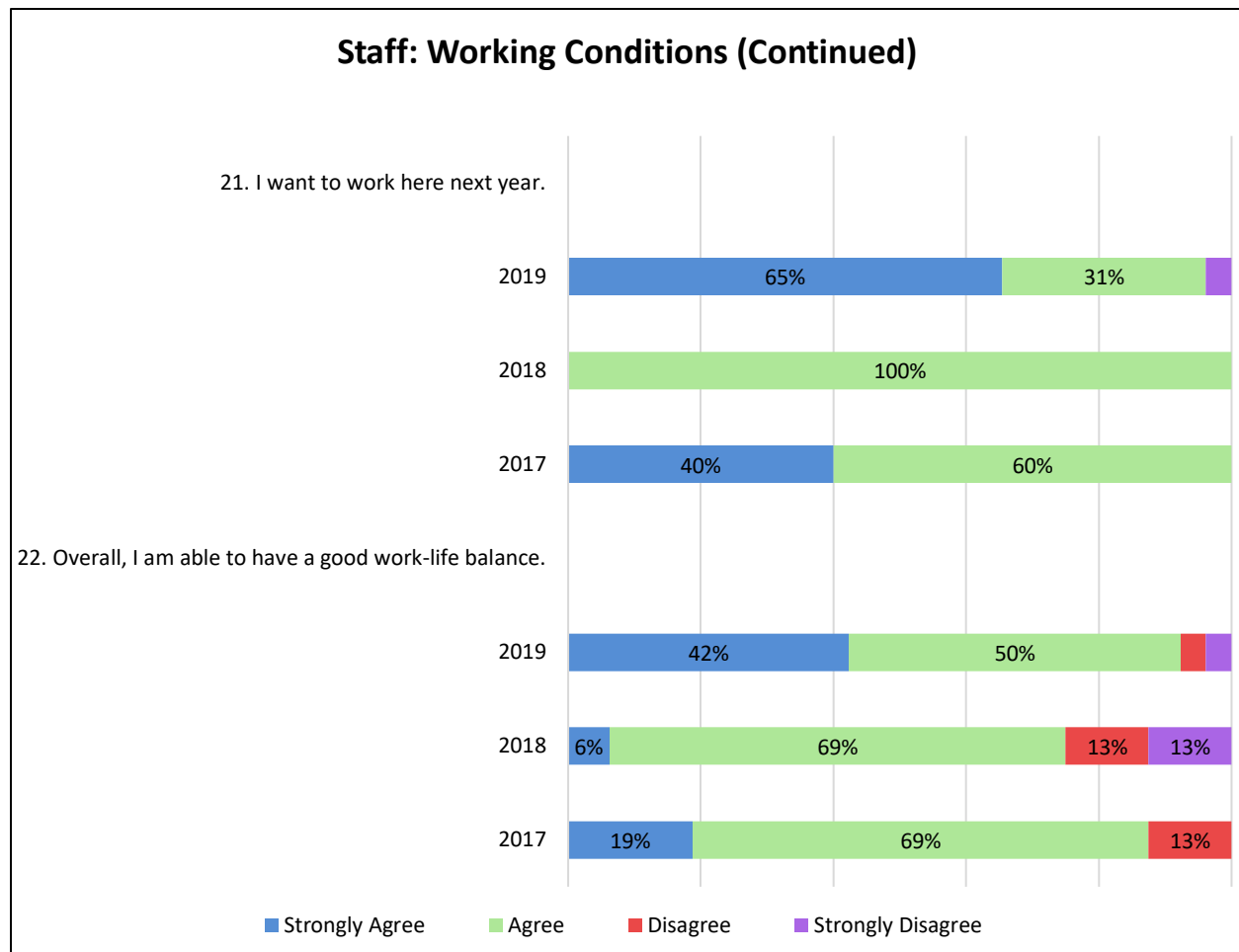
Based on 2019 survey results, Staff responses showed significant improvements in satisfaction and morale compared to 2018. One-hundred percent of staff members (27 responses) reported being happy with their working relationships with other staff, up 25% from 2018. Similarly, all staff members agreed that staff and parents work together to support students. Additionally, nearly all staff members agreed that they feel motivated to do good work. 89% of staff members agreed that the school’s mission is widely embraced by the community, which represents a vast improvement over 2018 results when 64% of staff disagreed. Staff members this year also felt much better about the school’s work communicating organizational policies and supporting their professional growth. In 2019, staff members also reported improvements in feeling valued as an employee and regarding how conflicts are resolved. 89% of staff agreed that they feel valued and 92% agreed that conflicts are resolved fairly and constructively. The improvement in views about conflict resolution is particularly noteworthy given that nearly 70% of staff disagreed with the statement in 2018.



Consistent with previous years, slightly less than one-fifth of staff members disagreed with the statement about feeling comfortable working with different types of students. It may be worthwhile to investigate why some staff members consistently disagree with this statement, particularly if the rates do not improve in 2020 or beyond. Nearly the same percentage of staff members strongly agreed (59% / 16 responses) that they would recommend Lighthouse Charter School as a good place to work in 2019 as agreed in total in 2018, showing a 39% improvement between the two years. Finally, almost all staff members agreed that the school is making good progress towards its goals, compared with only 50% in 2018. Overall, staff members reported very positive reviews of school culture, showing significant improvements on every indicator compared with the previous year.

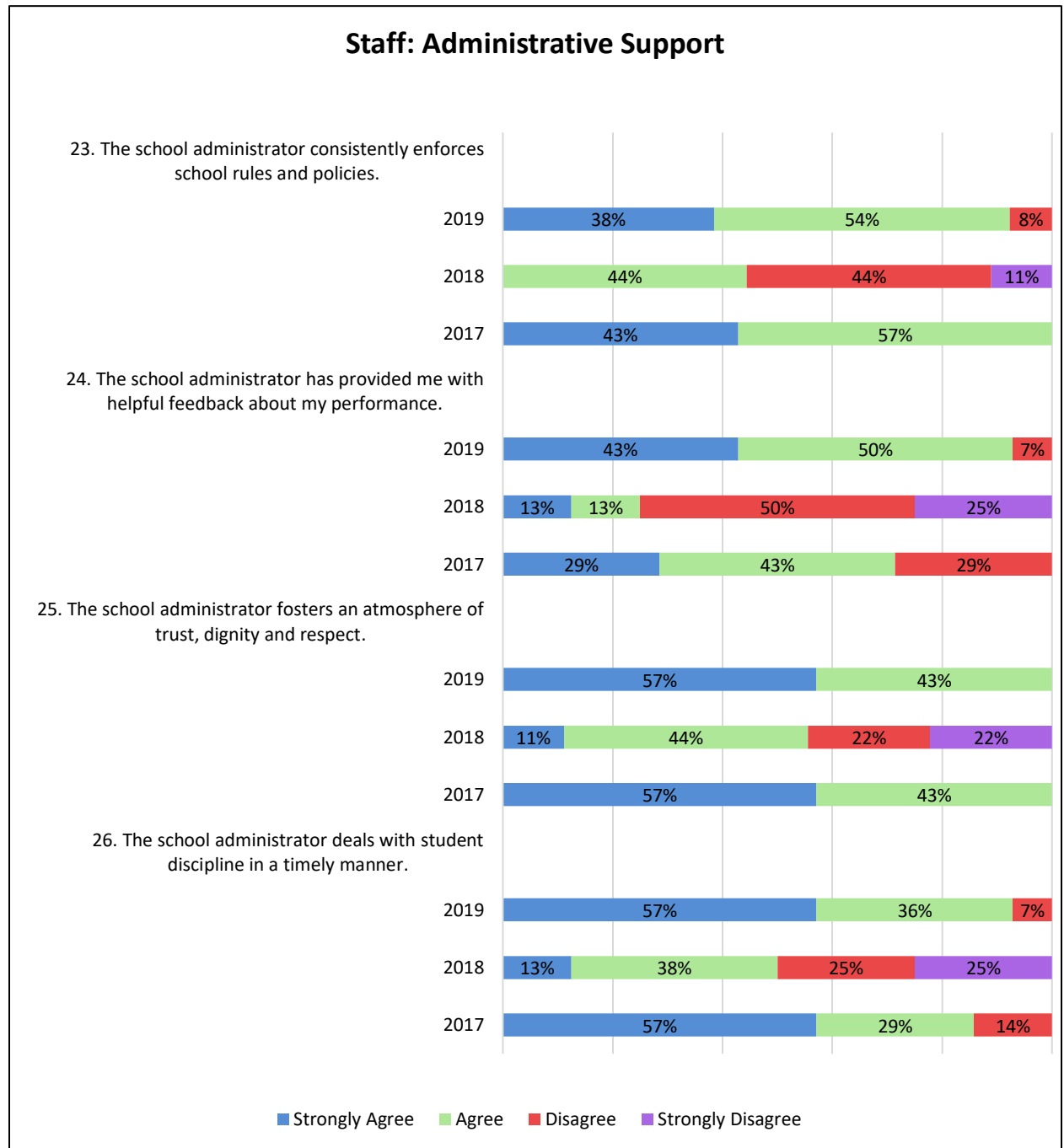
Working Conditions

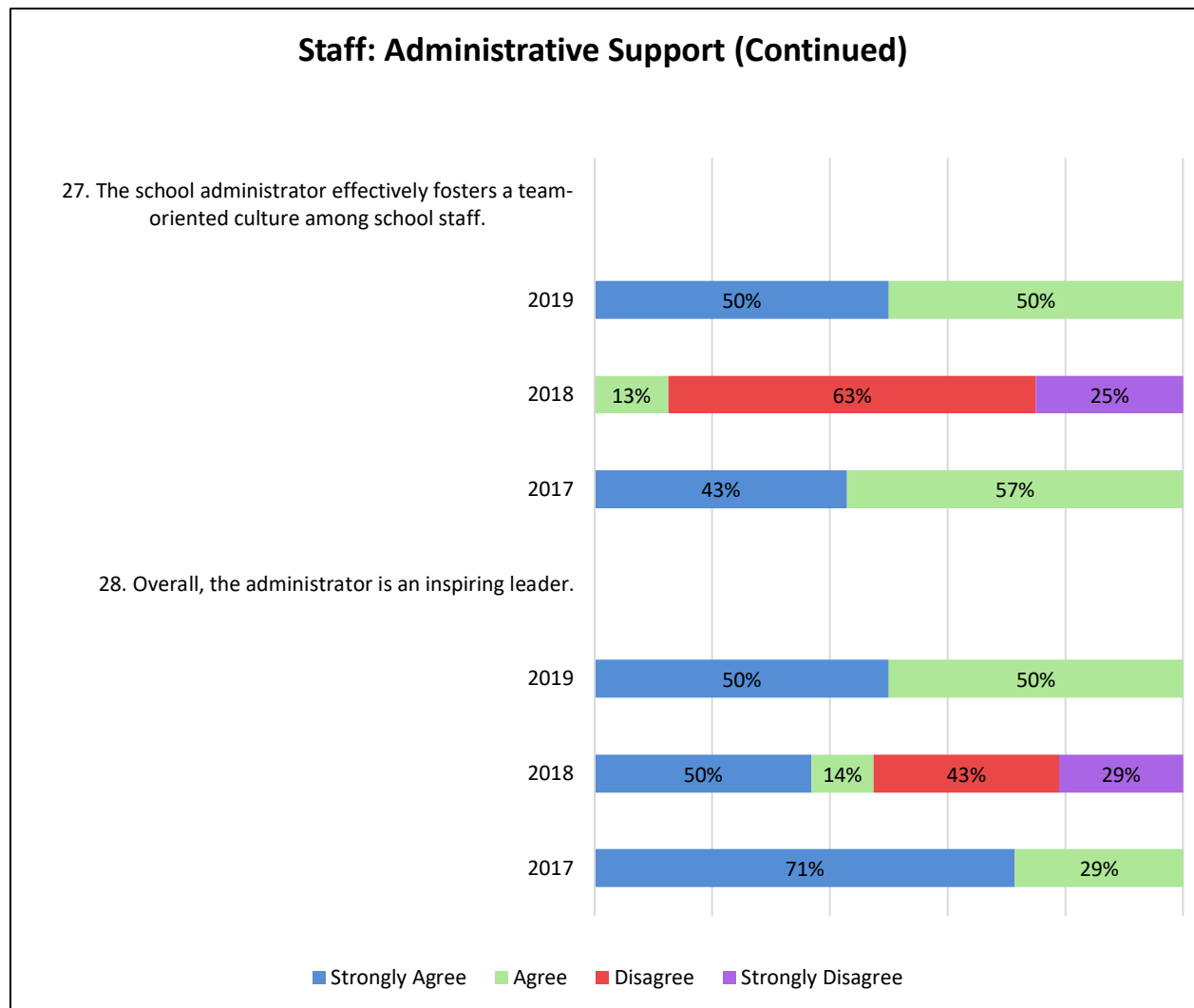




Survey results showed significant improvements in staff satisfaction regarding working conditions in 2019 compared with previous years. Improving roughly 20% from 2018, nearly all staff members reported having a clear understanding of their job responsibilities. In 2019, 92% of staff members (23 responses) agreed that the performance evaluation process is transparent and helpful compared to only 31% in 2018. Again showing significant improvements over the previous year, 93% of staff members agreed the school provides them with adequate resources and 89% agreed that they have a voice in school decisions regarding policies and practices. Nearly all staff members reported wanting to return for the next school year and that they have a good work-life balance. Overall, survey results indicate broad staff satisfaction and major improvements from previous years.

Administrative Support

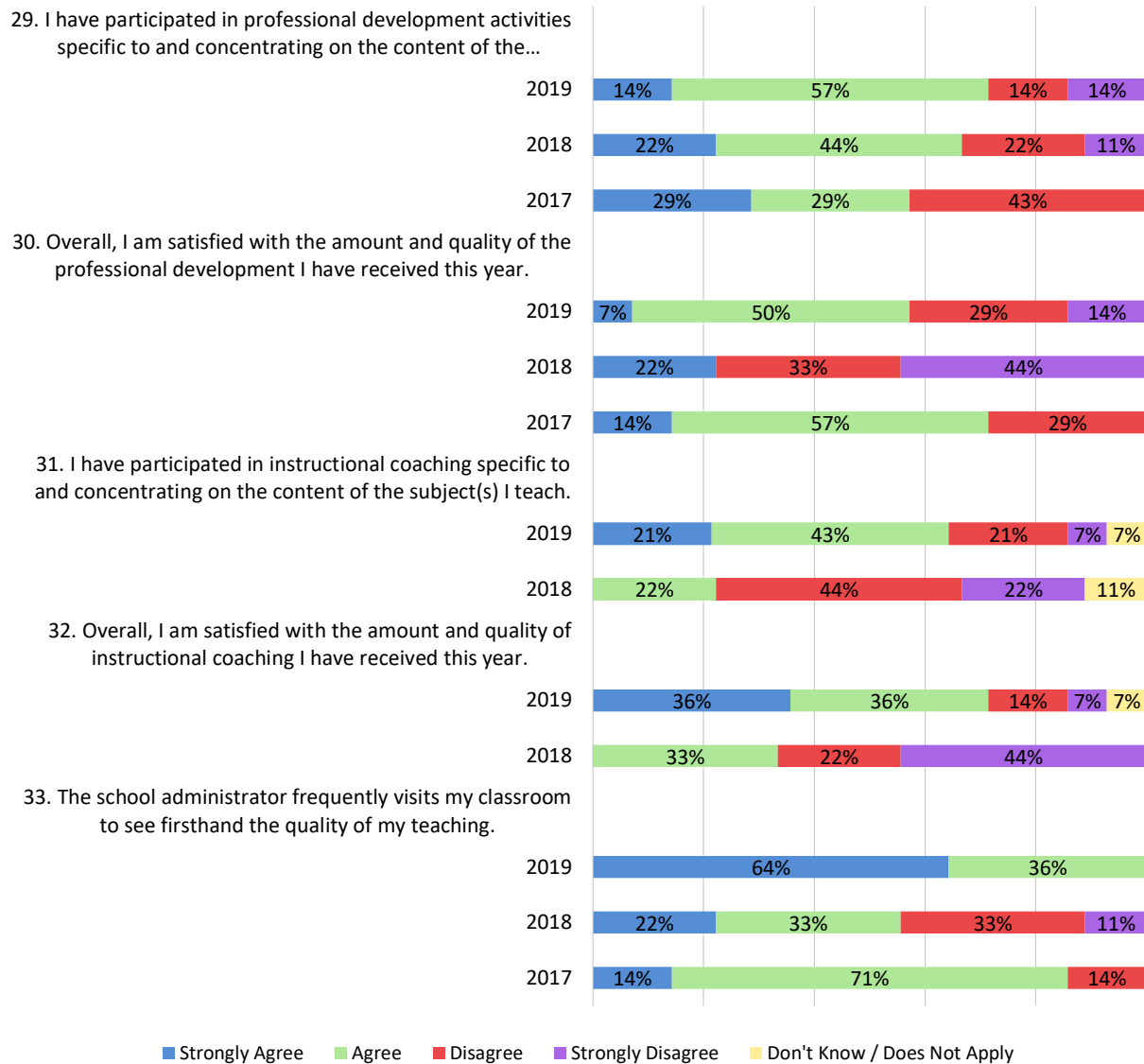




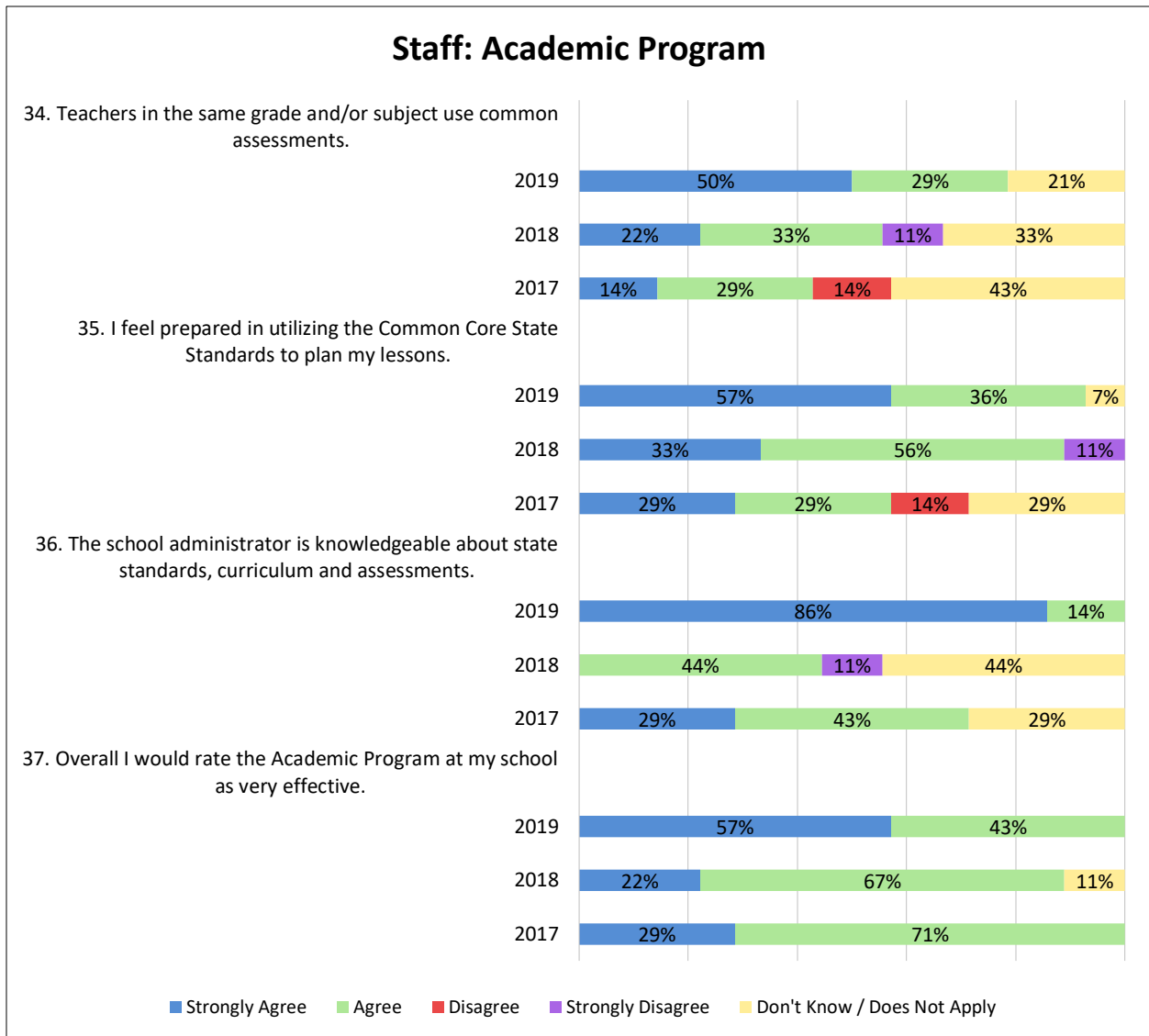
In 2019, Lighthouse Charter School transitioned to new leadership and staff reported significant improvements in their views of leadership at the school. In 2018, staff members were extremely dissatisfied with the previous administrator’s ability to effectively foster a team-oriented culture. However, 100% of staff members agreed with this statement in 2019, showing an 87% improvement over the previous year. Additionally, 100% of staff in 2019 agreed that Ms. Andrews is an inspiring leader and that she fosters an atmosphere of trust, dignity, and respect. Furthermore, over 90% of staff members agreed that Ms. Andrews consistently enforces school policies, provides helpful feedback, and deals with student issues in a timely manner. 2019 survey results indicate that staff were extremely satisfied with the interim leadership of Ms. Laura Andrews, suggesting that the school may be well served by making her administrative responsibilities a permanent role.

Academic Program

Staff: Academic Program



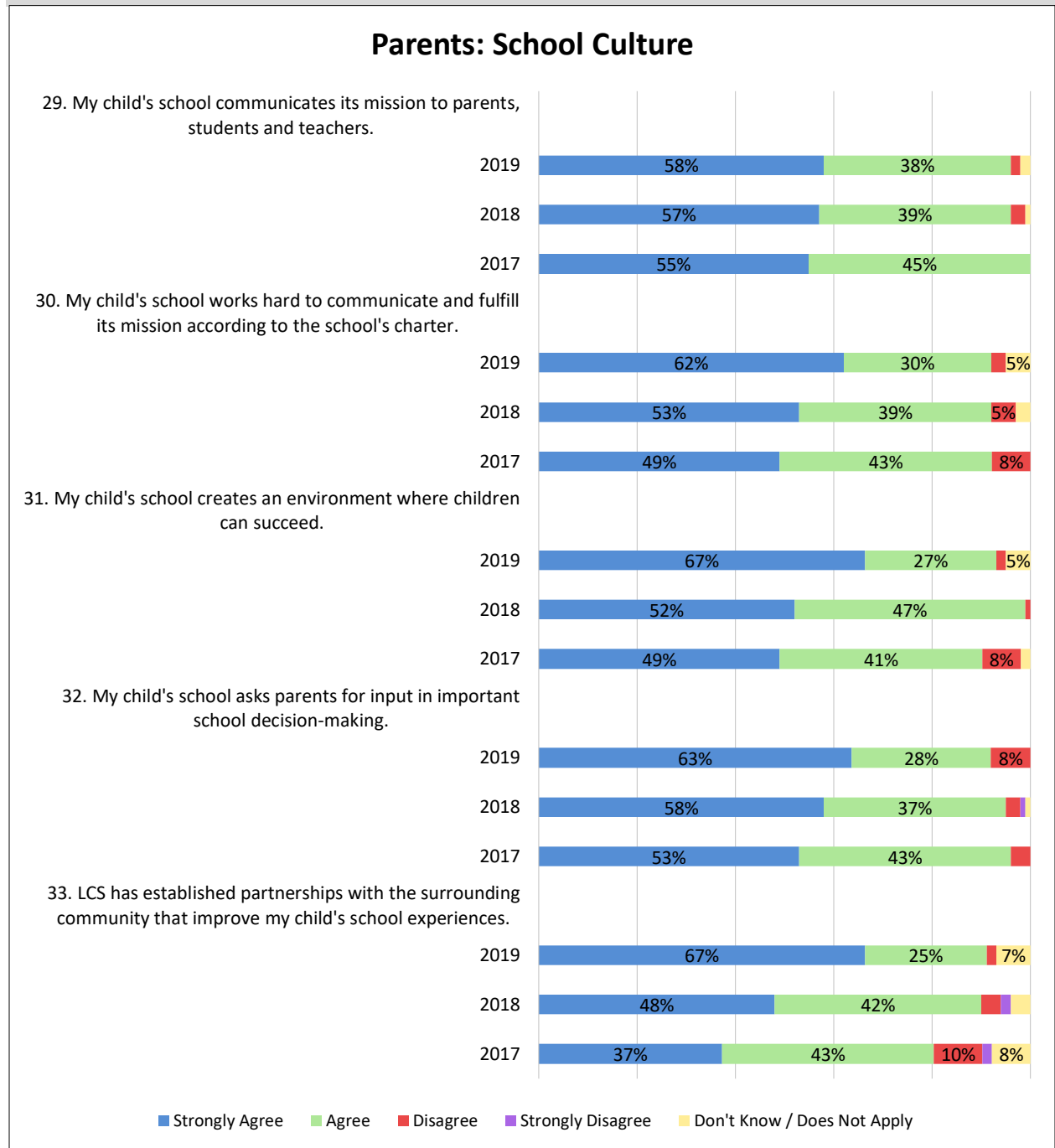
In 2019, Staff members also indicated improve rates of satisfaction regarding the school academic program compared with 2018, but were less positive about this category than school culture or administration. All staff members (14 responses) agreed that the school administrator frequently visits their classroom, a significant improvement compared to only 55% agreement in 2018. Over half of staff respondents were satisfied with the amount and quality of professional development in 2019. However, 43% of staff (6 responses) still expressed dissatisfaction with professional development. Consistently improving since 2017, roughly two-thirds of staff members reported participating in professional development in their content area and slightly fewer reported having participated in relevant, content-specific coaching. Finally, 72% of staff expressed satisfaction with the amount and quality of coaching they experienced in 2019.

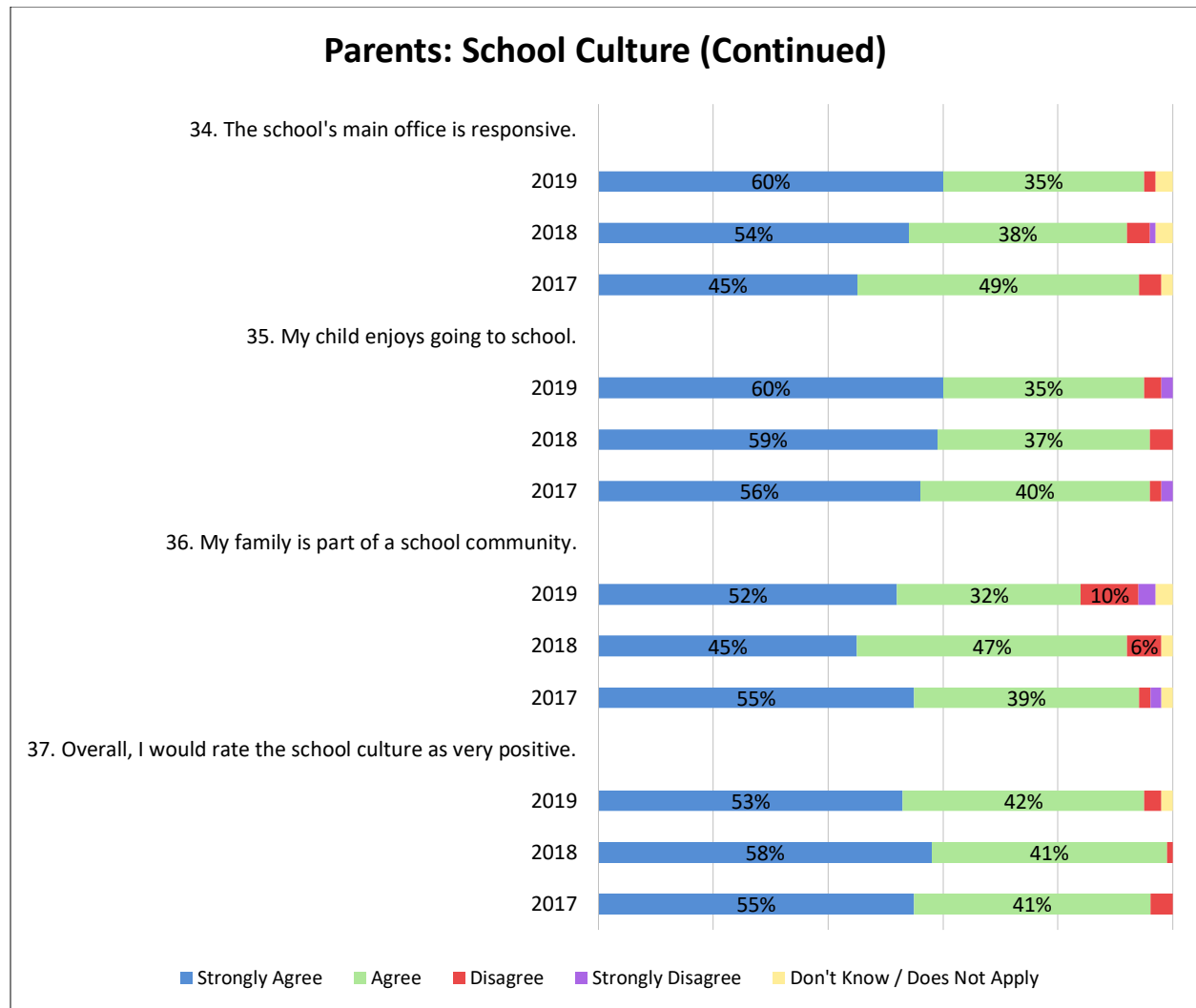


Despite the mixed results in reviews of professional development and coaching, staff members in 2019 indicated confidence in the school’s academic program. All staff members (14 responses) agreed they would rate the school’s academic program as effective and that Ms. Laura Andrews is knowledgeable about state standards, curriculum, and assessments. Compared to 2018, fewer staff members disagreed that they were unprepared to utilize Common Core State Standards to plan lessons. Roughly 80% of staff agreed that teachers in the same grade level or content used common assessments, perhaps indicating that this is an area for further improvement. Overall, staff were very satisfied with the school’s academic program’s effectiveness and their administrator’s expertise regarding academics. Additionally, staff were relatively satisfied with their own level of preparedness and the school’s instructional coaching, but remain more divided on the effectiveness of the school’s professional development.

Parents

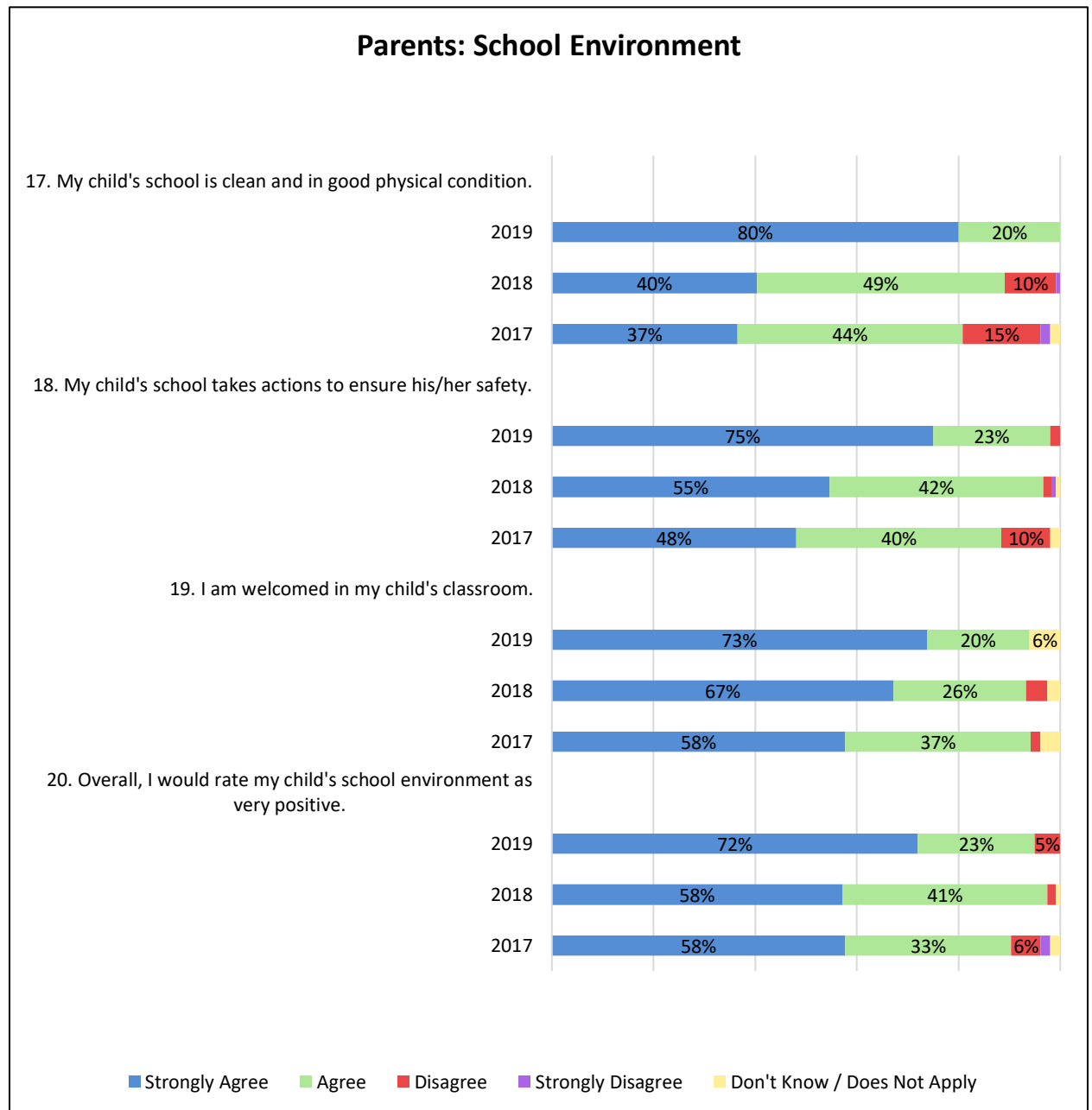
School Culture





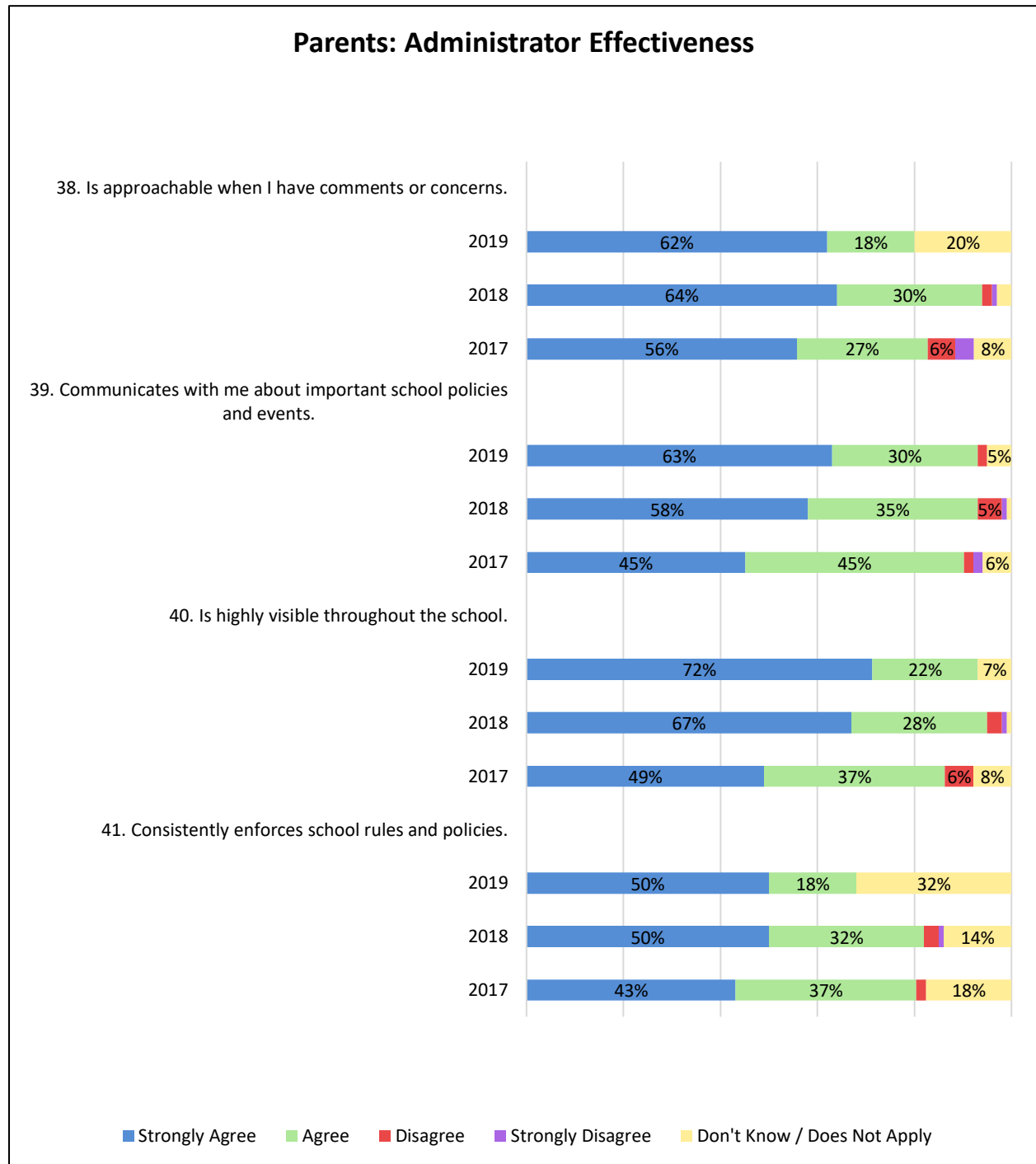
Parents had very positive reviews of Lighthouse Charter School’s culture in 2019. Similar to 2018, nearly all parents (96% / 61 responses) agreed that the school effectively communicates its mission and works hard to fulfill the mission. Additionally, only 2% of parents disagreed with statements about the school creating an environment where all children can succeed and establishing partnerships with the surrounding community. Over 90% of parents reported that the school asks for input in important decisions, a 5% decrease in the overall rate of agreement compared with 2018. 95% of parents agreed that the school’s office is responsive and that their child enjoys going to school. However, only 84% of parents (53 responses) agreed that their family is part of a school community, down from 92% in 2018 and 94% in 2017. Survey results indicate that parents are very satisfied with Lighthouse Charter School’s culture, with 95% of parents agreeing that they would rate the school culture as very positive in 2019.

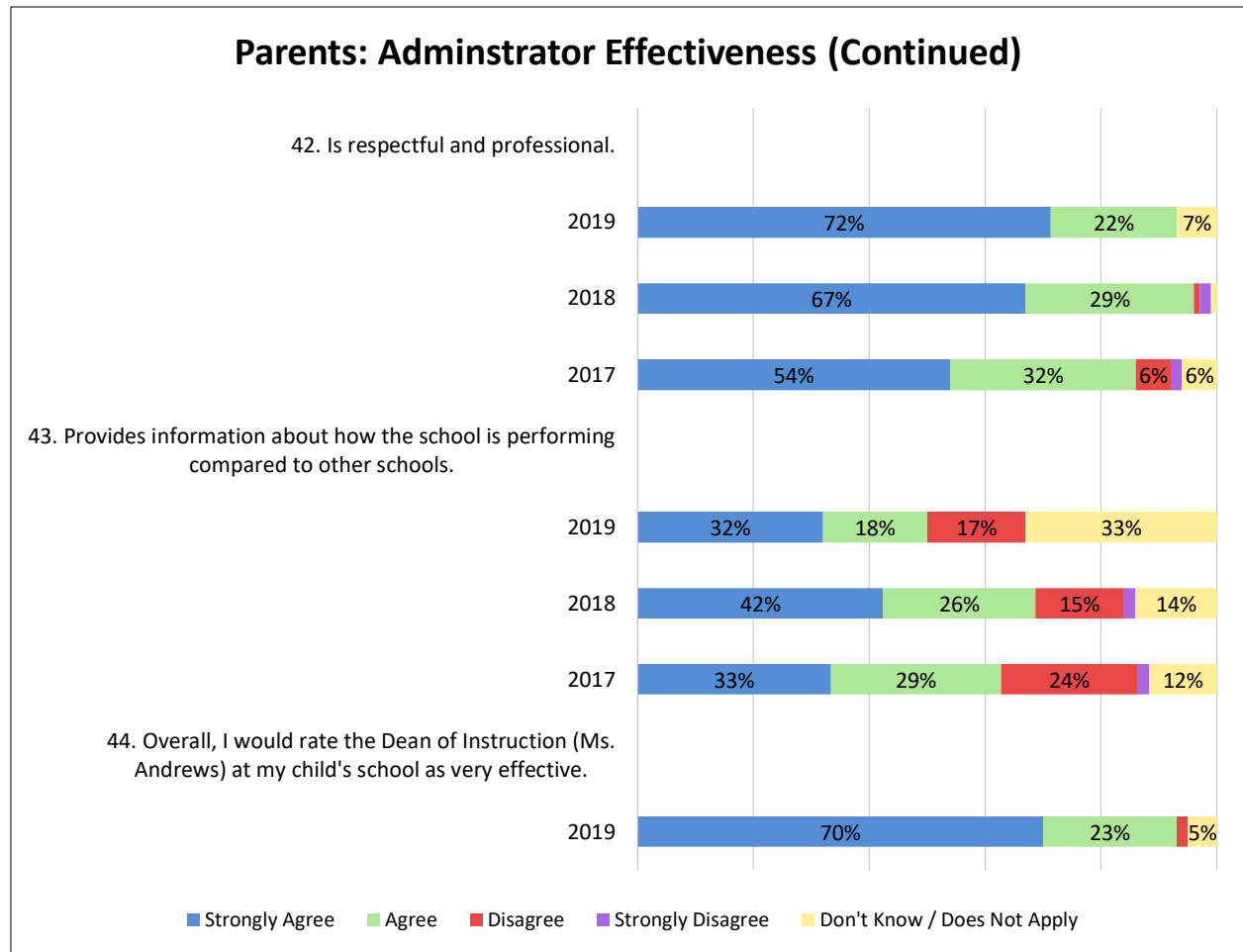
School Environment



2019 Survey results indicate that parents were very satisfied with Lighthouse Charter School’s environment. All parents (62 responses) agreed that the school is clean and in good physical condition, a 10% improvement over 2018 and 19% over 2017. No parents disagreed with the statement that they are welcomed in their child’s classroom. Additionally, nearly all parents agreed the school takes actions to ensure their child’s safety. 95% of parents surveyed rated their child’s school environment as very positive.

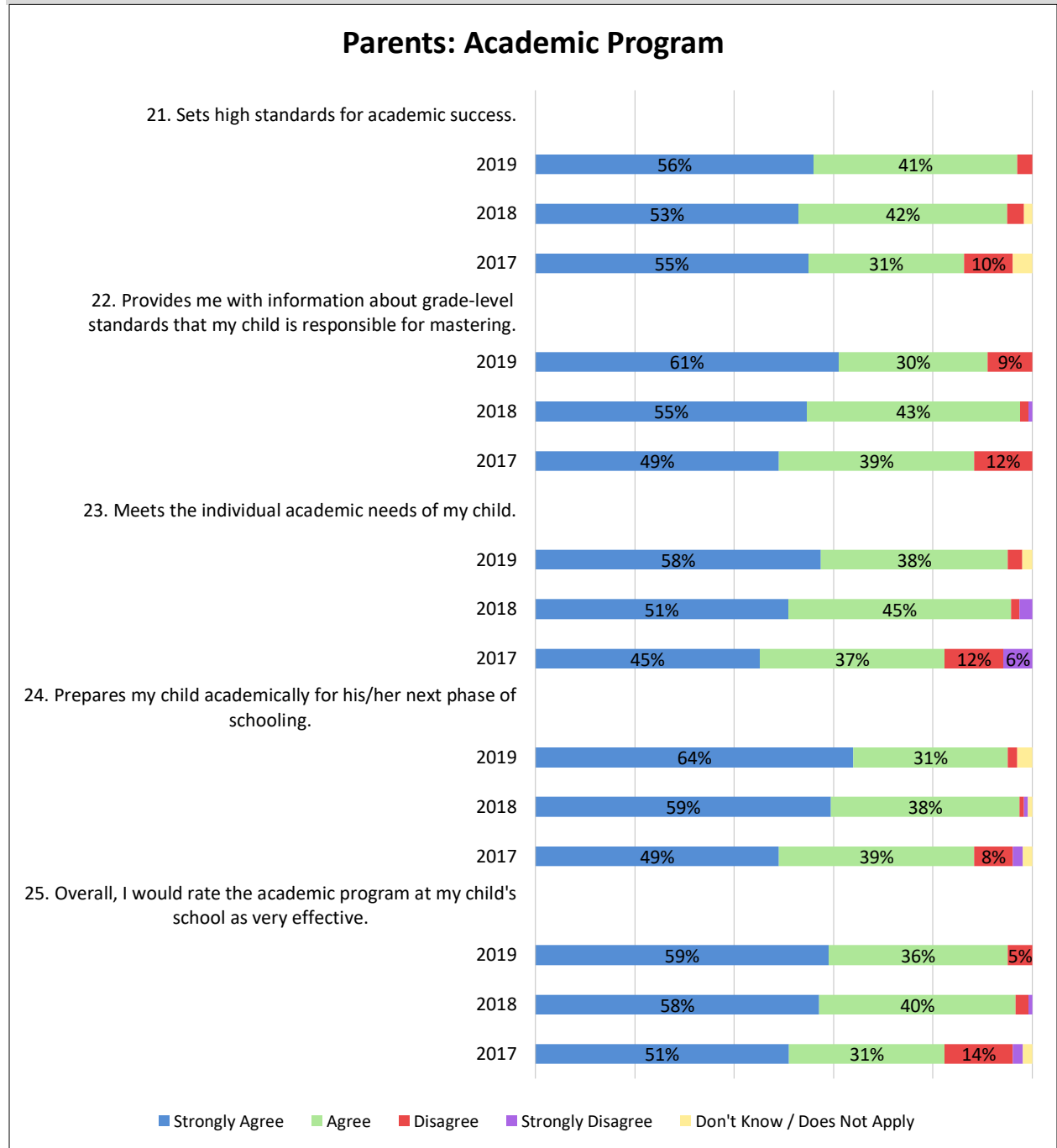
Administrative Effectiveness





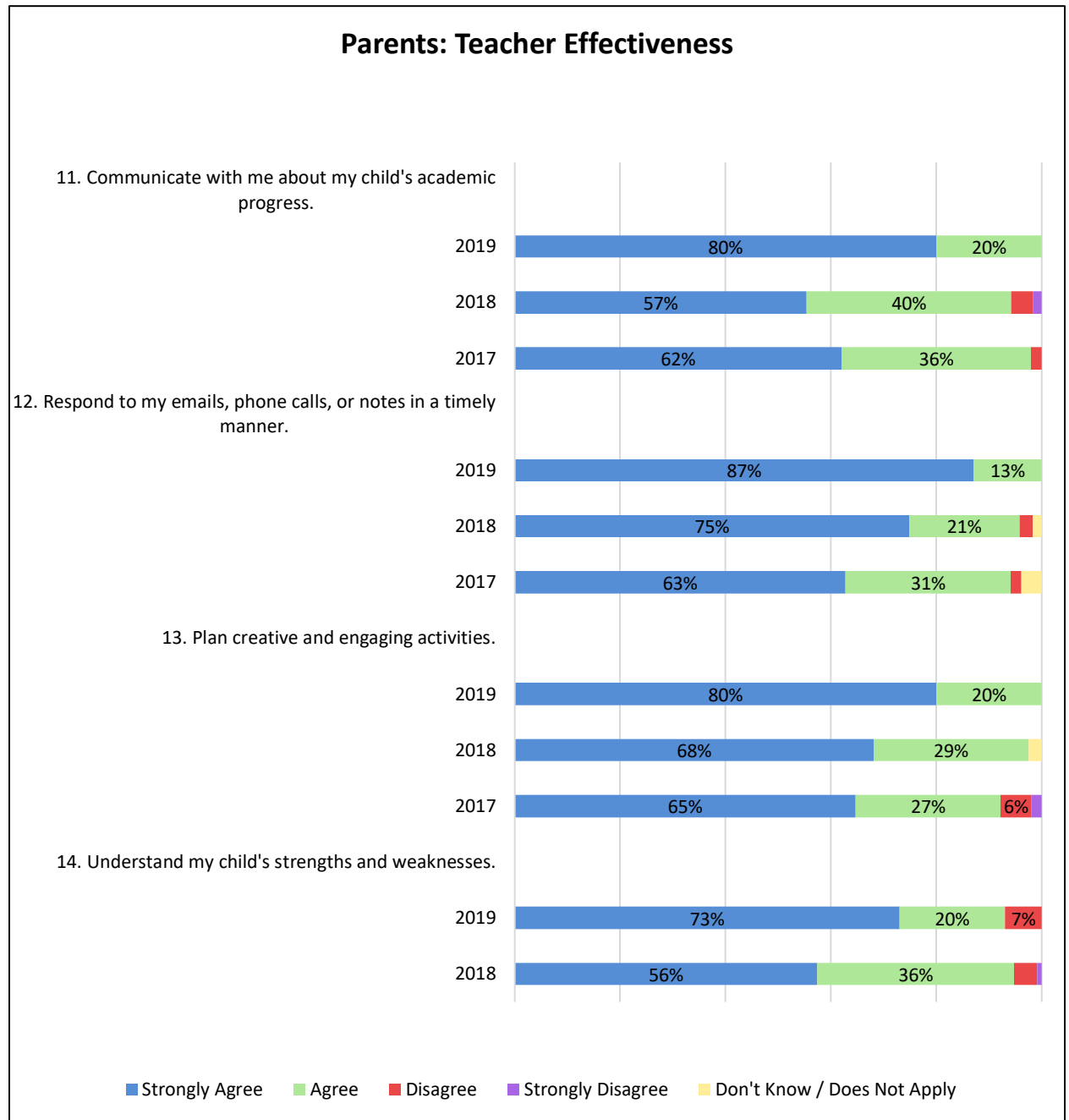
Parent reviews of the Dean of Instruction Ms. Laura Andrews at Lighthouse Charter School were generally very positive. 94% of parents (58 responses) agreed that Ms. Laura Andrews is respectful and professional, with no parents disagreeing with the statement. Additionally, no parents disagreed with statements that Ms. Andrews is approachable, highly visible throughout the school, and that she consistently enforces school rules. 93% of parents agreed that Ms. Andrews communicates with them about important school policies and events. However, only 50% of parents agreed that she provides information about how the school is doing relative to other schools, an 18% decrease in agreement compared to 2018 results. Finally, 93% of parents surveyed believe the Dean of Instruction is very effective, with 70% of parents strongly agreeing with the statement.

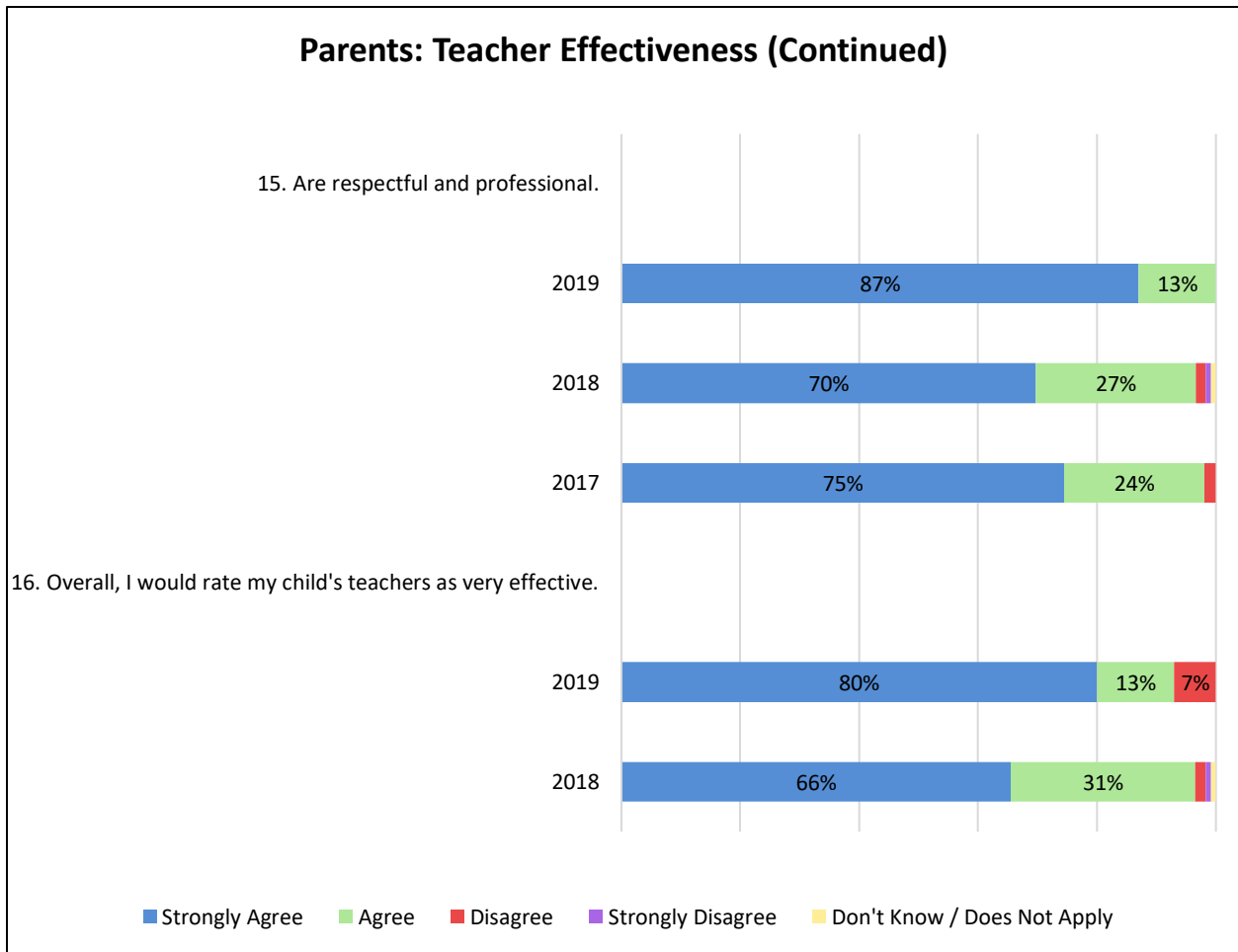
Academic Program



Parents reported high levels of satisfaction with Lighthouse Charter School’s academic program in 2019. Showing steady improvement since 2017, 97% of parents (59 responses) agreed that the academic program sets high standards for academic success. Similarly, nearly all parents agreed the school meets the individual academic needs of their child and prepares them for the next phase of schooling. However, 9% of parents (4 responses) disagreed that they are informed about grade level standards their child is responsible for mastering. Overall, nearly every parent rated the academic program at Lighthouse as very effective.

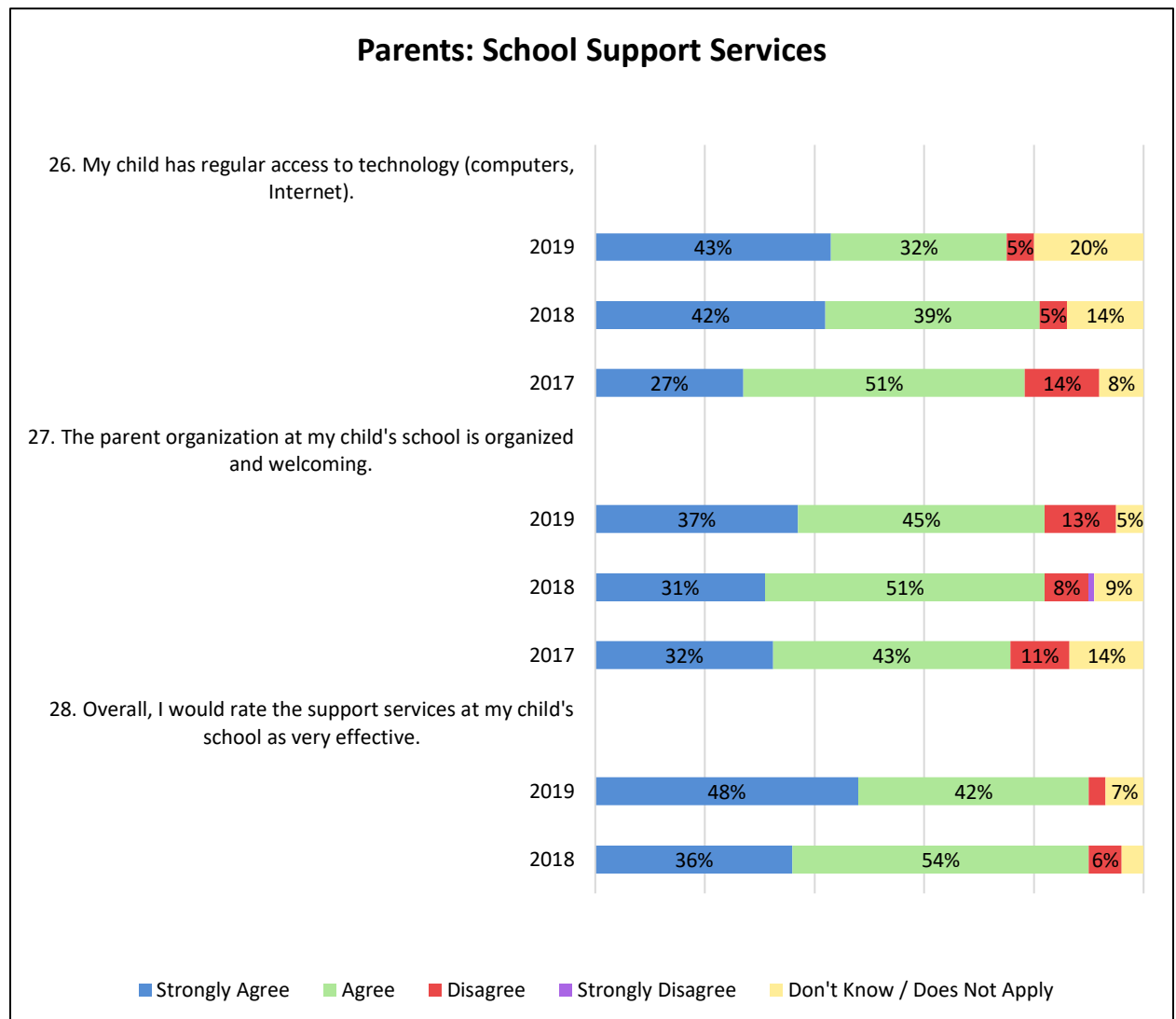
Teacher Effectiveness





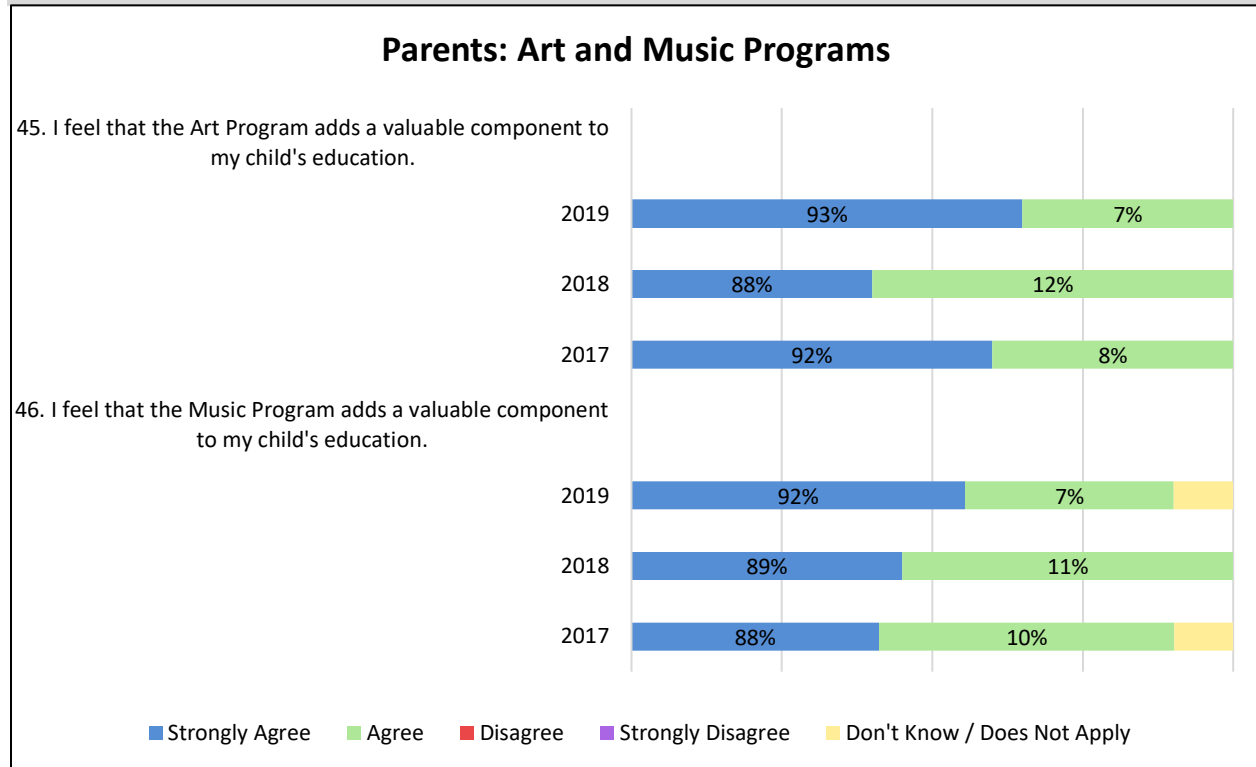
2019 survey results indicate that parents were extremely satisfied with their child's teacher. All parents (62 responses) agreed that their child's teacher communicates about their child's academic progress and responds to communication in a timely manner. Additionally, 100% of parents agreed that their child's teacher is respectful and professional. For the second year in a row, no parents disagreed with the statement that their child's teacher plans creative and engaging lessons. Down from 2018, 93% of parents agreed that their child's teacher understands their child's strengths and weaknesses and is very effective.

School Support Services



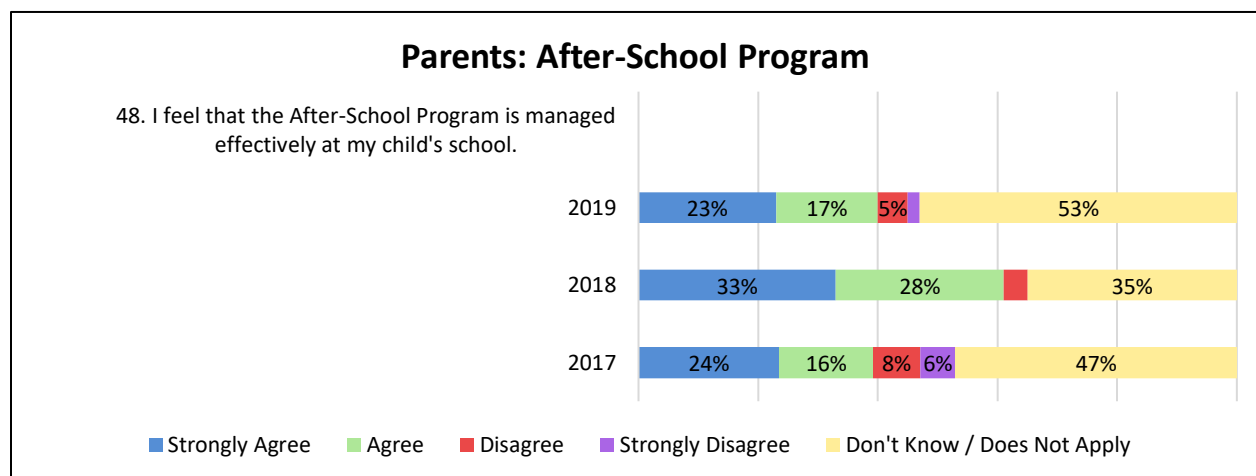
This year, parents responded to indicators concerning school support services similarly to previous years. In 2019, the same percentage of parents 90% (56 responses) rated the support services as very effective as 2018, with more strongly agreeing with the statement (48% compared to 36%). However, a notable proportion of parents still disagree or strongly disagree that the parent organization is organized and welcoming (18% / 11 responses) and that their children have regular access to technology (25% / 16 responses).

Art & Music Program



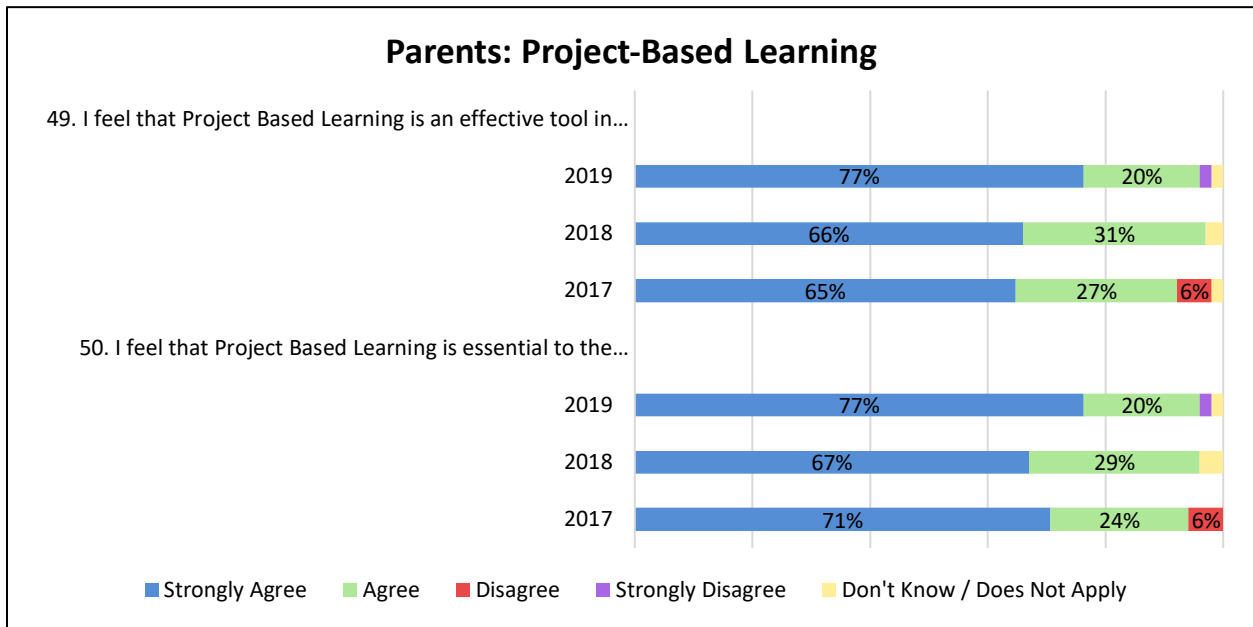
As in previous years, all parents felt the Art Program added valuable components to their children's education. Similarly, roughly 99% of parents agreed the Music Program also added value.

After-School Program



In 2019, the proportion of parents agreed the After-School Program was managed effectively was more similar to 2017 (40% in 2019 and 2017) values than the high point of 61% agreement in 2018. However, this is due more to parents not knowing or using the after-school program, rather than significant changes in the level of disagreement or dissatisfaction.

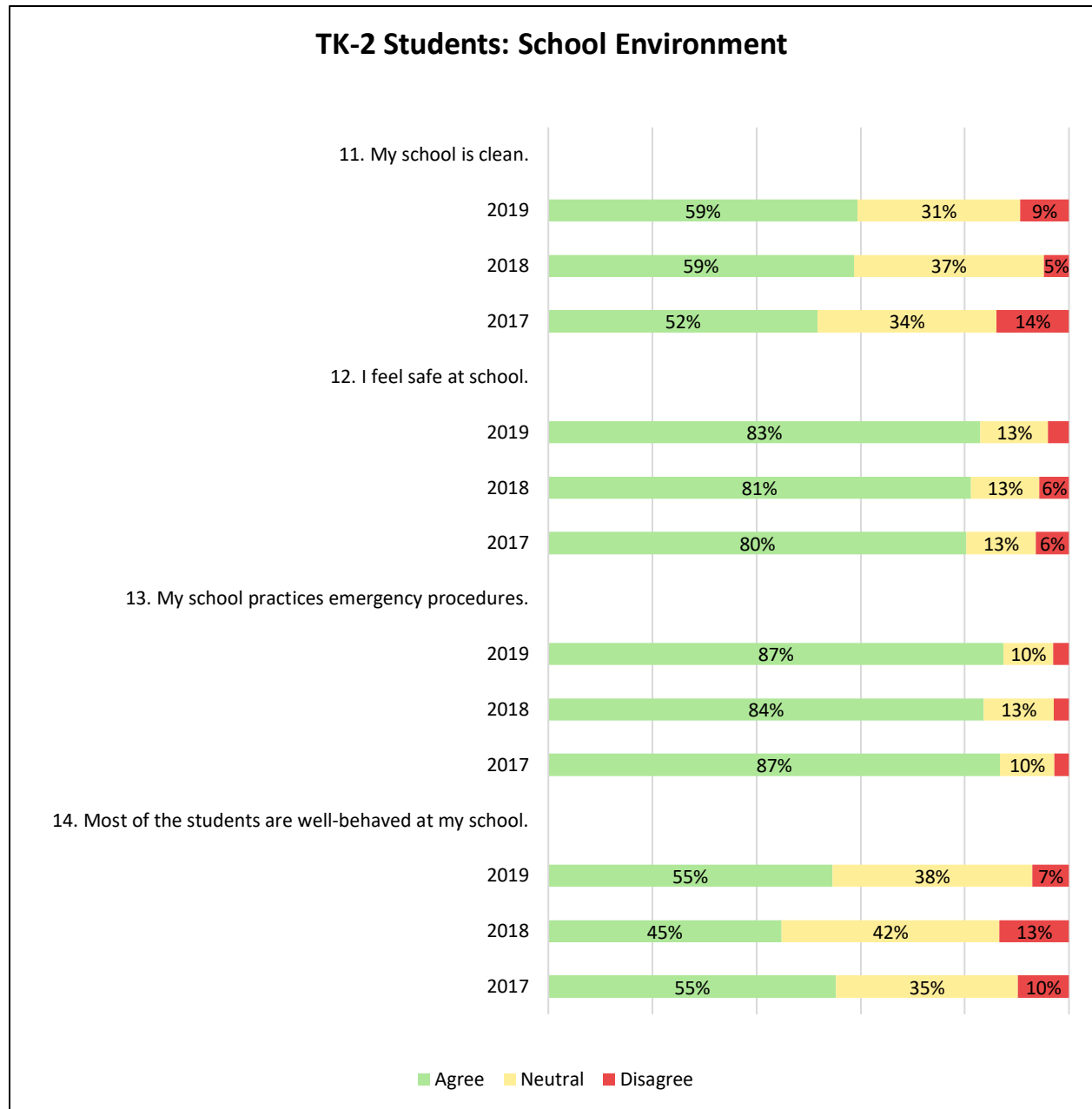
Project-Based Learning

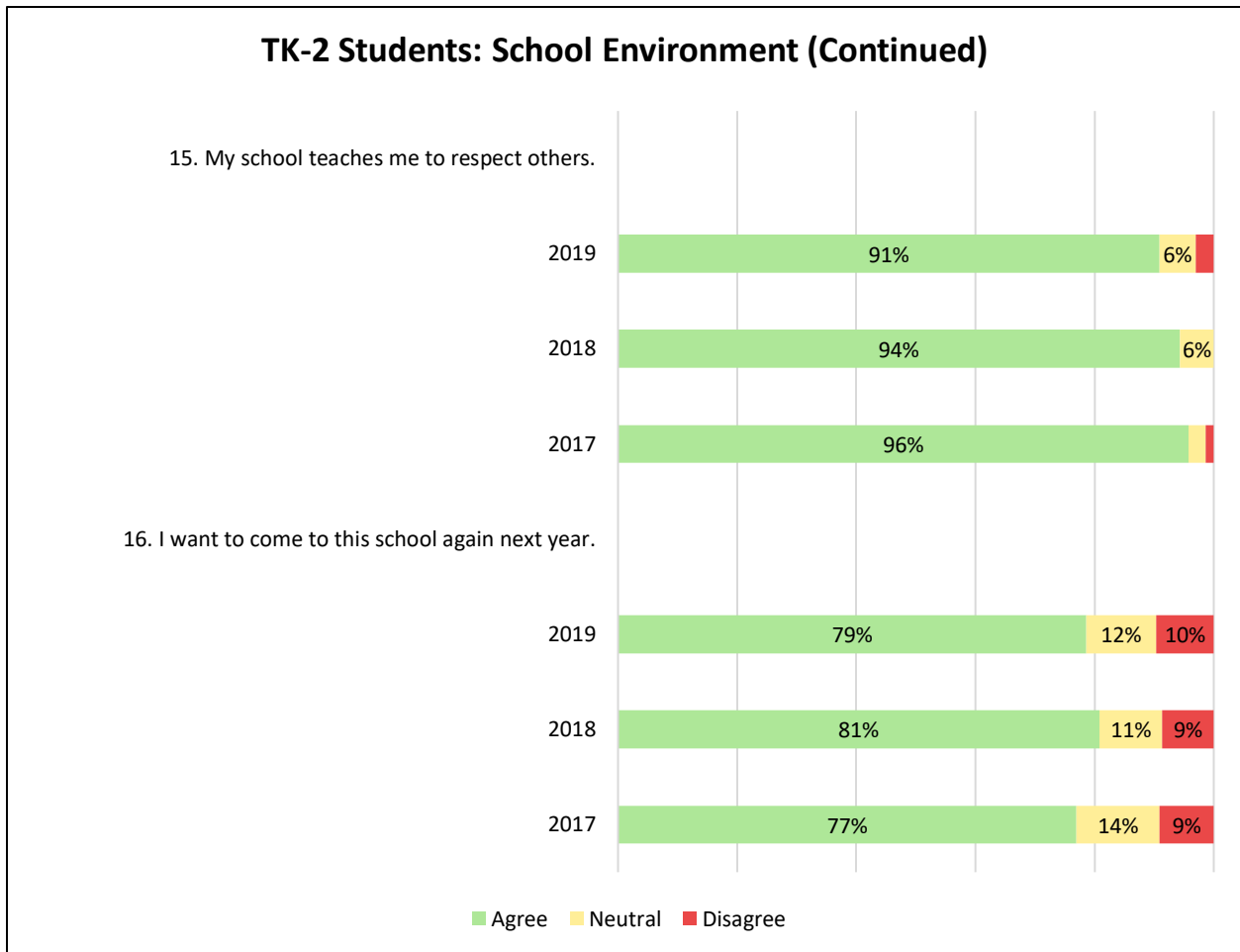


As in previous years, nearly every parent felt that Project-Based Learning was an effective tool to increase their children’s learning (97% / 58 responses) and that PBL was essential to the academic program at Lighthouse Charter School.

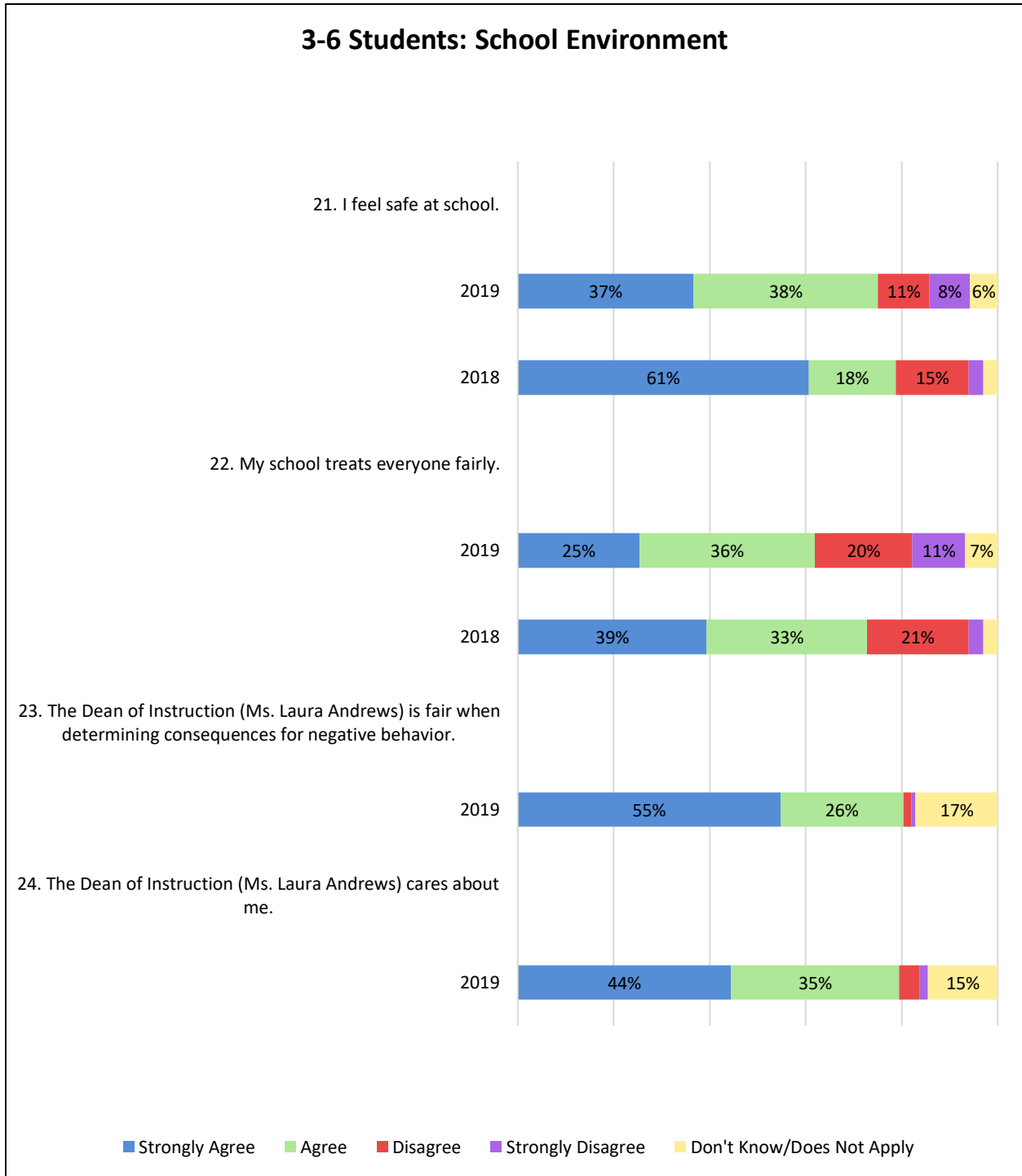
Students

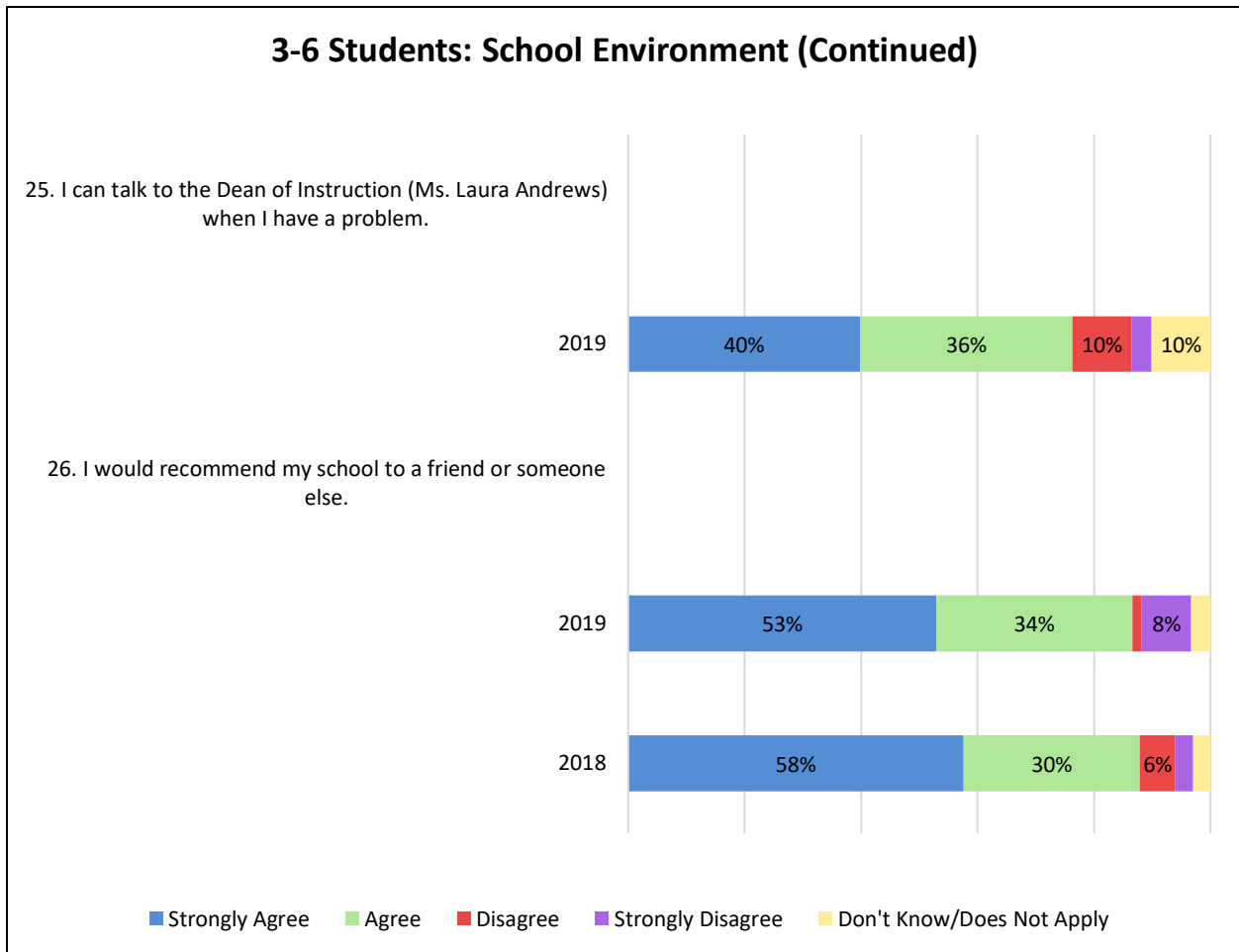
School Environment





Consistent with 2017 and 2018, 2019 survey results indicate positive views of Lighthouse Charter School’s school environment amongst transitional kindergarten through 2nd grade students. Similar to previous years, over 90% of students agreed the school taught them to respect others (179 responses), indicating that this is a particular strength at Lighthouse Charter School. Additionally, 83% of students reported that they felt safe at school and 87% of students agreed that the school practices emergency procedures. However, similar to 2018, only 59% of students in 2019 agreed the school was clean (120 responses), though fewer students *disagreed* with this statement (5% compared to 14%). Notably, more students felt their peers were well-behaved this year than did in 2018 (55% in 2019 compared to 45% in 2018). Finally, a majority of students did agree that they wanted to come back to Lighthouse Charter School next year (79% / 154 responses).

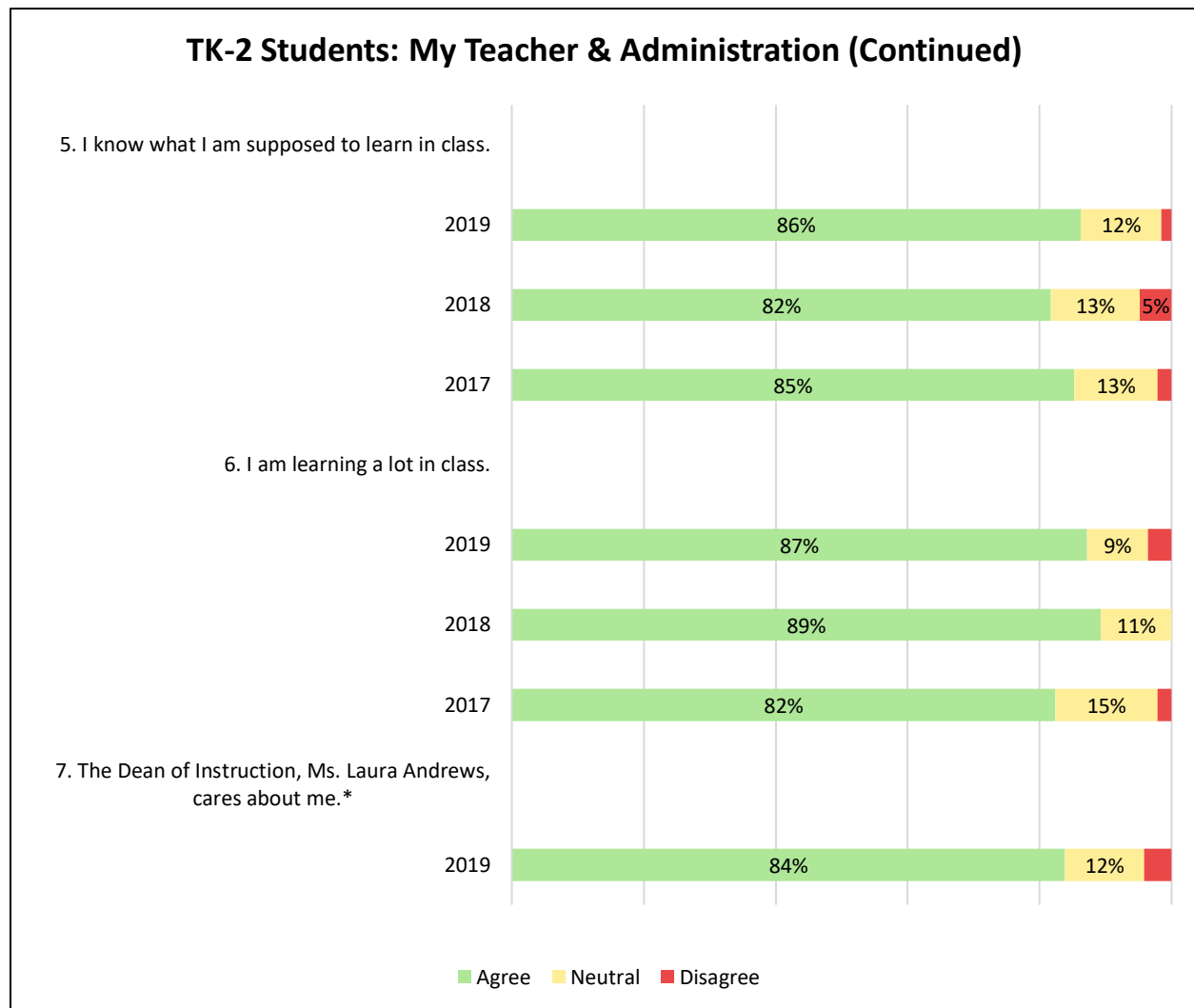




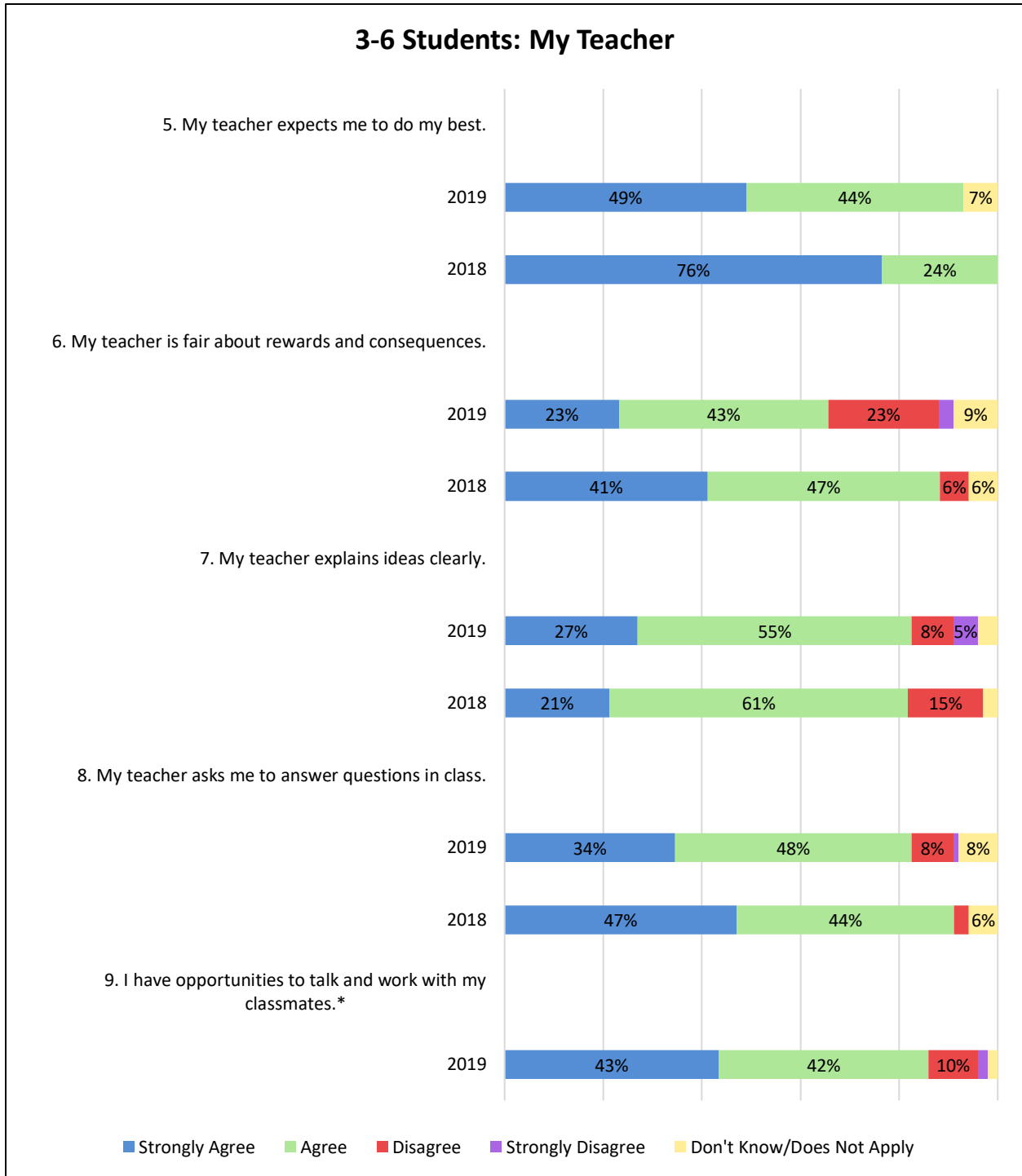
Students in grades 3 through 6 had generally positive reviews of their school environment. Similar to 2018, 87% of students (103 responses) would recommend the school to a friend or someone else. Students were very positive about the new administration. Only 13% of students (16 responses) expressed disagreement with the statement that they can talk to Ms. Laura Andrews when they have a problem and only 3% of students disagreed with the statement that she is fair about consequences. However, nearly a third of students disagreed that their school treats everyone fairly, up from 24% in 2018. Fewer students in 2019 agreed that they feel safe at school (75% in 2019 compared to 79% in 2018), perhaps warranting further exploring of student’s safety concerns..

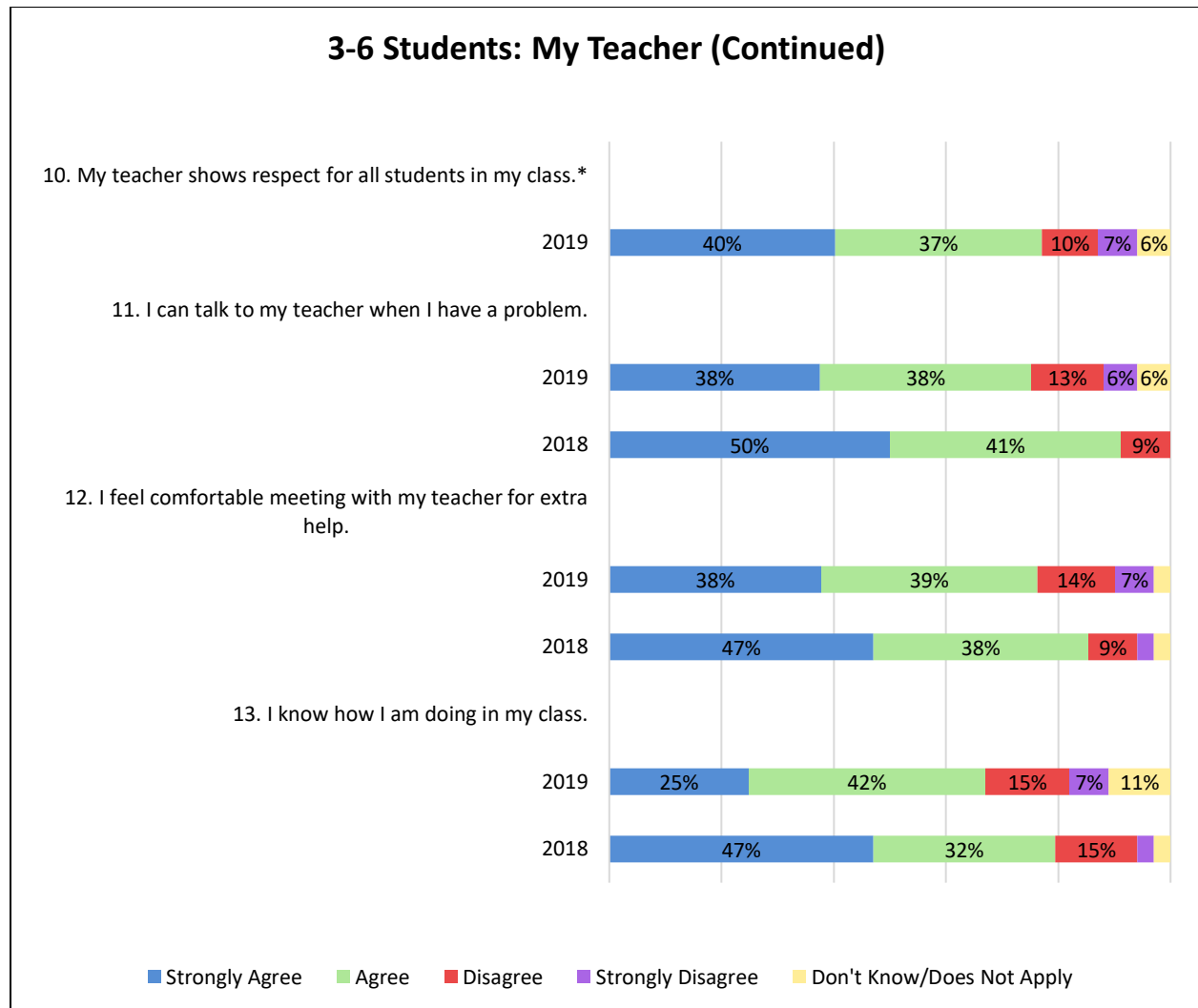
Teacher & Principal Effectiveness





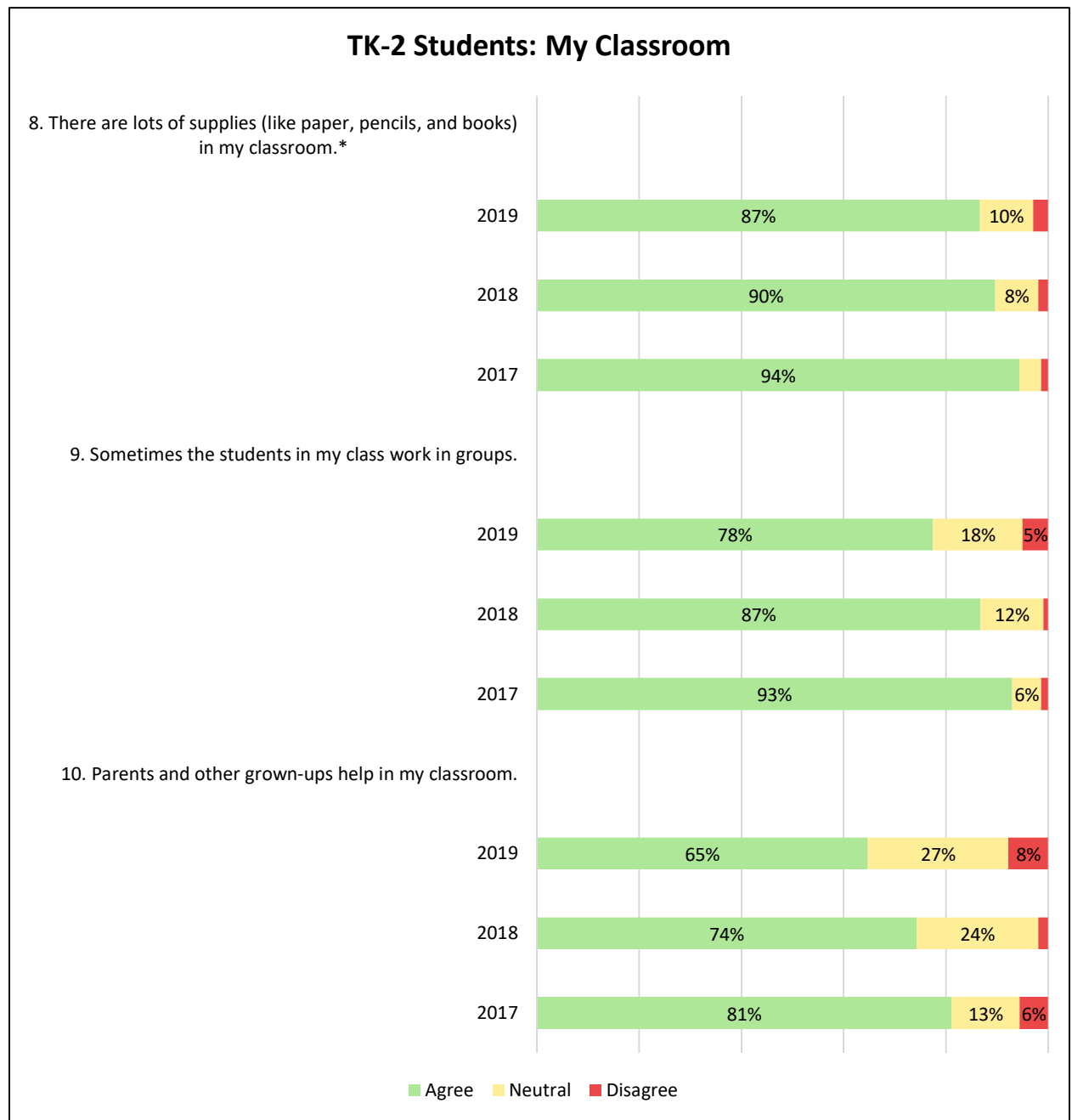
TK-2 students provided overwhelmingly positive reviews of their teachers and the school principal. In 2019, a significant majority of students felt their teacher expected them to do their best (87% / 172 responses) and felt they are learning a lot in class (87% / 170 responses). Additionally, this year a higher proportion of students felt they knew what they were supposed to do in class than in previous years (86% compared to 82% and 85%). However, in 2019 the proportion of students who felt they could speak to their teacher if they have a problem was notably lower (72% / 142 responses) than previous years. The percentage who felt neutral about approaching teachers with their problems in 2019 (22% / 43 responses) nearly doubled from 2018 and 2017 (11% and 14%, respectively).



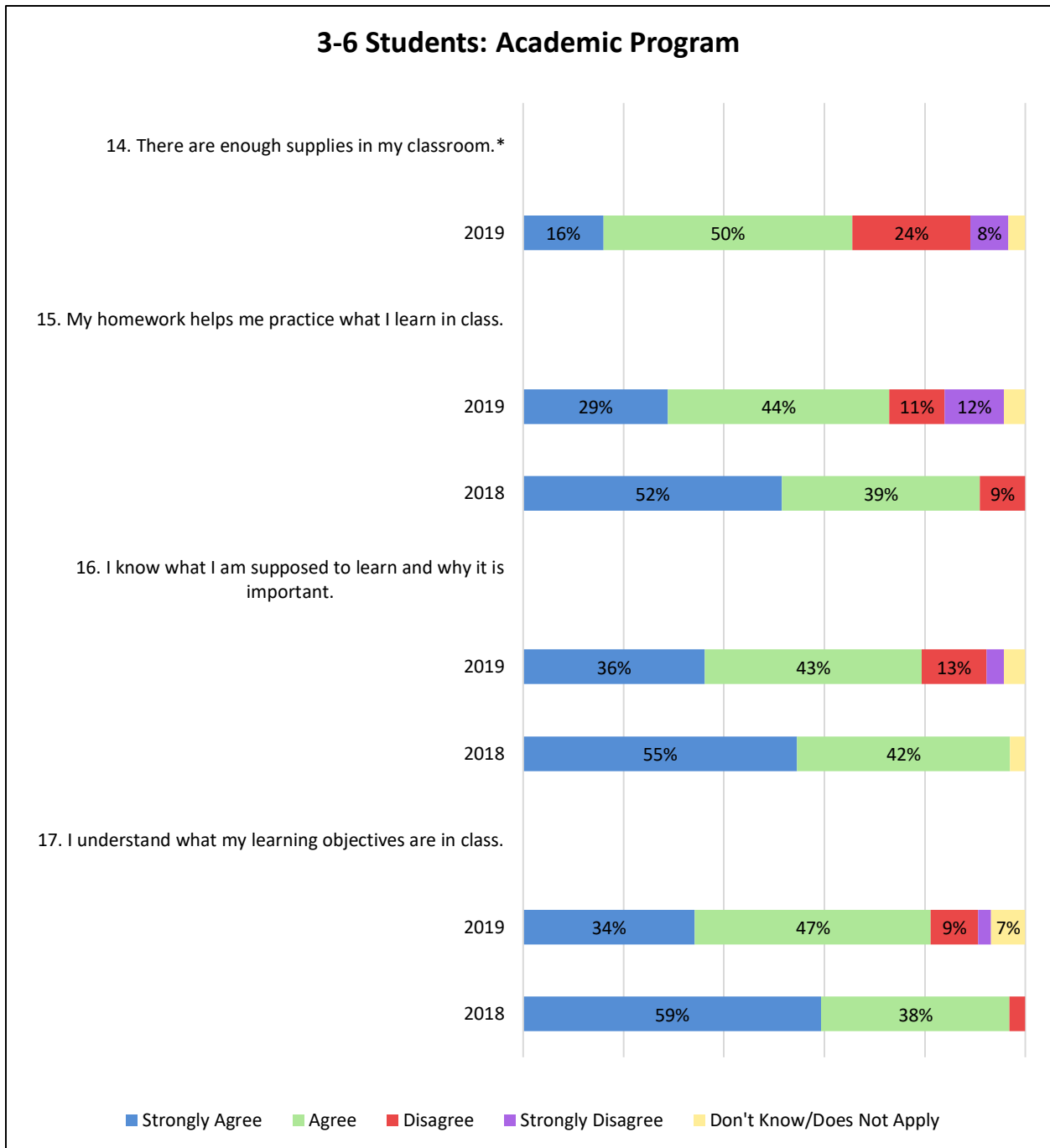


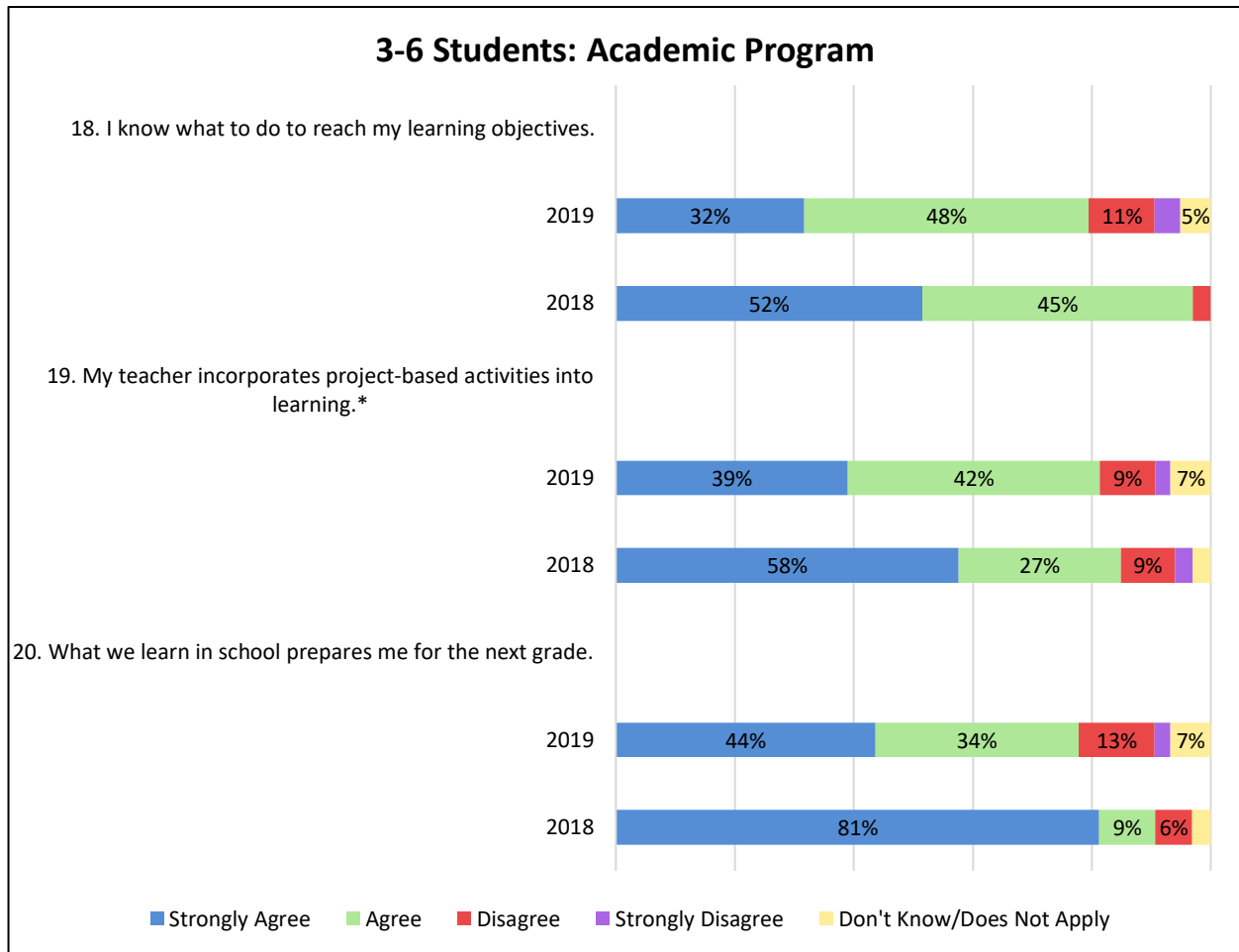
Based on 2019 survey results, students in grades 3 through 6 had generally positive reviews of their teachers. However, after adding a 5th and 6th grade, there were generally higher rates of disagreement on many indicators compared to 2018 survey results from 3rd and 4th grade students. No students disagreed that their teacher expects them to do their best, but there was a 7% decrease in agreement compared to the 2018 survey. Group work seemed to be a strength in 2019, with 85% of students (103 responses) agreeing that they have opportunities to talk and work with their classmates. Roughly 83% of students reported their teacher explains ideas clearly, a very slight increase over 2018 results. Less than 80% of students agreed they can talk to their teacher when they have a problem and that they feel comfortable meeting with their teacher for extra help, a 15% and 8% decrease from 2018 results respectively. Also down from 2018, only 67% of students agreed that they know how they are doing in class this year. Finally, there was a 20% increase in the rate of students expressing that their teacher is *not* fair about rewards and consequences between 2018 and 2019. Given that most indicators declined between these two years, it would be worthwhile to explore possible reasons for these decreases and monitor them closely in the future.

Classroom & Academic Program



TK-2 students were generally positive about their classrooms in 2019, but survey results from the past three years indicate consistent decline in agreement on all three classroom indicators. 87% of students (175 responses) agreed that their classroom has adequate supplies. Additionally, 78% of students agreed they sometimes work in groups, a 9% decrease in agreement from 2018. Notably, only 65% of students reported adults helping out in their classroom, down from 74% in 2018 and 81% in 2017.

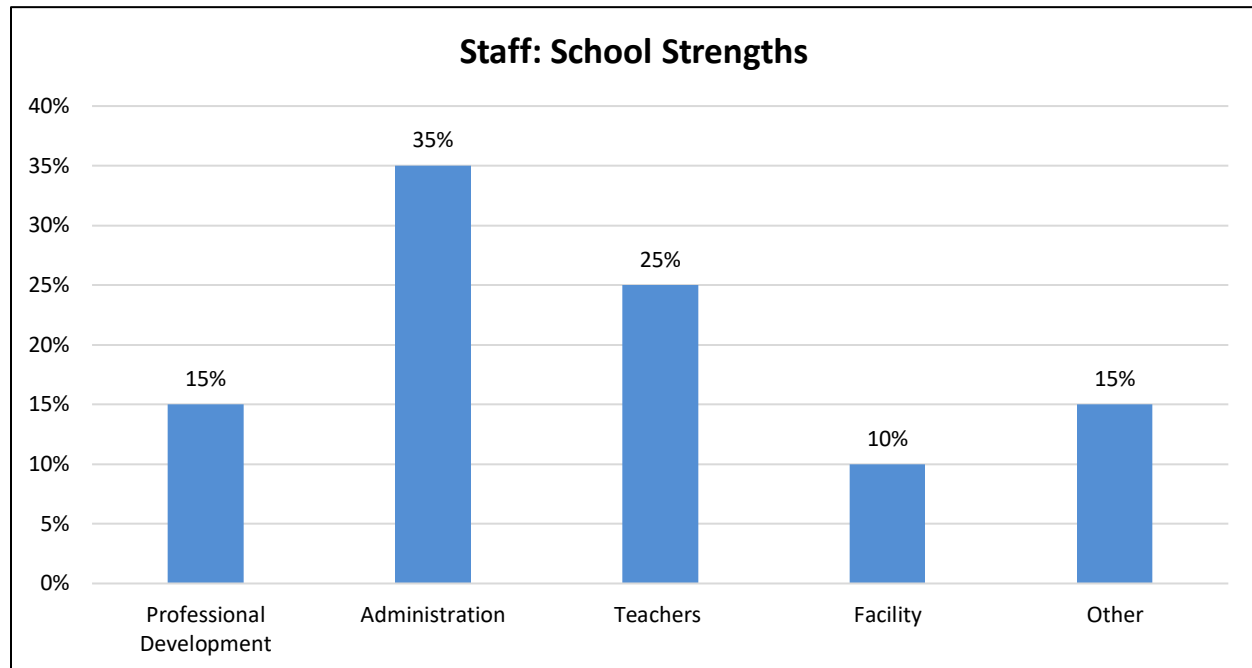




Although survey results were generally positive, 3rd through 6th grade students in 2019 were less enthusiastic about their classroom academic program compared to 3rd and 4th grade students in 2018. Similar to 2018, 81% of students (96 responses) agreed that their teacher incorporates project-based activities into learning. Additionally, around four-fifths of students agreed that they know what they are supposed to do learn and why it is important. A similar rate of students agreed that they understand their learning objectives and what to do to reach their learning objectives. However, compared to 2018 results, all four of these indicators saw increases in the rate of disagreement ranging from a 9% increase in disagreement to a 16% increase. Similarly, fewer students agreed that what they are learning in school is helping to prepare them for the next grade or that their homework helps them practice what they learn in class. Finally, only two-thirds of students agreed that their classroom had adequate supplies. Although results were still generally positive, it would be worthwhile to explore why there were consistent declines across all indicators from 2018 to 2019.

Open-Ended Responses: School Strengths

Staff



Overall, staff members were more likely to comment on the strengths of the Administration (35% / 14 responses) or the teachers (25% / 10 responses). Staff members also commented on the strength of professional development at Lighthouse (15% / 6 responses), specifically the relevance of professional development. Four staff members thought the school's facility was one of its strongest assets (10%) and six staff members thought that aspects of the school other than the broad categories included in the survey were strengths (15%).

Staff: What do you appreciate about the school that you would like to be sure to continue?

Staff responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every staff member left a comment when identifying a strength.

Administration (9 comments)

Ms. Andrews is an excellent admin and role model for our school. She is organized, responsive, and supportive.

Mrs. Andrews is always aware of our needs and balancing that with parent demands.

I would like to see Ms. Andrews as the main Principal of the school holding current responsibilities.

Teachers (6 comments)

Fellow teachers willingness to collaborate and support one another is motivating.

Some teachers are very flexible and easy to work with.

Professional Development (4 comments)

Administration does such a great job building the team and helping staff acquire knowledge!

I appreciate the amount of professional development and its relevance to what is happening in our school.

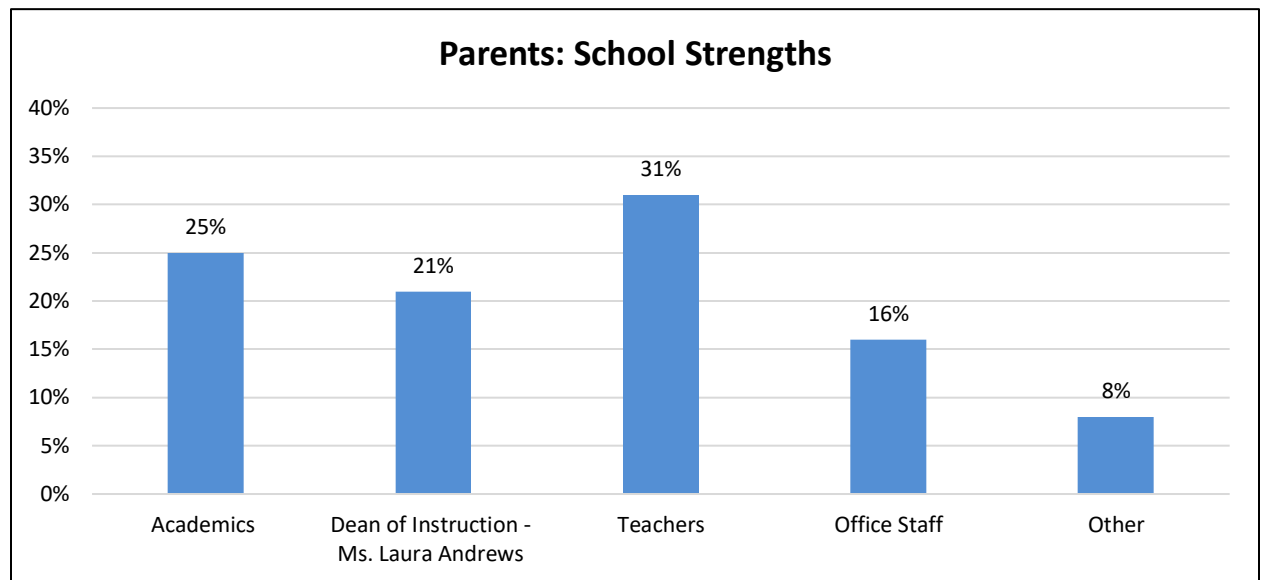
Facility (1 comments)

I love having a new campus that is just ours!!!

Other (4 comments)

Classified Staff are a strength for the school.

Parents



The graph above shows the frequency with which parent descriptions of school strengths fell under each category. A plurality of parents identified the teachers at Lighthouse as strengths of the school (31% / 7 responses). Twenty-five percent of parent responses indicated that the school’s academic program was strong (63 responses), and 20% discussed the principal as a strength (47 responses). Twenty-eight parents were very pleased with the office staff at Lighthouse Charter School (12%). Twenty parents indicated that areas other than the four categories included in the survey were strengths of the school (9%).

Parents: What do you appreciate about the school that you would like to be sure to continue?

As noted above, parent responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every parent left a comment when identifying a strength.

Teachers (26 comments)

The positive attitude is the best thing about this teaching staff. My son and I both feel welcomed and like this is a place where fun things will happen.

I love the teachers. They treat both my children like they are their own. Even though there are multiple kids in the class, I feel like they still get that individual attention that they need.

Ms. Kauffroath does an amazing job at communicating...everything. Very responsive. Very professional. Very thorough.

They care about the progress of their students.

Ms. J is just one of my most favorite humans. The passion she has for the students and her subjects is so encouraging

Academics (18 comments)

My kids are really excited to go to school and they are always ready to tell me something new about what they learned that day.

My children are being challenged academically at their own level.

My son loves art and enjoys attending his art class at school. He is also quiet and shy so PBL is a perfect tool for him to practice and be able to engage with others as well as help him in his future.

At his old school he would be done with his class work before the teacher finished passing out the work. Now he's actually being challenged.

She seems engaged and is soaking up everything she learns. She loves PBL.

Dean of Instruction – Laura Andrews (18 comments)

I'm so thankful for this addition to our school. She takes care of kids, parents, and teachers. Thank you for caring so much about all the people involved!

Very approachable and I love the culture she's encouraged with the bucket filling and extra things she does for the staff (as seen on IG which is fun for parents to be able to see what's going on)

I love seeing Ms. Andrews on social media. She seems very genuinely involved and vested in Lighthouse.

Ms. Andrews is wonderful. Always smiling, initiates conversations, approachable and keeps us well informed.

Office Staff (11 comments)

The office staff goes above and beyond to support the school and get the families all the information they could need.

Not much experience with office staff, but my interactions have always been positive.

Informative, professional, approachable and caring to all.

Other (9 comments)

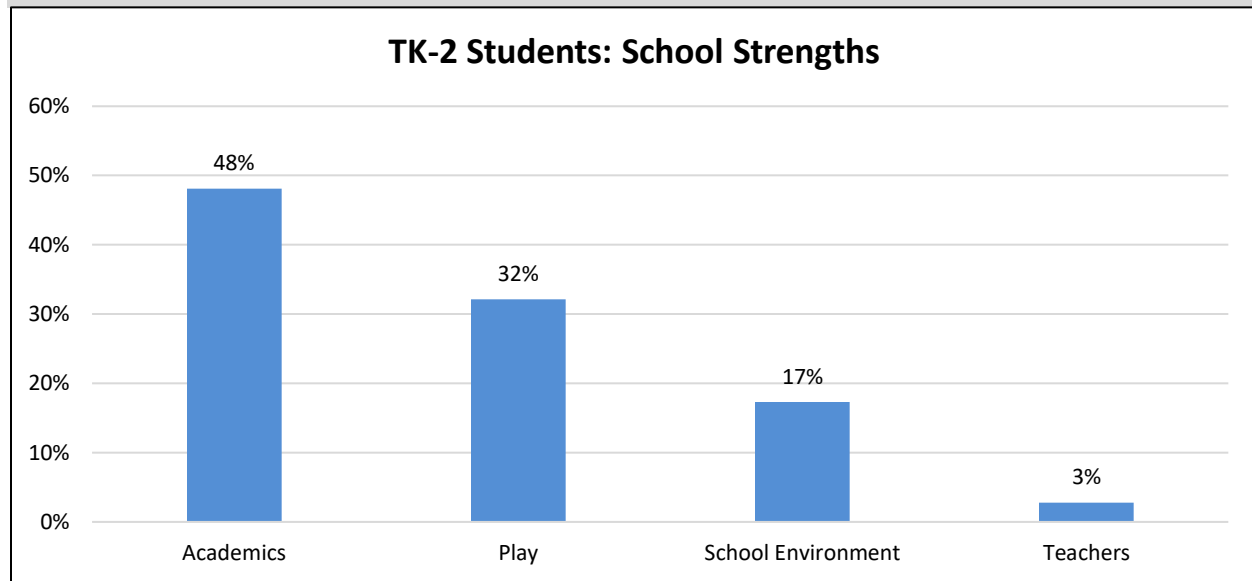
Thrilled with morning drop-off procedure. Mr. Niman and Ms. Shirley always in place and ready with smiles.

I love the small school feel. It's my favorite aspect above the education level.

The ability to drop off my child in assigned location when I can't walk her means a lot to me

The whole school staff are always so helpful and look happy. Which helps the kids because smiles are contagious. My son has been at more field trips this year than he has his whole academic life. I'm very happy with light house.

Students



A plurality of TK-2 students enjoyed the academics at Lighthouse Charter School (48% / 39 responses). 32% of students identified their opportunities to play at school as a positive of their school experience (26 responses). Fourteen students perceived the Lighthouse environment as a strength (17%) and eleven students applauded their teachers' efforts (3%).

Students: The thing I like most about my school is:

Student responses fell into four broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every student left a comment when identifying a strength.

Academics (39 comments)

My most favorite thing is lunch time. I like having a break from school and eating. my second thing is PBL time. I like practicing group projects and working on 1 subject without changing it. I also like art class.

My favorite part about school is PBL.

I like school because there is math, music, and art.

I like school because I like reading books.

Play (26 comments)

I love playing at recess.

I enjoy playing outside and champions.

School Environment (14 comments)

I like the Lighthouse loot store.

I appreciate that everyone is so nice at this school sometimes.

I like making new friends.

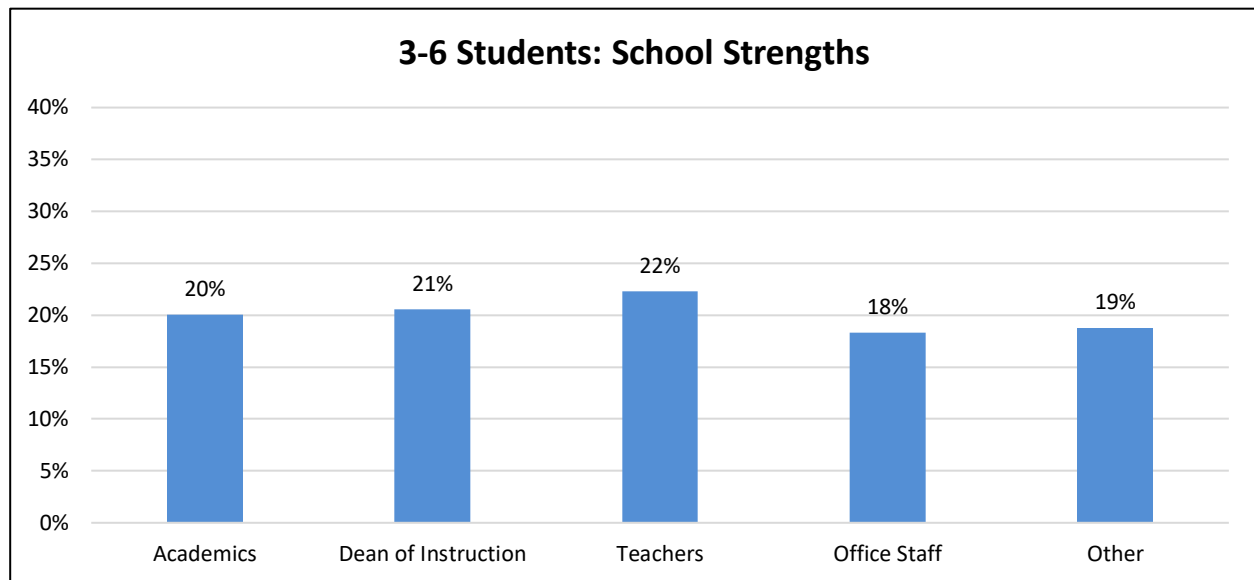
Teachers (11 comments)

The teachers and art class are great.

I love my teacher she is funny and kind to others.

Ms. Shill is my favorite.

Students



Twenty-two percent of the positive responses from third to sixth graders were directed toward the teachers at Lighthouse Charter School (89 responses). 23% of responses included praise for the Dean of Instruction (82 responses), and 18% selected the office staff (73 responses). The academic program also received 20% of the total positive responses (80 responses). Seventy-five students thought that aspects of the school other than the subjects included in the survey were strengths, such as the school's environment (16%).

Students: The thing I like most about my school is:

Student responses fell into four broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every student left a comment when identifying a strength.

Academics (48 comments)

I like doing math. It's always fun and there's a new way to add or subtract or multiply or divide.

Math and writing because I get to redo writing topics and I understand my math lessons.

I learn more and I have everything that I need.

I like PBL and history.

It helps us in a way that it makes us smarter so we can go to the next grade.

Teachers (59 comments)

My teacher explains what we need to learn and if we need more help he gives it to us.

I like the teachers and every year it gets better and better.

My teacher does fun stuff with us like give us rewards when we do well.

My teacher helps all of us do our best.

Office Staff (39 comments)

They are very strict but very easy to cooperate with.

The office staff help me when I don't know who's pick me up.

They respect everyone.

Dean of Instruction – Laura Andrews (51 comments)

Ms. Andrews talks to us about what is going on at our school and gives fair consequences.

She is super duper nice.

I like Ms. Andrews because I feel very comfortable talking to her and I feel very safe around her.

I think she's nice and treats people well

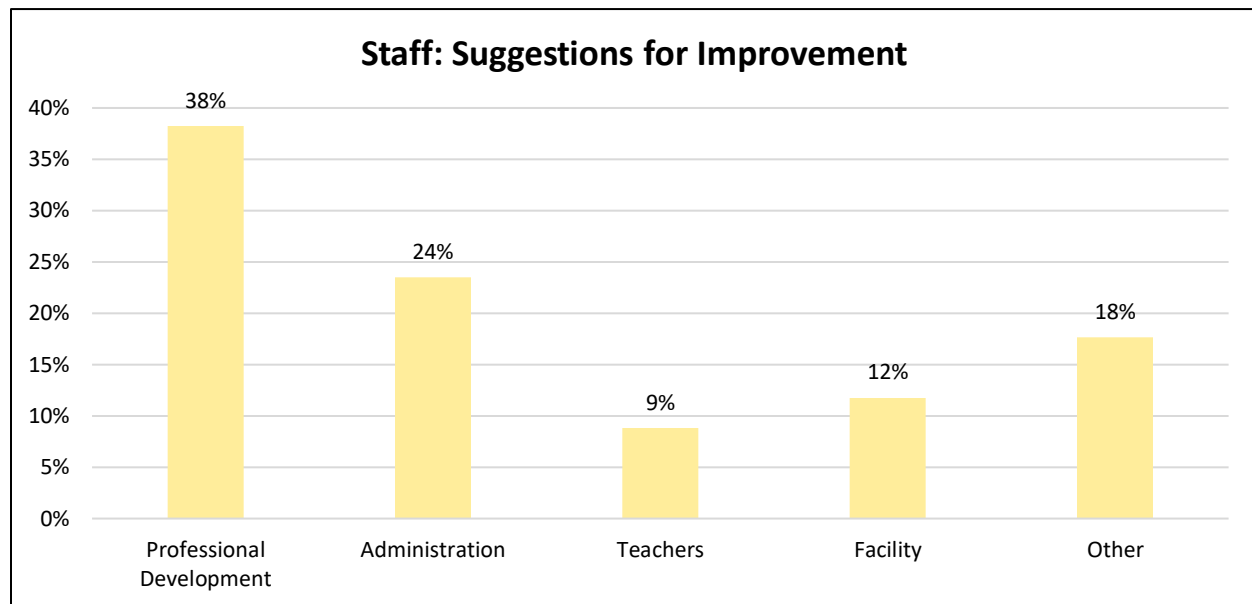
Other: (21 comments)

The thing I like most about my school is the playground.

Everyone is kind.

Open-Ended Responses: Suggestions for Improvement

Staff



Overall, staff suggestions for improvement focused on ways that professional development could better serve teachers (38% / 13 responses), feedback on how administrators could better support staff (24% / 8 responses), and requests for more space for building community among teachers (9% / 3 responses). Staff feedback also expressed concern about the facilities (12% / 4 responses). Six staff members had suggestions outside of the four broad response categories (18%).

Staff: I feel that the school needs improvement in the following areas.

As noted above, staff responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every staff member left a comment when identifying areas for improvement.

Professional Development (9 comments)

It'd be nice to have more funding for personalized PD.

We need PD that targets how to instruct specific populations (ELs, SPED, low achieving, etc).

I would like to have more professional development opportunities in different areas of instruction to better support my students learning.

Administration (20 comments)

We are searching for a new principal. This would help take a lot of duties off of the plate of the Dean of Instruction. This would give more support to teachers and thus students.

Make policies more widely known so that staff understand how things work when things are happening.

Teachers (2 comments)

We need to have more courageous conversations and cut down on gossip.

Teachers need to be more connected with each other.

Facilities (1 comment)

We need more space to play for the amount of students we are expecting.

Other (4 comments)

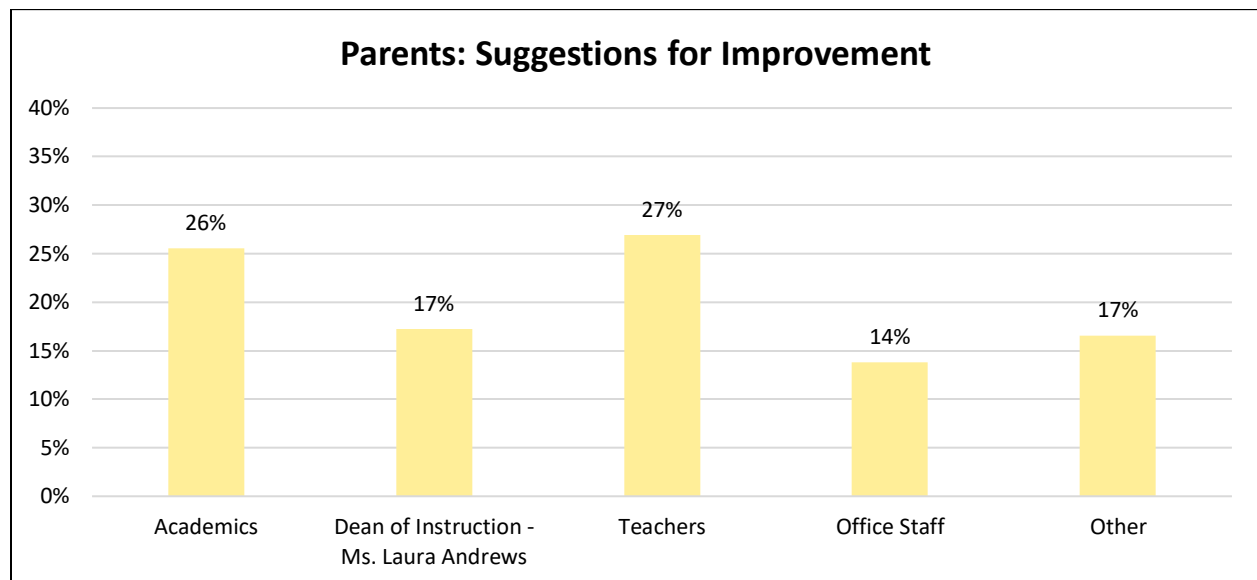
We need better pay and smaller class sizes.

We need to have realistic expectations and a better work/home balance

I would like for the kindergarten and TK classes continue on an independent bell and lunch schedule.

Lack of SPED services is a huge problem.

Parents



Roughly over a half of parent respondents felt the school's could improve on its academic program (26% / 37 responses) and its teachers (27% / 39 responses). Twenty parents had felt the office staff could improve and twenty-five parent responses focused on the dean of instruction (17%). Twenty-four parents had suggestions outside of the four main categories that emerged from the responses (17%) primarily centered around communication issues, amenities, and extracurricular activities.

Parents: I feel that the school needs improvement in the following areas.

As noted above, parent responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every parent left a comment when identifying areas for improvement.

Academics (9 comments)

I would like to see the project based learning concept expanded.

Improved scores and specialized instruction for students with special needs.

Continue to work toward academic excellence. We want to send our child to a great school, not just an average school, and that's why we chose this school LCS over our neighborhood school. It has great potential. I'd also like to see more STEM based curriculum introduced.

Dean of Instruction – Laura Andrews (0 comments)

Teachers (3 comments)

Communication about how to support my child's learning in respect to the report card results could be improved.

My child and I are concerned with the bullying issues in his classroom, I'm hearing story's that his classroom is loud and chaotic, that his teacher has a hard time controlling the other students behavior. We have brought to the attention of staff and it doesn't seem to be getting any better. My child doesn't want to attend school and is considering switching school due to this issue.

I feel that the teachers need more training, mostly in the area of implicit bias. Also, I would like to see more teachers with prior experience teaching at a formal school, no more Teach for America candidates.

Office Staff (1 comments)

Security seems lax, office staff too casual

Other (19 comments)

PTA could be more informative to the parents. And a little more welcoming to new people wanting to get involved.

I would like to see the school finally offer a cafeteria and library for the kids. Please allow after school parents a way to park and reach their kids easier. It's really hard to get to them when you have more than 1 child with you.

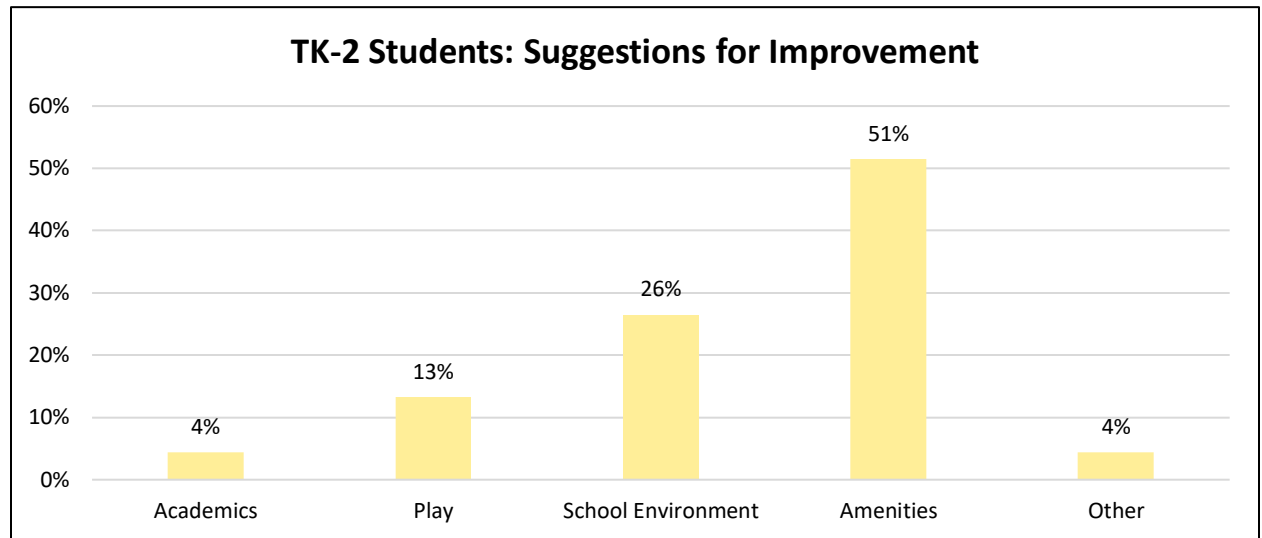
Electronic communication has been difficult to follow. Sometimes the apps are not working properly and I don't receive information until the day before or same day.

Cultural awareness (Teaching Tolerance is a curriculum by southern poverty law center); minimize homework.

I would like to see some more activities. I know there's not a GATE program but maybe there could be a math bowl or other engaging events and reasons to bring the students from across classes and grades together.

Communication has been a challenge both from the school and this year the PTC programs/info are sort of a mess

Students



More than half of all TK-2 student suggestions regarded the amenities at the school (51% / 35 responses) as needing improvement. Additionally, just over one-quarter pointed toward the school environment (26% / 18 responses). Nine students thought the quality of play time at Lighthouse could improve (13%), and three students had suggestions for academic improvement. (10%). Three students had suggestions outside of the four main categories that emerged from the responses (4%).

Students: I feel that the school needs improvement in the following areas.

As noted above, student responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category

Amenities (35 comments)

Clean the bathroom please.

Better playground. Better lunch

The playground could be bigger

Grass outside and pads on the green toys on the playground

We need a field with flowers.

School Environment (18 comments)

I think we should ACTUALLY have a talk with kids that people tell on and try to solve the problem that we have instead of saying "go tell them to stop" or "say you're sorry" and expecting us to help ourselves.

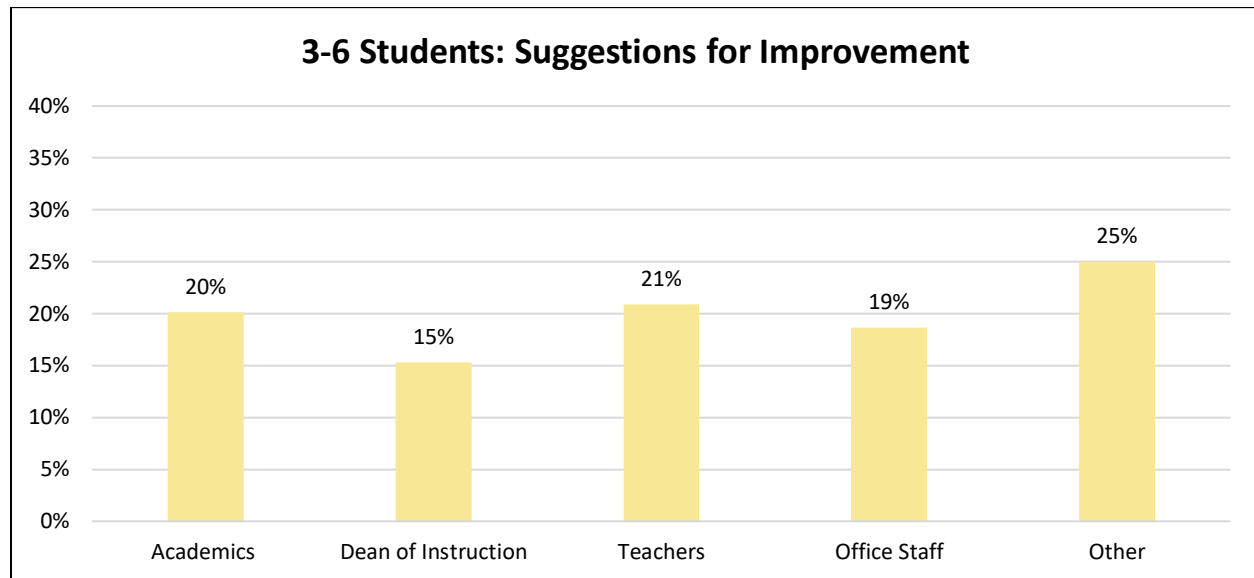
Less bullies more kind kids.

Try to put more rules like safety rules and stuff.

We should clean up more trash

Academics (3 comments)
More science
Have more subjects
Play (9 comments)
I want to have more time to play outside.
We should have more time at lunch and recess.
Other (3 comments)
We should have a class pet.

Students



Students in grades three through six had roughly equal amounts of suggestions for Lighthouse across the five broad categories. 20% of their suggestions revolved around the academics of the school (54 responses), 21% around the teachers (56 responses), and 19% were for the office staff (50 responses). One-quarter of students felt their suggestions fell outside of these categories; the comments addressed things such as the amenities at Lighthouse Charter School (25% / 67 responses). Only 15% of their suggestions were for the dean (41 responses); however, no student followed up with a specific comment about how Ms. Andrews could improve.

Students: I feel that the school needs improvement in the following areas.

As noted above, student responses fell into five broad categories. The frequency of comments per category is specified in parentheses and the categories are listed in descending order. Representative comments are listed, below, under each category. It is important to note that not every student left a comment when identifying areas for improvement.

Academics (26 comments)

Our class needs to teach more history.

Go more in depth in learning and making sure the students really understand the task or subject.

More science because we don't do a lot of science.

Teachers (25 comments)

Please allow us to draw when we are done with our work!

Whenever I go tell someone a problem (even afterschool) they say, "Go solve it yourself."

They often give unfair consequences on kids for simple things.

Dean of Instruction – Laura Andrews (0 comments)**Office Staff (25 comments)**

We need more pain relievers for people that are hurt

I think that when someone gets hurt, they should have a nurse and they should have real icepacks.

Other (40 comments)

The food is not very good and even though I bring my own lunch I kinda feel sorry for the people who eat it. It looks bad and I bet it tastes bad too.

We should have IDs to make are school more safe and secure. it could also help us check ourselves in.

Cafeteria please change the food would love better food.

We need more time to play outdoors.

Conclusion:

Overall, the 2019 stakeholder surveys showed that staff, parents, and students held positive views of Lighthouse Charter School. Staff, in particular, reported much higher levels of satisfaction in 2019 compared to previous years. However, stakeholders also had concerns in specific areas and gave suggestions for how Lighthouse could improve. It is useful to explore the questions and categories in which the school received less enthusiastic responses to identify potential areas for growth.

For the past three years, parents and staff rated Lighthouse Charter School on a scale from A to F. This year, parents were more enthusiastic than ever, giving the school more “A” ratings than in previous years. Staff perceptions also improved to their former 2017 levels with a large majority giving the school an A/B rating and stating they would recommend the school to someone else with children.

Academic Program

Parents and students both were enthusiastic about the academic program at Lighthouse this year, especially regarding the effectiveness of the project based learning and students being adequately challenged by their instructors.

This positive response to the school’s academic program compares favorably to reviews from 2018. Parents have continued to express satisfaction that academic needs of their child are being met. In fact, some parents seemed concerned that the pacing and difficulty of the material might be too intense, but tethered their statements with the caveats that their children are excelling and haven’t complained about their classwork. Moreover, it appears Lighthouse has met the demands for differentiated instruction as parents lauded multiple teachers’ abilities to challenge their children on an individual basis. We suggest investigation into demand for increased STEM education as some parents believe it may be lacking in the current curricula.

In terms of student requests, the 2018 improvement of student opportunities to study fine arts and history holds strong. Many students declared art, music, or history as their favorite subjects and several students indicated they enjoyed their math course. In 2019, the main request from students was for less strictness from staff.

School Environment & Working Conditions

As with the academic program, parents and students at Lighthouse Charter School were very pleased with the school’s culture and environment. The vast majority of parents agreed their children enjoyed going to school and thought that the various offices on campus were pleasant and responsive. Additionally, students in the younger grades felt the school rightly emphasized respect and felt safe around all members of the staff.

Unlike in 2018, a recurring theme this year for parents is maintaining the current pick up and drop off policy. The largest point of contention for parents and students alike in 2019

was the cafeteria. Numerous student respondents complained about the quality of the food. Parents stated they would like a real cafeteria facility. There were also concerns about lunch time implementation with students feeling rushed to eat. It would be worthwhile to investigate different meal options and reevaluating the lunch schedule to ensure students fully enjoy their time. Further, parents would like to see more extracurricular opportunities for their students. It might be worthwhile to utilize community partnerships (e.g. the YMCA or Boys and Girls Club) and/or create new student organizations. Students have expressed an interest in computer courses for all three years; perhaps this can meet that need outside the classroom.

In terms of the environment and working conditions at Lighthouse, staff concerns from 2018 appear to have largely been addressed. Morale and staff satisfaction is at a high point, returning to or surpassing 2017 survey results on almost all survey indicators. Of note, in 2019 no staff respondent mentioned feeling disrespected, unmotivated, or unfairly evaluated. Moving forward, we suggest continued investigation into professional development and coaching. While staff were largely very satisfied with working conditions and school culture, there was less satisfaction with professional development and coaching. Some staff voiced concerns about continued training, while others mentioned a desire to see improved resources and focus on meeting the needs of students with disabilities.

Teacher & Dean of Instruction Effectiveness

Parents and students were enthusiastic in their praise of both the teachers and the Dean of Instruction at Lighthouse Charter School. Students emphasized that their teachers were kind to them and fair in doling out rewards and consequences during class, and parents were effusive about the individualized attention teachers and the principal give to their children. This year in particular there was an outpouring of praise from parents, student, and staff for the Dean of Instruction Laura Andrews. Despite Lighthouse's lack of a principal this year, many survey respondents seemed thrilled with Ms. Andrews' performance of her responsibilities and indicated a desire to have her fill the role permanently. She drew sparse criticism and was heralded for expert communication with staff, presence with parents, and kindness to students.

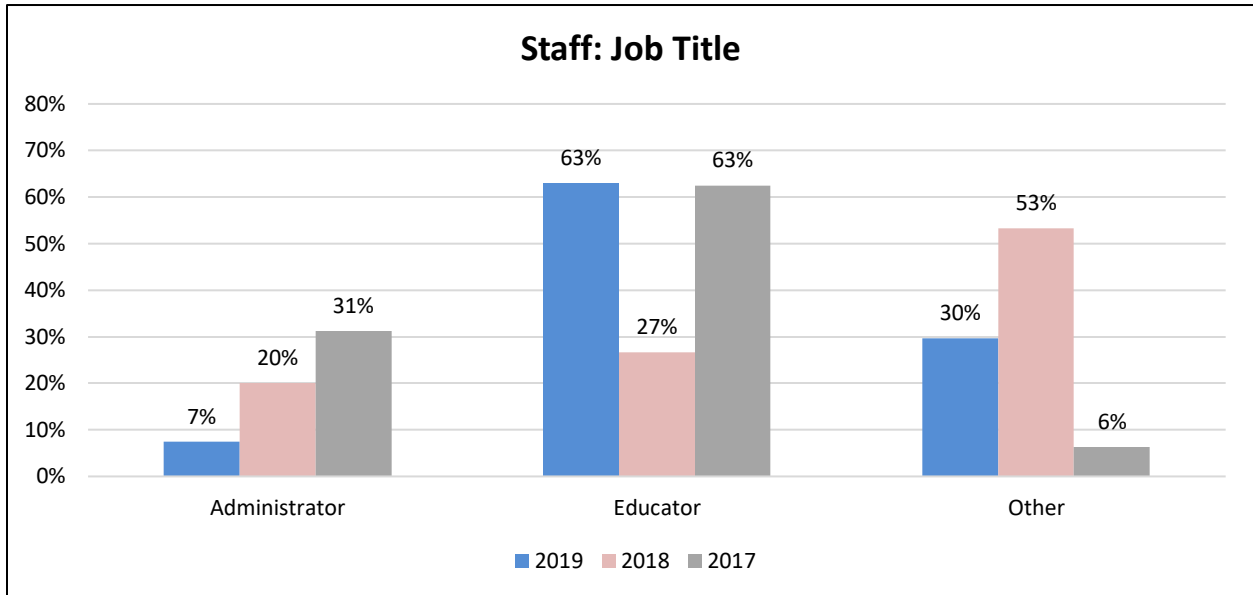
A few concerns regarding the teacher effectiveness did arise from the parent and student surveys. Parents noted that classroom management specifically around bullying has been an issue compared to previous years. Younger and older students had similar worries about their teacher's ability to protect them in the classroom, with some students discussing how a teacher might contribute to the problem both implicitly and explicitly. Lighthouse may want to increase awareness around the subject and follow up on one teacher respondent's suggestion of more coordination and communication between teachers. Additionally, considering in both 2019 and 2018 teachers requested more personalized professional development, faculty and administration might want to investigate social-emotional learning and anti-bullying PDs for teachers in classrooms where this problem has been raised. This also tracks with teacher and parent comments

around teachers needing additional training to serve the needs of specific student populations.

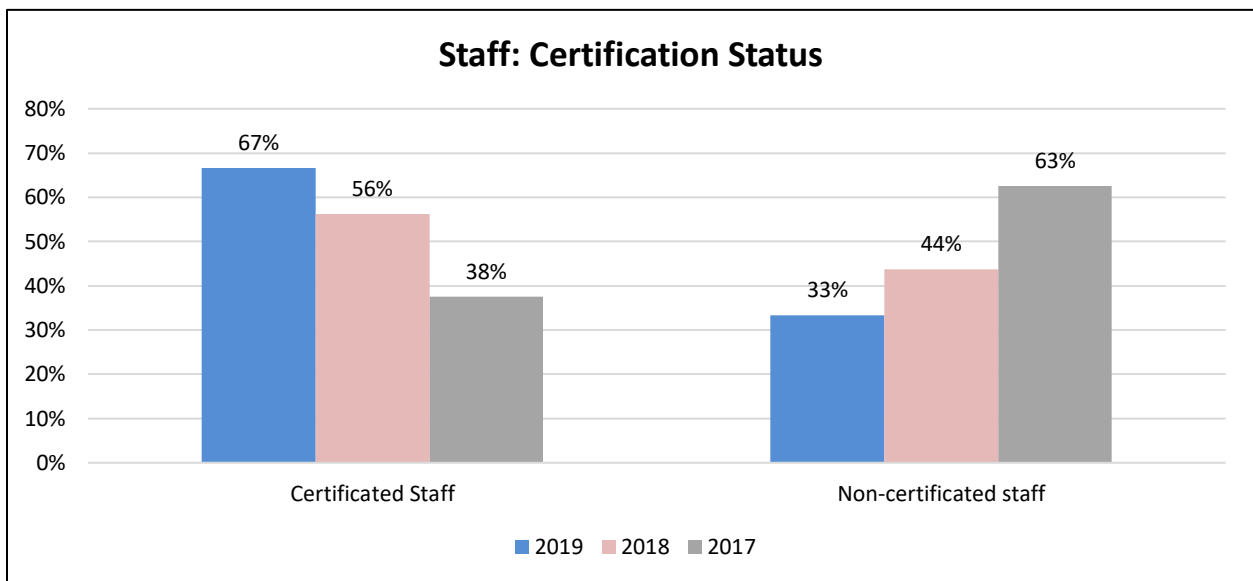
As Lighthouse Charter School continues to search for a permanent principal, we recommend considering the accolades and accomplishments of Ms. Laura Andrews in the search. Staff, students, and parents all were effusive in their praise and survey results indicate a significant improvement in school culture and working conditions. Whether or not Lighthouse Charter School hires Ms. Andrews for the role of principal, she has clearly demonstrated the qualities and characteristics that stakeholders want in a school leader. Overall, survey results indicate many improvements at Lighthouse Charter School this past year. The new school leader should closely examine how these improvements occurred in order to continue this positive trajectory.

Appendix: Respondent Demographics

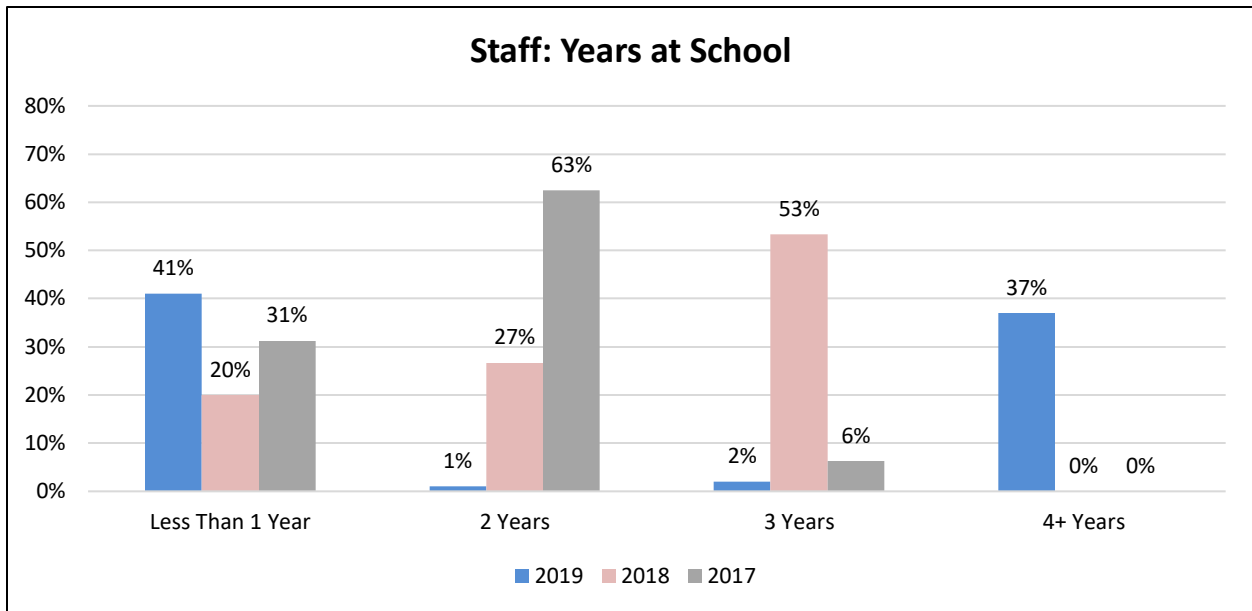
Staff



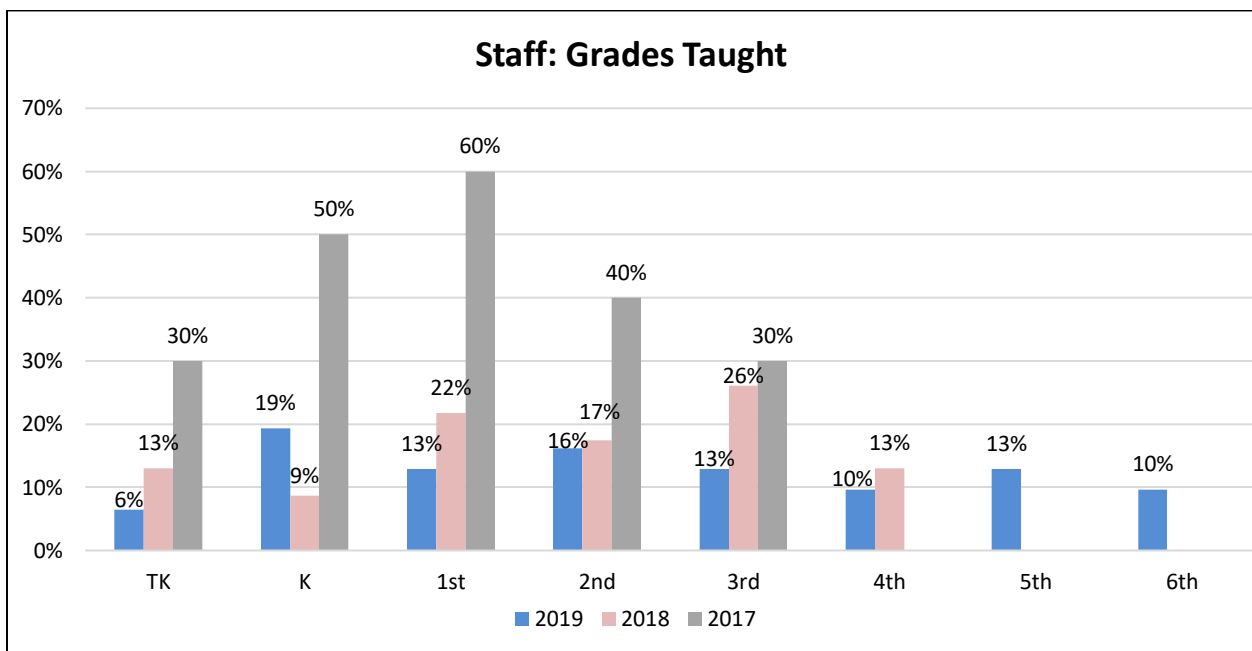
This year, a higher proportion of educators responded to the staff survey than in 2018 (63% compared to 27%). This is likely related to the fact that few administrators responded to this year’s survey, whereas 19% and 31% of respondents in 2018 and 2017, respectively, were administrators at Lighthouse.



In 2019, two-thirds of staff respondents were certificated staff (18 responses), and one-third were non-certificated staff (9 responses).

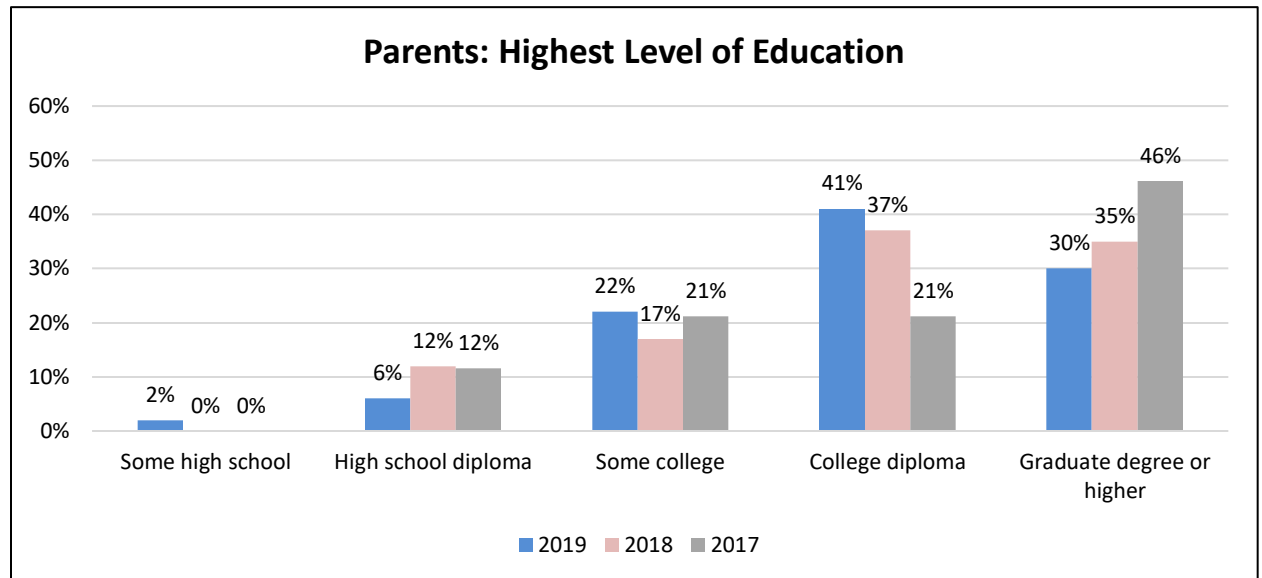


Unlike previous years, a majority of staff respondents were either new employees (41% / 11 responses) or had been at the school for three or more years (37% / 10 responses). Four had worked at Lighthouse for two years (15%), and two staff members had worked at the school for three years (7%).

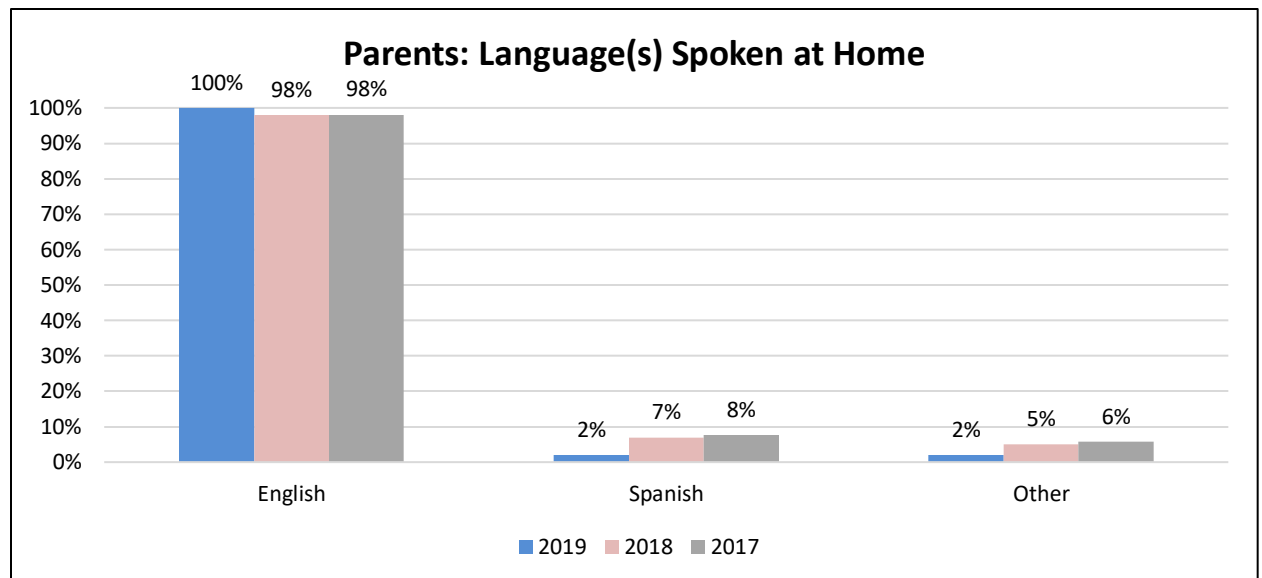


In comparison to previous years, staff respondents in 2019 were roughly evenly distributed across grade levels. Transitional kindergarten teachers were underrepresented (6% / 2 responses) and with grade expansion fifth and sixth grade teachers were added to the survey for the first time.

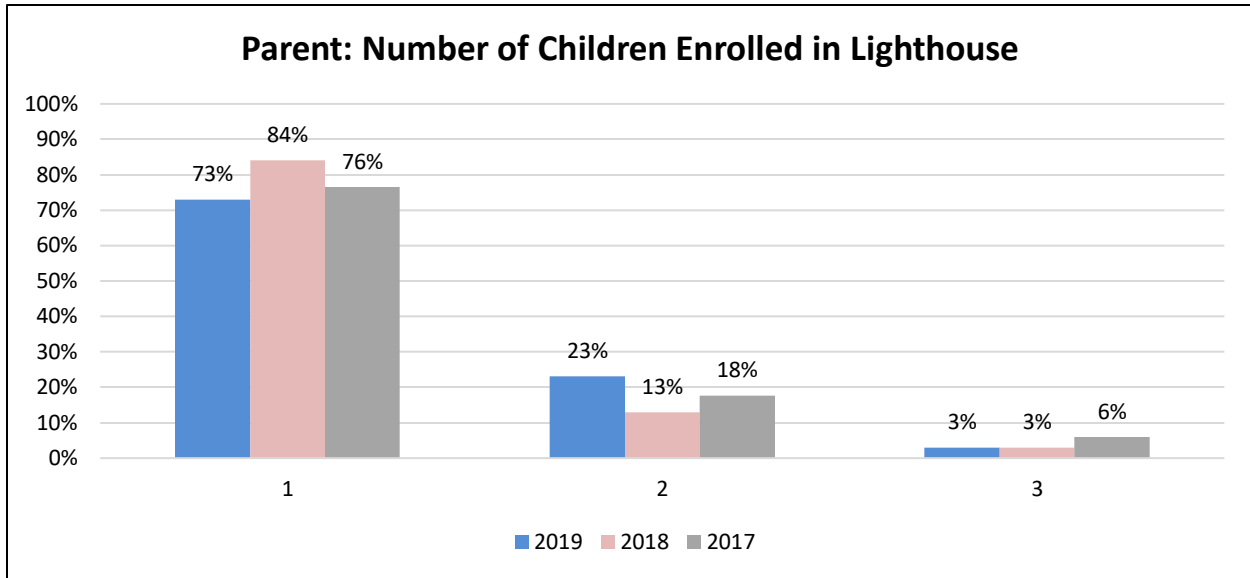
Parents



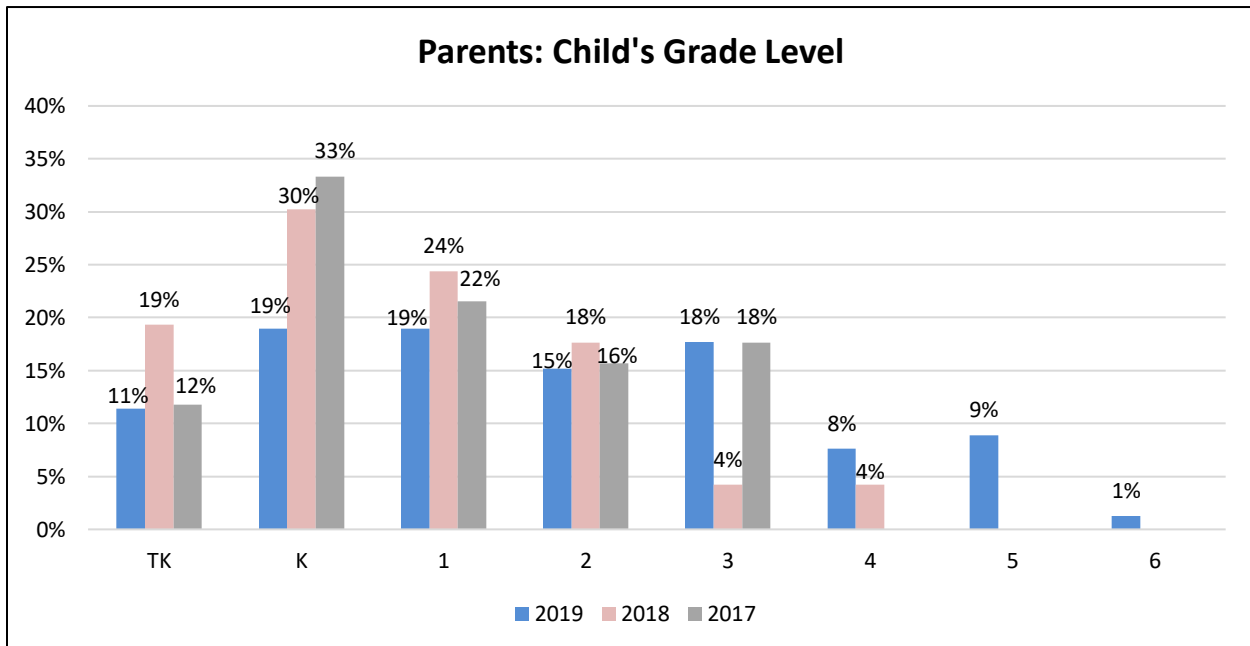
Similar to previous years most parent respondents had completed higher education (71% / 37 responses). The percentage of parent respondents with graduate degrees has decreased over the years (30% compared to 35% and 45% in 2018 and 2017, respectively) while the respondents with a college diploma have commensurately increased. The percentage of parents with only a high school diploma halved (6% in 2019 compared to 12% in previous years).



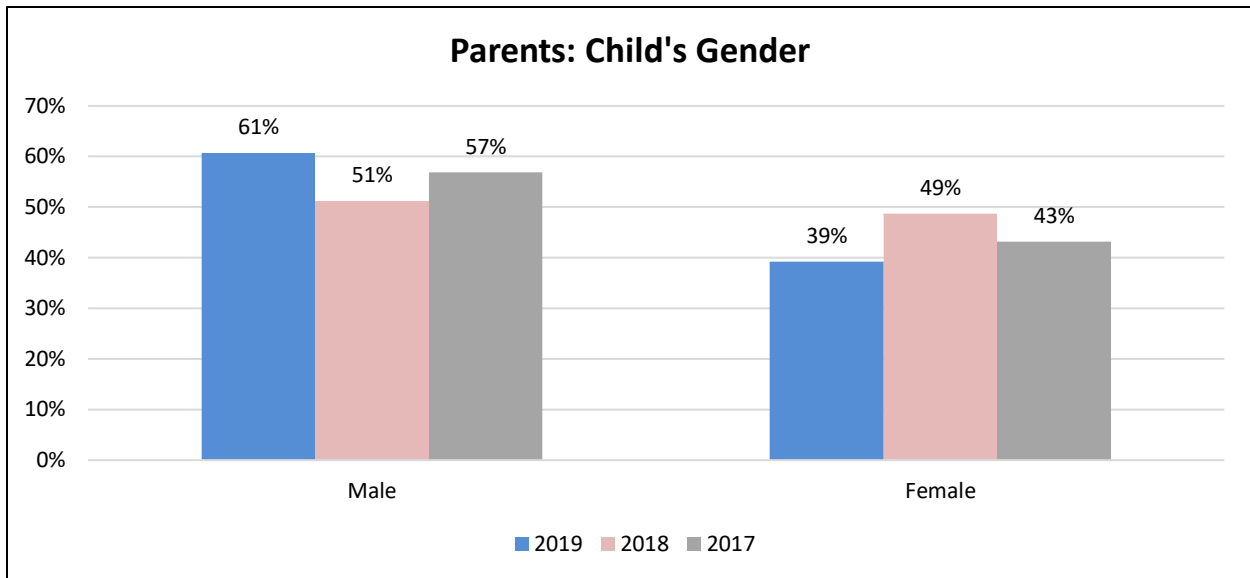
This year every household responded that they spoke English at home, with a few families being bilingual or speaking a different primary language.



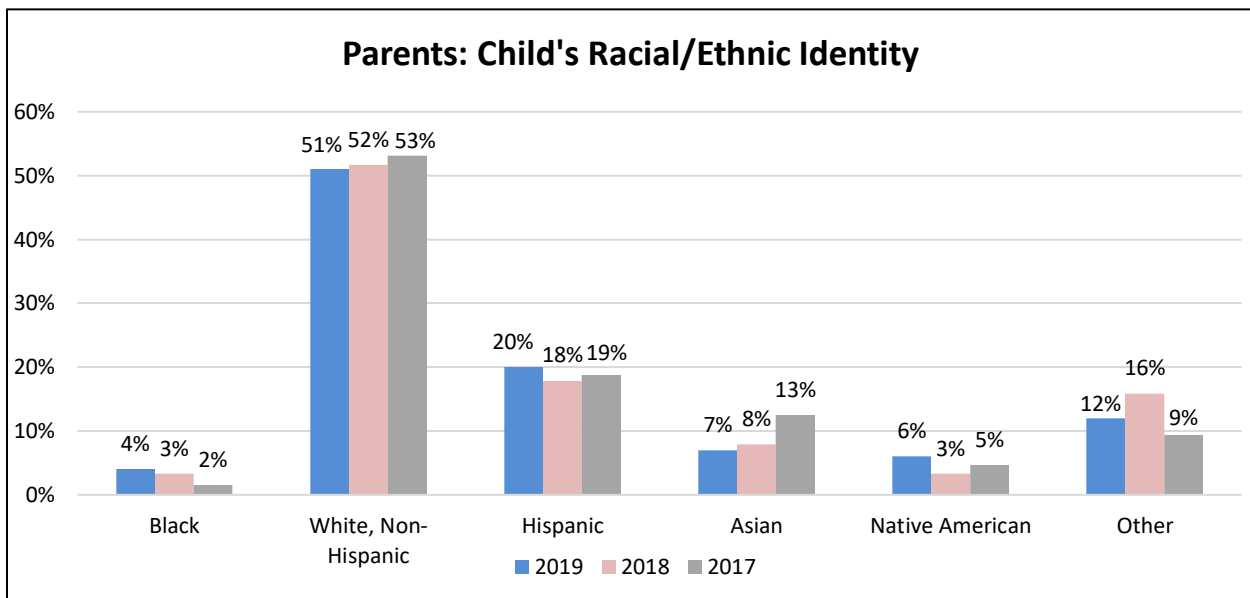
This year, 73% of parent respondents had only one child enrolled in Lighthouse Charter school. Nearly a quarter of parents surveyed had two children enrolled.



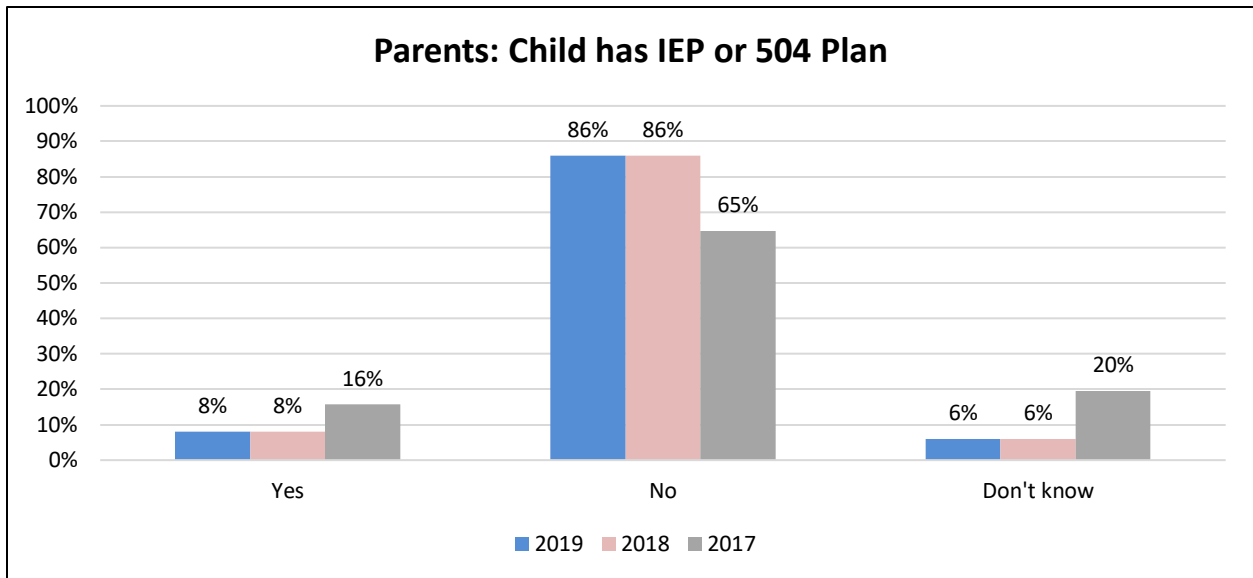
2019 survey results indicate a more even distribution of parent responses across grade levels. However, only 1% of responses came from parents of 6th grade students, making it difficult to extrapolate the views of parents of 6th graders.



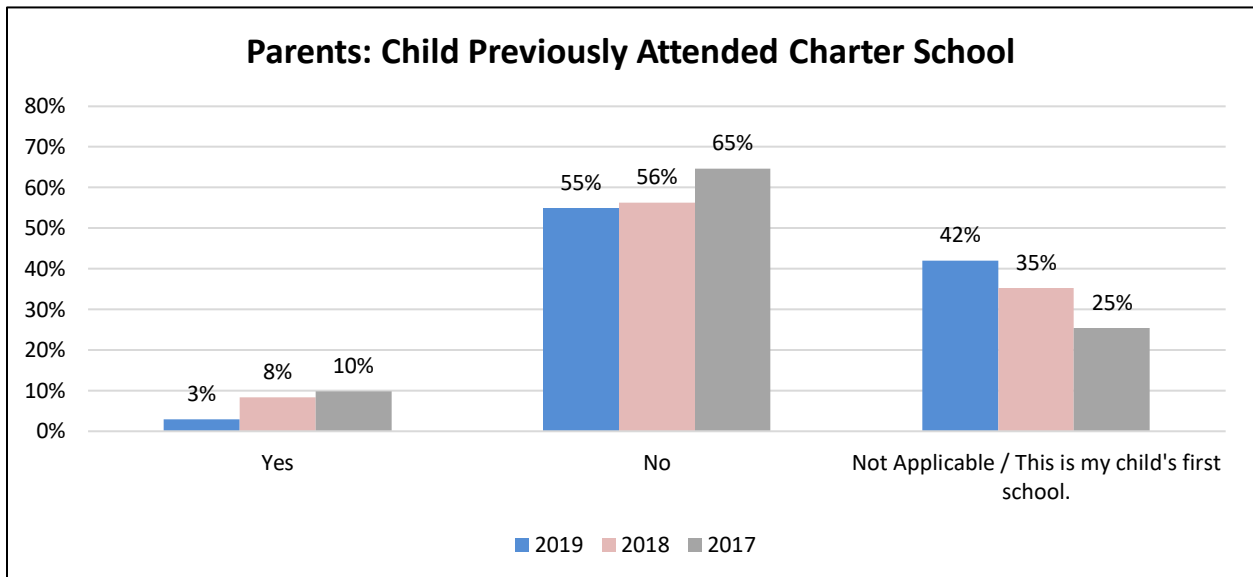
The proportion of parent respondents with male (61%) and female children (39%) in 2019 was similar to the 2017 values, compared to the roughly equal proportion of parents with male and female children in 2018 (51% male / 49% female).



The racial/ethnic make up of Lighthouse has remained fairly stable over the past three years with very slight increases or decreases in various populations.

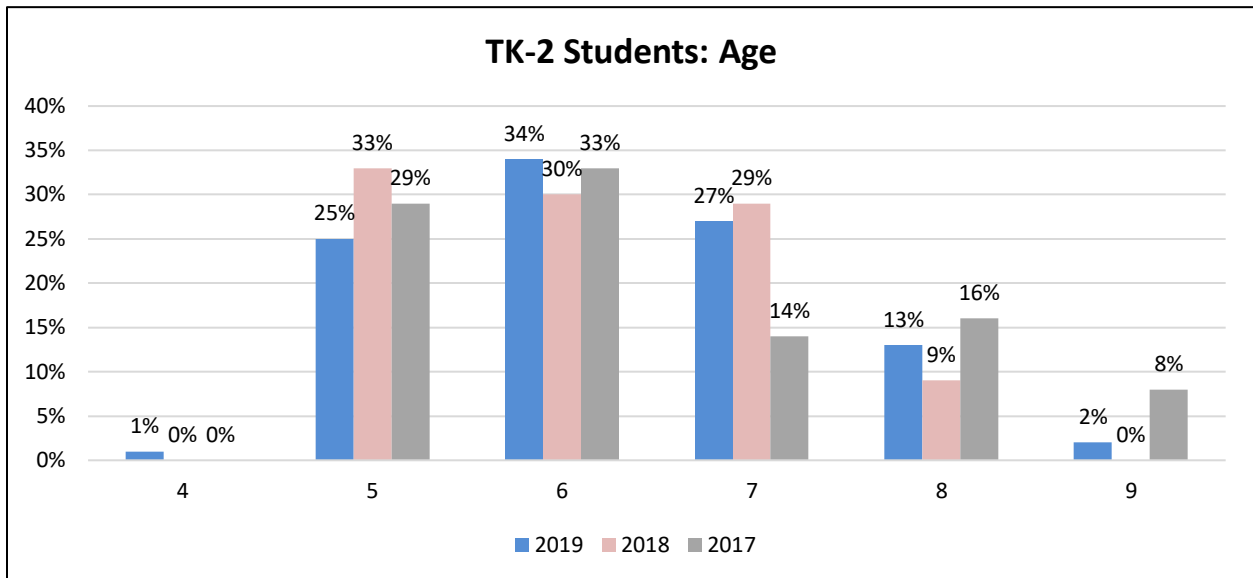


The percentages of parent respondents who noted that their child had an IEP or 504 plan remained similar to 2018, but the number of parents who stated they did not know their child’s status dramatically decreased to 6% from 24% and 20% in 2018 and 2017, respectively.

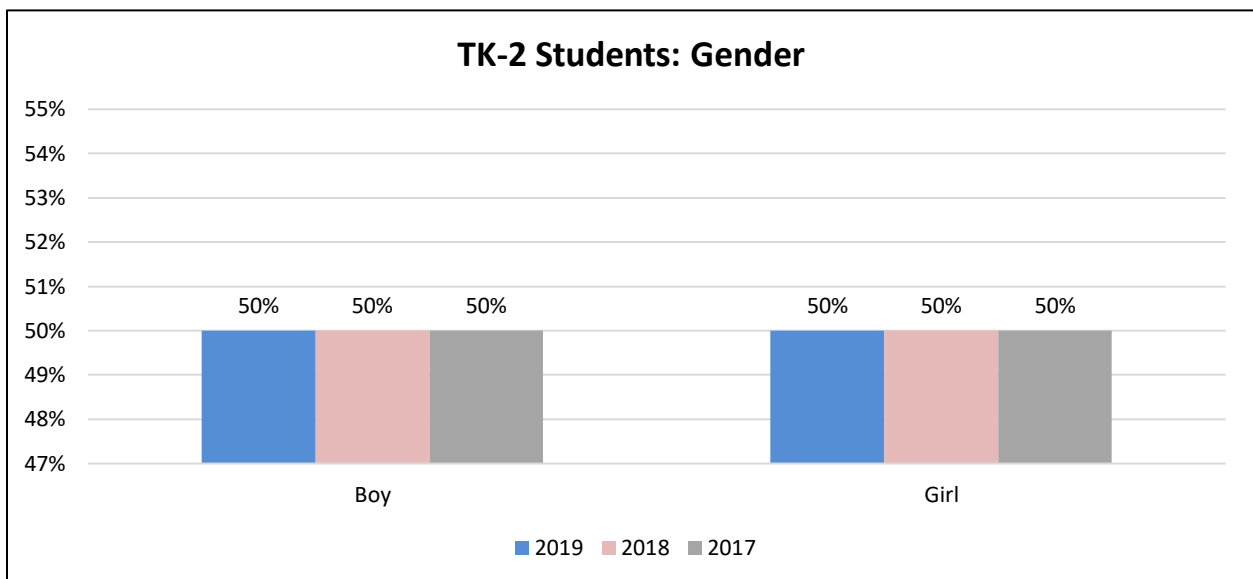


This year, the proportion of parent respondents noted that Lighthouse Charter School was their child’s first school continued to increase from previous years (42% compared to 35% and 25% in 2018 and 2017, respectively).

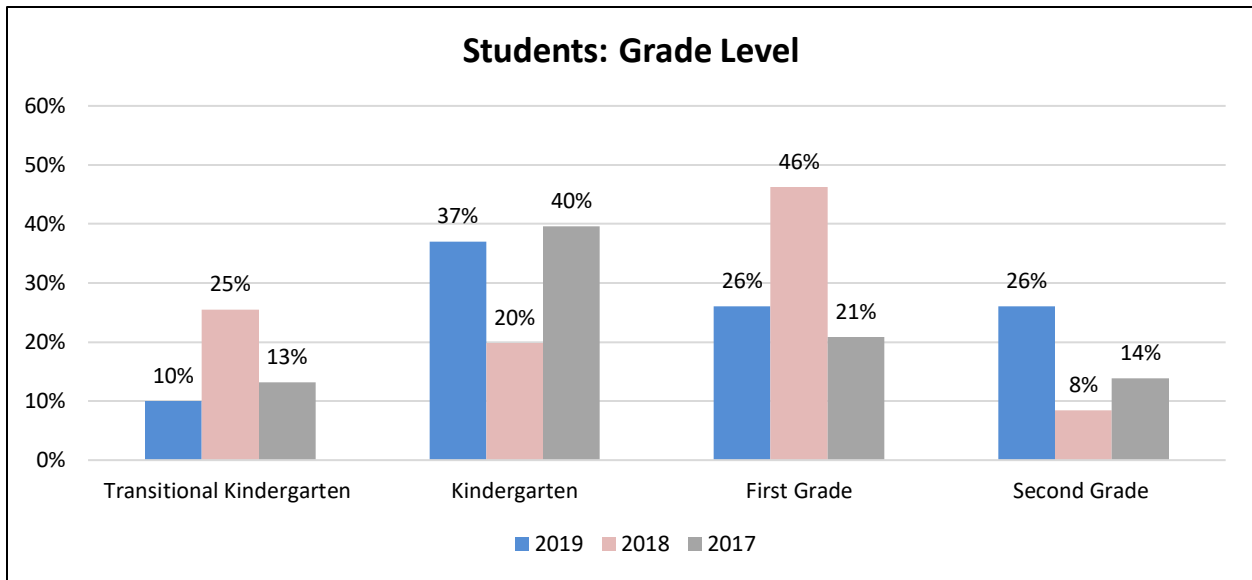
Students



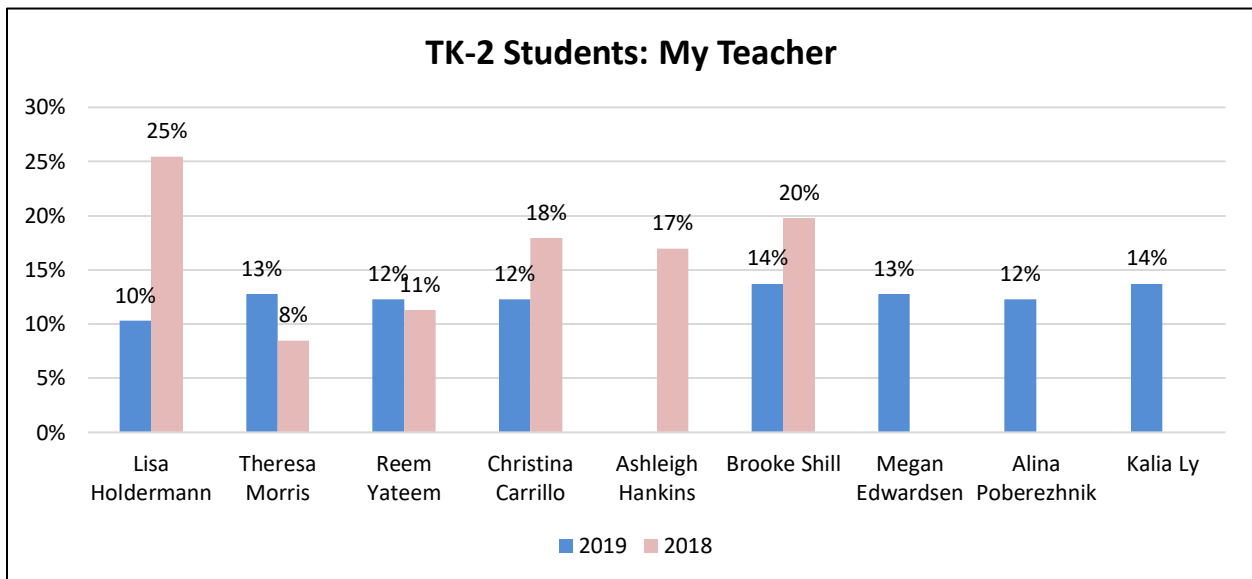
This year, the majority of student respondents in grades TK through second were five through eight years old (98% / 195 responses), with a majority of respondents being age six.



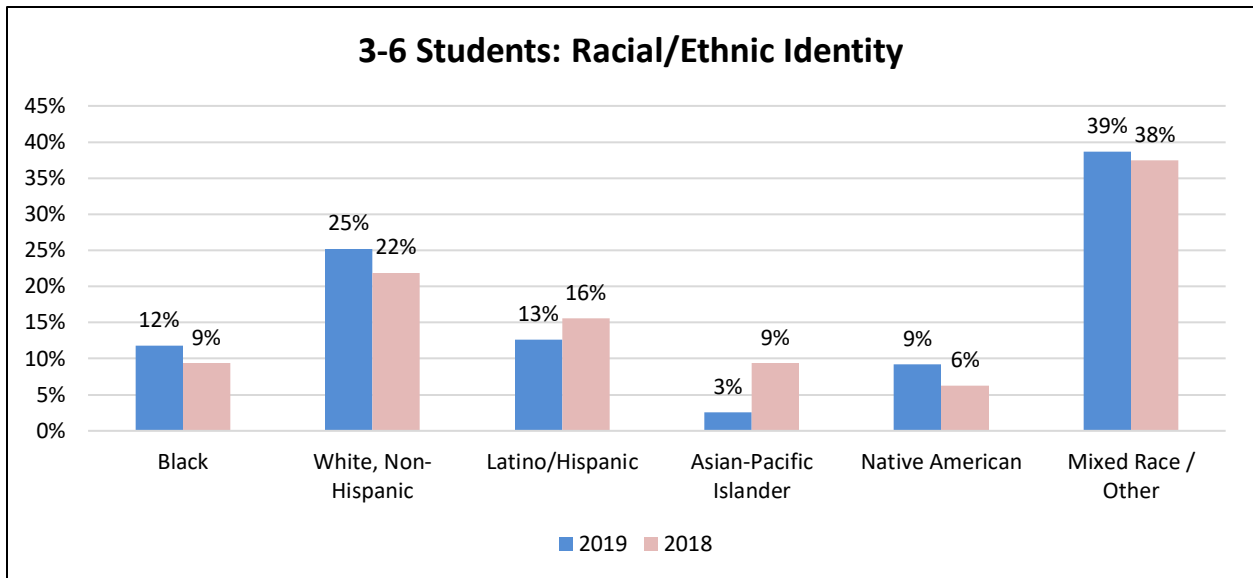
As in 2019, exactly half of TK-2 student respondents identified as boys (101 responses) and the other half identified as girls (101 responses).



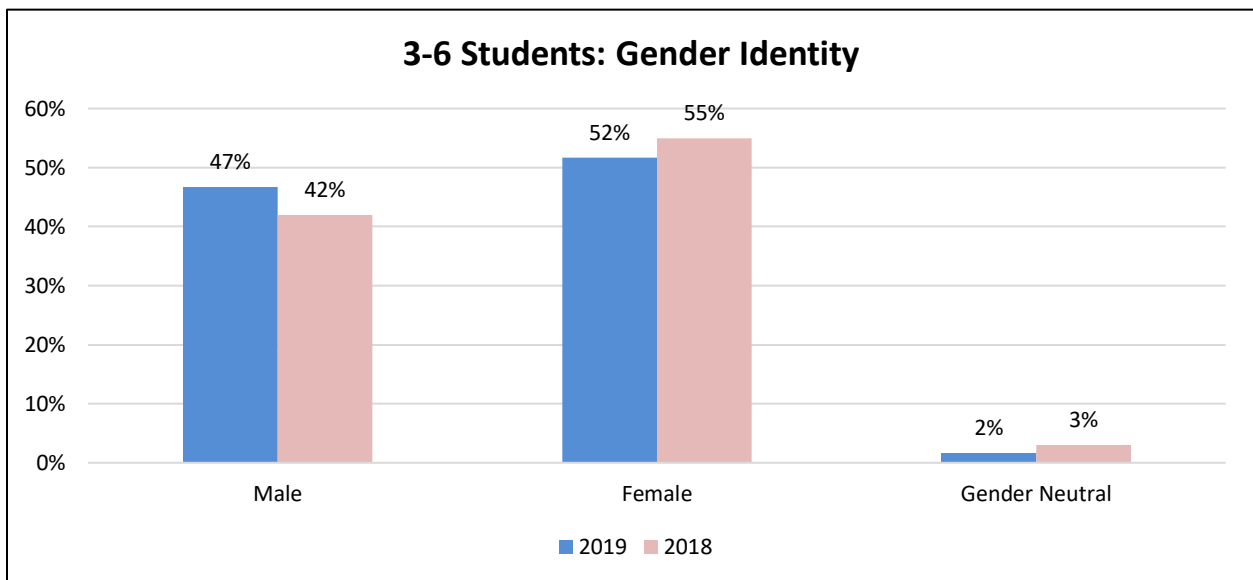
This year, a plurality of student respondents attended first grade (46% / 49 responses) and one-quarter were in transitional kindergarten (27 responses).



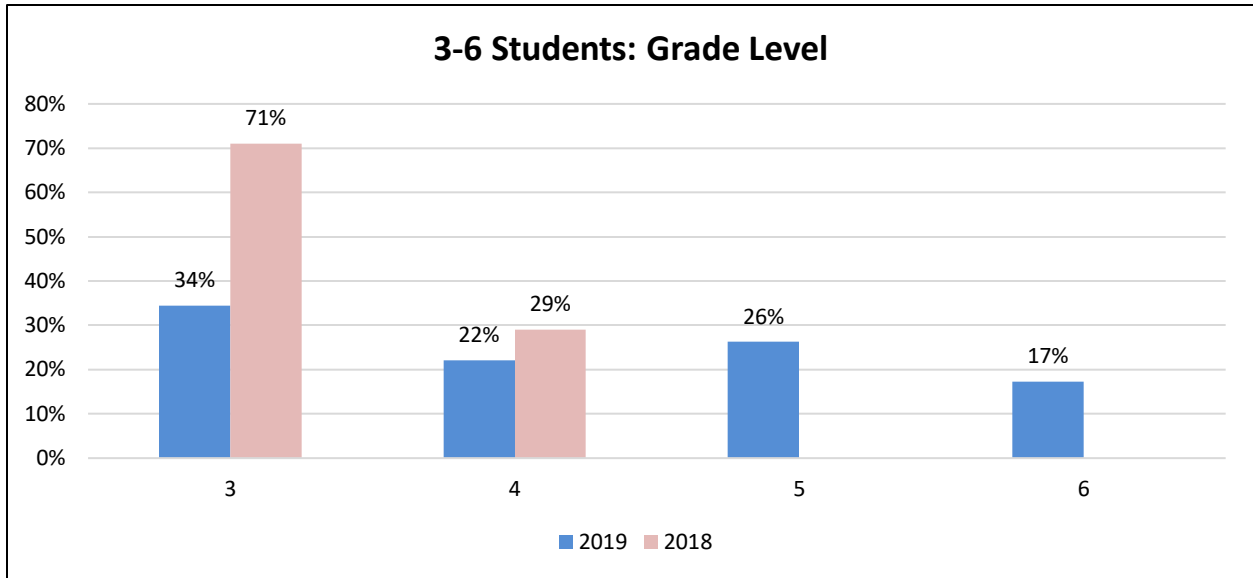
In 2019, each teacher’s students comprised 12-14% (25-28 responses) of respondents except Ms. Holdermann’s class who’s proportion decreased from 25% in 2018 to 10% in 2019. This year was the first for Ms. Edwardsen, Ms. Poberezhnik, and Ms. Ly.



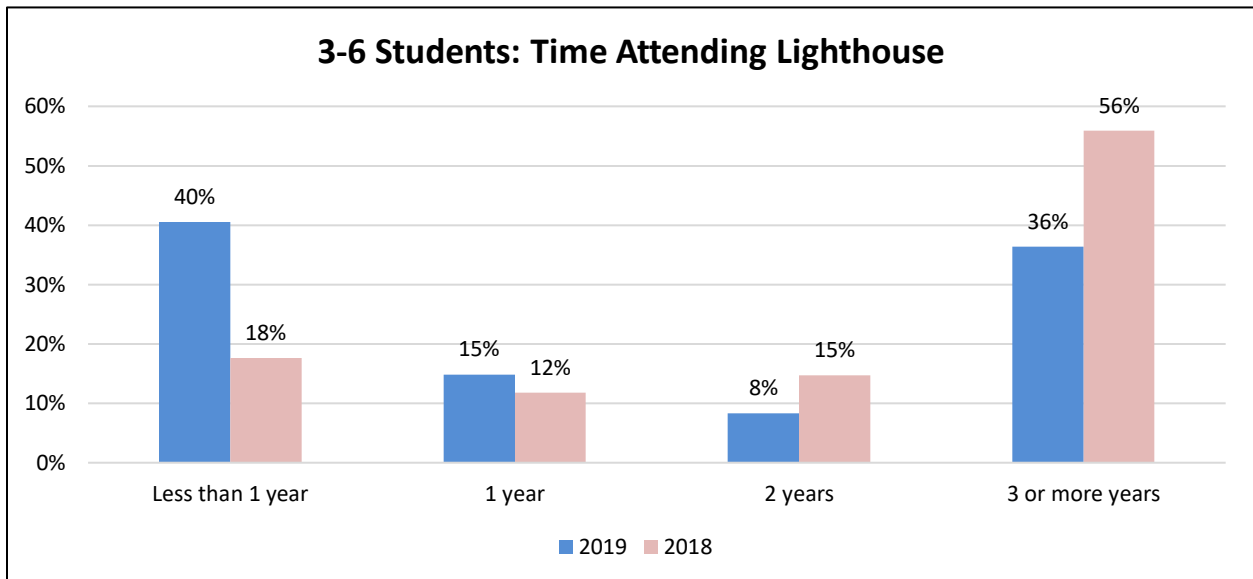
A plurality of students in grades three and four identified as either mixed race or race/ethnicity other than those provided by the survey. Roughly one-quarter identified as white and 16% identified as Latino or Hispanic. Three students identified as black, three as Asian or pacific-islander, and two students identified as Native American.



Just over half of students in third through sixth grade identified as female. 2% of students identified as gender neutral.



Respondents were split fairly evenly among grade level compared to 2018 with third graders becoming the plurality rather than the majority.



In 2019 the largest proportion of student respondents were new to the school (40% / 49 responses). The second largest group consisted of students who'd attended the school for 3 or more years (36% / 44 responses). And the remaining 23% (28 responses) have attended to Lighthouse for 1 or 2 years.