

# DISTRICT LETTERHEAD

**REVISED 2024-25 TEMPLATE**  
**(Letter Sent on District's Letterhead)**

## **School Annual Education Report (AER) Cover Letter**

(USE THE SCHOOL COVER LETTER AND SCHOOL ANNUAL EDUCATION REPORT FOR  
INDIVIDUAL SCHOOLS WITHIN A LEA/ISD/RESA  
AND ANY SINGLE BUILDING SCHOOL DISTRICT OR PSA.)

<DATE> January 3, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for <SCHOOL NAME> Lighthouse Academy South Campus. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact <SCHOOL STAFF NAME> Stacey Martinez for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S.8889.1311.90](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S.8889.1311.90). <INSERT LINK TO SCHOOL'S ANNUAL EDUCATION REPORT> (SEE Q.7 AND Q.8 OF THE 2024-25 AER FAQ DOCUMENT FOR DIRECTIONS>, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school. <SELECT THE APPROPRIATE LABEL 'TARGETED SUPPORT AND IMPROVEMENT', 'ADDITIONAL TARGETED SUPPORT', 'COMPREHENSIVE SUPPORT

~~AND IMPROVEMENT' SCHOOL OR STATE 'HAS NOT BEEN GIVEN ONE OF THESE LABELS'>.~~

~~Lighthouse Academy South has faced multiple barriers throughout the 2023-24 school year. Lighthouse Academy South is a strict-discipline academy and therefore has faced a variety of challenges when educating our student population but also opportunities for growth. Many of the students who attend are transient, having previously attended multiple educational institutions, some during the same school year. Students at Lighthouse Academy South are court ordered, IEP placed, long-term suspended, expelled, as well as residence in residential programming. The KCJC and Harbor programs are also located at Lighthouse South. The KCJC program is a short-term court school program designed to help students with various issues. Kentfield is a half day school and a half day community service program focus. All students within this program are assigned and supervised by the court. The Harbor is a day-treatment program that supports students in 6th - 12th grades with significant mental health and/or complex behavioral needs. While in the program, students receive mental health services on an individual basis that could include individual therapy, group therapy, substance abuse treatment, milieu therapy, and more. The program provides low staff-to-student ratios to best support students to learn skills and strategies to be successful in the educational environment. A multidisciplinary team meets regularly with all stakeholders for the students, including guardians, to review progress on the student's individual student success plan. Upon completion of the program, students have an opportunity to transfer to the Lighthouse Academy community program, return to their resident districts, or transfer to a new school upon completion of the program. In addition, we work closely with the Bethany Christian Services and Refugee Education Center of West Michigan enrolling unaccompanied or previously resettled refugee students. Most students are more than one grade level behind, equating to gaps in achievement. In addition, many students have chronic absenteeism due to this transiency as well as experiencing personal crises as well as social/emotional struggles that interfere with attending school. Historically, a combination of these risk factors have resulted in minimal amounts of credit earned toward the attainment of a high school diploma. The key initiative that is currently being implemented at Lighthouse Academy South, to fill persistent gaps in achievement is the application of the MTSS/PBIS model across campus, both South Community and Residential. This program places a large emphasis on building positive student and staff cultures to ensure students are being encouraged and celebrated for personal achievements and success each day. In addition, additional remediation and enrichment occur in the areas of math and reading and writing skills within the advisory class.~~

~~< INSERT A PARAGRAPH DESCRIBING THE KEY CHALLENGES FOR THE SCHOOL REFERRING TO DATA IN THE 'ANNUAL EDUCATION REPORT' AND DESCRIBING THE KEY INITIATIVES BEING UNDERTAKEN IN THE SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT AND CLOSE PERSISTENT GAPS IN ACHIEVEMENT.>~~

~~State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE TWO MOST RECENT YEARS ON THE FOLLOWING:~~

1. Students are enrolled/referred to Lighthouse Academy South by parents, agencies, probation officers, caseworkers, Wedgwood Christian Services residential client intake, multilingual learners through their caseworker through Refugee Education Center of West Michigan and Bethany Christian Services. These students are court ordered, IEP placed, expelled, long-term suspended, or residential students. The students enrolled in the KCJC program are referred to the program by their probation officer.
2. Lighthouse Academy South is in the 5th year of our school improvement plan. The plan remains consistent as in previous years with only minor additions. Our main goals remain for students to increase scores in reading and math while maintaining a holistic approach to education.
3. There are no specialized schools at this time.
4. Our Common Core aligned curriculum can be accessed in our handbook or can be requested at the school office.
5. Lighthouse Academy South utilizes summative assessments to monitor student progress and determine where our students are in comparison to state averages. Lighthouse Academy South students participate in the MSTEP, PSAT, SAT, ACT Work keys as well as WIDA for multilingual learners. Overall, in all categories, our students typically test below state averages. The data generated from these assessments is reviewed and considered in changes to programming to ensure improved student achievement.
6. Parent teacher conferences are held at the midway point of each trimester. If parents, guardians, unit staff, caseworkers or probation officers are unavailable to meet during the scheduled conference time, individual appointments can be made at their convenience.
7. Currently at Lighthouse Academy South, there is a possibility for students to participate for dual enrollment or EMC class in partnership with Davenport University as well through the KCTC program at the Kent ISD, and at Grand Rapids Community College for those who qualify. Currently there are no AP/IB courses offered on site.

In conclusion, the staff at Lighthouse Academy South are invested in providing opportunities to serve our students and provide them hope through the implementation of our mission, vision, and core values. Lighthouse Academy South continues to grow, improve practices, and strive to increase the number of graduates each year as well as the number of students served in Kent County. It is with great pride that we observe and guide students as they realize their potential while participating in Lighthouse programming. We are looking forward to celebrating continued successes in the future.

Sincerely,

Stacey Martinez  
Senior School Leader

Lighthouse Academy – South Campus

1. ~~PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL~~
2. ~~THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN~~
3. ~~A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL~~
4. ~~IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL~~
5. ~~THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS~~
6. ~~IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES~~
7. ~~FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:~~
  - a. ~~THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)~~
  - b. ~~THE NUMBER OF COLLEGE-EQUIVALENT COURSES OFFERED (AP/IB)~~
  - c. ~~THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)~~
  - d. ~~THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT~~

~~<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>~~

Sincerely,

~~<SCHOOL OFFICIAL SIGNATURE>~~

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