Action Research	**Lighthouse Community Charter High School**
School:	Lighthouse Community Charter High School
Pathway/s:	Design Pathway
Outcome Data	PPT Slides
Top 5 Measure N Funding Commitments	1. Pathway teacher salaries 2. Pathway coordinator salary 3. Materials and supplies for Pathway courses 4. DCAC Fellow for career and WBL integration 5. Linked Learning Coach through ConnectEd
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How can we best support all students to attain the outcomes in our graduate profile through our Linked Learning Pathway model?
What did you discover in the past year? *(Please use data to support.)*	1. Cohesion between Linked Learning and Expeditionary Learning, which is foundational to Lighthouse's philosophy around teaching/learning 2. Our previous elective program was NOT a Pathway; it was an assortment of classes that operated independent of one another. We needed to design a coherent pathway. 3. Informing and involving more stakeholders into the development of our Pathway generated a lot of excitement and a lot of questions 4. Students and families want choice and depth, but are excited about depth over breadth with our Pathway
What are you going to *do differently* or *change* moving forward?	1. We need to find ways to increase integration of our Work Based Learning, Core Academic Classes, and Pathway. 2. We need to continue the process of changing our course offerings and sequence to promote the Pathway's development (this has implications for our master schedule, hiring, and budget) 3. We need to solidify our Pathway advisory board and meet more regularly with these industry partners to refine our course offerings and learning experiences
How do you anticipate this will improve Measure N outcomes for your students moving forward?	1. Students who are currently most disengaged in classes, will become more engaged and their GPA and passage rates will increase. 2. Students will be able to better articulate their professional skills and interests through passage process. 3. All students will demostrate proficiency in CTE standards in Product Design and Innvoation through acheivement on course assessments, portfolios and presentations. 4. Student transfer rates out of Lighthouse will decrease and student cohort-graduation rates will increase.

1A: ABOUT THE SCHOOL

1) <u>**School Name:**</u> Please type in your school name and ID.

2) <u>**School Description:**</u> Please copy and paste your school description from your 17-18 Site Plan.

3) <u>**School Mission and Vision:**</u> Please copy and paste your mission and vision from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School:	**Lighthouse Community Charter High School School ID:** 01 61259 0130633

School Description

Lighthouse was founded in 2002 in response to the achievement gap for low-income students and children of color in Oakland. Lighthouse has grown from serving 92 students in grades K and 6 in its first year, to now serving 780 students across all grades K – 12 and graduating nine classes of seniors. Lighthouse Community Public Schools operates two schools: Lighthouse and Lodestar. Lighthouse consists of Lighthouse Community Charter School (LCCS), a K–8 charter, and Lighthouse Community Charter High School (LCCHS), a 9–12 charter. For the purposes of WASC, Lighthouse is one entity.

All students at Lighthouse Community Charter High School participate in our Lighthouse Design Pathway. In this pathway, students will develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students will: create real products using the design process work as part of design teams to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work collaborate with industry professional and real world clients. Students will take 2-D Design and 3-D Design in 9th and 10th Grade and will have the option of concentrating in three different areas in 11th grade (Digital Design, Graphic Design, and Advanced Manufacturing and Design). These course outcomes area are aligned to the CTE Standards for Product Design and Innovation. Courses will utilize a design model based on the CTE standards.

School Mission and Vision

Program Aligned to Meet Mission

The mission of Lighthouse is to prepare a diverse student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In 2016, Lighthouse adopted a set of eleven outcomes by which we measure our success. Each outcome is associated with particular indicators, including those measured on the California state school dashboard. Our student outcomes come directly from the graduate profile. Our school outcomes are:
Members of the Lighthouse community feel connected to the school and each other.

Members of the Lighthouse community are lifelong learners.
Members of the Lighthouse community are active decision-makers with voice in the school.
Lighthouse graduates are prepared to be successful in four-year college and a career of their choice.
Lighthouse students are academically proficient.
Lighthouse students are relationship-builders.
Lighthouse students are committed to service and justice
LIghthouse staff are skilled, diverse, experienced, and culturally-competent.
Lighthouse students are purposeful and self-aware.
Lighthouse families are partners in their children's education.
Lighthouse staff are engaged members of the school community.

Family & Student Engagement

Family Engagement at Lighthouse

Families as partners in their children's education is a principle belief at Lighthouse. There are two primary ways we look at family engagement data: attendance at quarterly Student Led Conferences and a Family Survey. Both show strong levels of family engagement.

Individualized Learning Plan Meeting Attendance. Three times a year, Lighthouse holds Individualized Learning Plan Meetings, which are student-teacher-parent conferences to discuss progress and set goals for the upcoming quarter. ILP attendance is strong across the grades, with 99% attendance and ILPs and 100% of families attending at least one ILP in 2016-17.

Each winter, families at Lighthouse take a Family Engagement Survey, with question areas drawn from the Road Map Family Engagement Survey, developed by the Equitable Parent-School Relationship Research Project at the University of Washington. Overall, this survey shows high levels of families feeling like partners and as learners to support their children's education, with somewhat lower levels of connection and voice.

Lighthouse Parent Advisory Committee
Lighthouse High School Program has a Parent Advisory Committee that meets to provide family leadership and input on the ciritcial prorammatic elements for the high school program. This includes, but is not limited to, input on Pathway Design and Development, LCAP Input and review, WASC accreditation processes, etc. This body gave input four times throughout the year on our Pathway design and master schedule redesign.

Coffee Tuesday
Every week, parents across Lighthouse K-12 meet for coffee Tuesday sessions. These range from times to meet with the school leadership, parent workshops led by college counselors, introductions to making led by our createivity lab, and parent input on organziational iniatives. This year, connected to measure N there were three main engagements with parents across K12. Parents spent time reviewing and reflecting on LCPS Graduate profile and offered input on the areas where LCPS can place more emphasis in our work with our youth. Two key areas brought forward were: better integration of student cutlural identity into the curriculum and an increase in teachers culturally responsive teaching practice. This informed our continued build out of our Ethnic Studies program - which will expand next year to include an additional Ethnic Studies course for seniors and an organizational wide focus on culturally relevant practices for our staff during quarterly professional development.

Student Engagement
Students in grades 9-12 collaboratively gave input and feedback on the creation and design of our Pathway courses in three different sessions. Student input influenced our Pathway course offerings, Pathway design, and was a main driver in our master schedule re-design for 2018-19. Students' feedback on the pilot Pathway classes is being used to refine these courses before they are taught next year.

SCHOOL DATA SLIDES

LINK

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES
Task: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Instructions:	Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
	• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
	IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).
	Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers

Graduation Rate	We are seeing an increase in graduation rate over the past few years. It was 70.2% in 14-15 and 82.1% in 15-16.	In 2015-2016, our cohort graduation rate for EL students was 50% and for SPED students was 66.7%. A critical need is for us to find ways to address acceleration for students who need additional supports while not using retention as the primary lever. 33% of both SPED and EL students were still enrolled at Lighhouse.	Re-examination and revision to the high school shedule including the addition of Tier 2 intervention for more students. Increase in EL support services Redesign of RTI Support Gend Ed & RSP Collarboation
On Track to Graduate (11th Grade)	2016-17 11th on track to graduate: 98%; 10th grade on track (for slides): 96% We are seeing an increase in the number of students who are on-track to graduate as a result of our increase of reading intervention and social emotional support.	We currently do not have a very robst way for tracking on-track data for our students. We are currently designing a organiation wdie dashboard to track student data on a granular level. It will be launched in Q4. The next steps are to set clear indicators for HOW we measure on-track beyond simply how many students move to the next level.	Develop a data tracking system that supports school leadership in more closely monitoring student progress. Support improved data processes for students via crew classes to assess and and create goals based on progress monitoring.
A-G Completion	95% for Class of 2018 Our school is designed to support A-G completion for all students and we are having success.	We currently do not have a very robust way for tracking A-G completion data for our students. We are currently designing a organiation wdie dashboard to track student data on a granular level. It will be launched in Q4. The next steps are to set clear indicators for HOW we measure on-track beyond simply how many students move to the next level.	Develop a data tracking system that supports school leadership in more closely monitoring student progress. Support improved data processes for students via crew classes to assess and and create goals based on progress monitoring.
SBAC ELA	90% Proficient and Passing	We will have some turn over in the Humanities department in the 2018-2019 school year. Supporting teacher induction into the school will be crtical for continued success.	Schedule redesign to support ELA instruction for all 9th graders. Integrated projects with pathway theme.
SBAC Math	48% Proficient and Passing. Maintained/Only slight dip in the proficiency rate even though there was turn over in the teaching position. For 9th grade students, the roll out of Integrated math was strong, and it will continue next year for 10th graders.	This year out 11th grade students had inconsistency in their math courses due to teacher long-term absence, and ultimately teacher resignation. While a full time math teacher was placed with students to start semester two, that teacher is a first year TFA teacher and we have concerns about student progress given the opportunity gap they experienced this year. We also contracted with an additional expereienced teacher to provide SAT preparation support for 11th grade students.	Roll out of integrated math curriculum for 10th grade students and training for 10th grade teacher. Improve 11th grade teacher capactiy through training ath the Standards Insittute. Develop plans for summer learning for 11th graders who have gaps in math given staffing challenge in the spring. Continue to invest in additional SAT preparation for students.
AP Pass Rate/Dual Enrollment Pass Rate	Out AP passage rate is 100%. We are working on finding pathway aligned course offerings with Alameda Community College.	No dual enrollment classes 3 AP classes	Increase of AP and advanced classes in our course offerings with addition of AP Physics and exploration of AP English classes.
Pathway Participation/CTE Enrollment*	15% of students participated in our redesigned pathway course in 17-18. We will be offering core pathway courses to all 9th and 10th graders next year.	We will have turnover of a key pathway teacher in 18-19. Hiring a high-quality 3-D Design teacher will be essential.	Plan for induction of new pathway teahers to include additional coaching with pathway coordinator and external coach. Research and make plan for launch for dual enrollment for Spring 18-19.
English Learner Progress	N/A because of transition to ELPAC		
Suspension Rate	6.8% of students were suspended in 16-17. There was no disproportionality for SPED or EL students.	In 15-16, 2.3% of students were suspended. We had an increase in suspensions and need to support all teachers in having robust training in restorative justice and more clear culturally responsive teaching practices.	Look at curent restorative and retributive consequences to ensure that they are aligned to our core values.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	We will increase our graduation rate to 90% for the class of 2021.	Goal 1: Graduates are college and career ready	All Students	N/A	85%	87%	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
On Track to Graduate (11th Grade)	90% of our students will be on track to graduate based on new metrics aligned to Graduate Profile.	Goal 1: Graduates are college and career ready	All Students	95	90	90	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
A-G Completion	90% of students will have compelted A-G course sequence.	Goal 2: Students are proficient in state academic standards	All Students	95	90	90	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
SBAC ELA	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	Goal 3: Students are reading at or above grade level	All Students	90	75	80	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
SBAC Math	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	Goal 2: Students are proficient in state academic standards	All Students	48	58	68	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
AP Pass Rate	50% of students complete an AP course and 85% of those studebts will pass at least one AP exam.	Goal 1: Graduates are college and career ready	All Students	100	85	85	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.
Dual Enrollment Pass Rate	N/A						Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities.
Pathway Participation/ CTE Enrollment*	50% of graduates complete three year pathway course sequence. 90% of graduates complete a two year pathways sequence. (Anticipated for 2022)	Goal 1: Graduates are college and career ready	All Students	0	15	50%	Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities.
English Learner Progress	To be established with new ELPAC assessment data.	Goal 4: English learners are reaching English fluency	English Learners				Goal #3: Address Academic and Behavioral Gaps for Underperforming Subgroups. • Accelerate English Language acquisition and increase academic proficiency in ELA and Math for English Learners. • Increase academic proficiency in ELA and Math for students with disabilities. • Improve the achievement, engagement, and sense of belonging of African American students.
Suspension Rate	Fewer than 5% of students suspended annually, and no significant gaps in student profile.	Goal 5: Students are engaged in school everyday	All Students	6.8	5	5	Goal #3: Address Academic and Behavioral Gaps for Underperforming Subgroups. • Accelerate English Language acquisition and increase academic proficiency in ELA and Math for English Learners. • Increase academic proficiency in ELA and Math for students with disabilities. • Improve the achievement, engagement, and sense of belonging of African American students.

School: Lighthouse Community Charter High	**School ID:**

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:	**KEY:**	
Please complete this self-assessment for your school.	*1: Not at all*	*3: Mostly*
Click here for the full Measure N rubric.	*2: Somewhat*	*4: Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
The school leadership has, through the work over the last year, developed a strong aligned vision for the pathway	3: Mostly	The school leadership has clarified and concisely communicated a compelling vision of the pathways including its fundamental reason for being. The mission and vision is integrated into the pathway design.	The next steps in the work are to refine the outcomes and desired pupil performance beyond the graduate profile to explicitly name and articulate the components of the capstone and passage process as it aligns to the pathway outcomes. This work is planned to being this spring and into next year.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Through the course of the 17-18 school year, with the support of our Linked Learning coach, school leadership has come to see the need to revisit some of the basic structures of the school organization, including common planning time, number of courses offered to high school students, and master schedule design. The process of this reexamination has been launched collaboratively with the school staff, and it is evident that the school leadership understands the needs to have the entire school community with the necessary conditions for success.	Given some leadership changes for 18-19, some of the aspects of the redesign will be moved to be implemented in the 19-20 school year. While this does not negatively impact the efficacy of the pathway, it does mean that the pathway work will happen within constraints for the 18-19 school year. Specifically, we are not significantly changing the Science sequence, but we are adding additional advanced science classes.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	The school leadership has taken then charge as the change leader in this work with the support of the central leadership support. This work has been completely owned by the site team in the spring of 2017-2018 school year. There is a strong Measure N implementation team who will continue this work going forward.	This year our internal pathway coordinator was out on maternity leave, so there was a void in that work at the site. Now that our pathway coordinator has returned we are working on getting her fully up to speed on the work from the winter.
School Leadership & Vision Goal for 2018-19:	The pathway leadership team (Pathway Coordinator, Director of College and Career Readiness, Principal) drive forward the work plan for full implementation of linked learning at Lighthouse. The leadership team inducts new staff into the model during new teacher week in August. There will be a throughline in PD planning for the year to continues to build pathway vision through leadership transitions.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	We have a strong integration of support services into our instructional model. This includes SPED, EL and counseling team. They are aware of the pathway work, participants in thinking about the student supports within the Linked Learning model.	A next step in the work is to better support the articulation of Transition services in SPED and post-secondary planning with community college in order to best support our ELL students. We also need to establish a clear equity based protocol so that students who are furthest from opportunity, have the most access to resources within the pathway (eg. first choice on internship placements, additional career coaching, etc)

Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	There is strong alignment between the leadership teams and the vision and work of pathway development. This is most evident with the ILT, LPAC (Parent Advisory Committee), and the K12 parent leadership body Parents in Action. Much of the changes to program and course offering were driven by parent voice.	There is room to develop the communication of the pathways beyond the leadership bodies and out into the larger community - specifically for parents who do not transitionally participate in school leadership bodies.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	We use a decision making model that clearly articulates the role that individuals play in decision making and provides opportunities for people to advocate to make the decisions that are most important to them. (See DECIDE MODEL). This model was used frequently this winter as several decisions were being made about course offerings, master schedule, etc.	The area for growth would be to bring parent and student voice into that process in a more robust fashion.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	2: Somewhat	We currently can cohort students, teachers have collrboation time built in, and faculty assisgnments support students first. We adjusted master scheudle to go to semester courses to allow for more flexibility for students pathway through high school. We separated humanities courses at the 9th and 12th grade to enable more strategic interventions in 9th grade and to redesign content in 12th grade to align more to our pathway and college readiness skills. We have redesigned the schedule so that reading intervention a set class period rather than being done via pull out.There are contraints regarding facilaities and schedule that hinder the efficacy of the program.	Develop plan for master schedule for 19-20 that increases the number of periods in the day so that students have more access to courses.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	Our pathway design was conceived and developed AS a key equity initiative. We are focused on supporting students who are farthest from opportunity to have a variety of pathways for their college and career plans. The pathway work was designed to ensure ALL students had access to and participated in the pathway.	We need to develop (as stated above) some guiding principal about participation in key opportunities for our pathway work so that we are ensuring that all student have access and we are not being inquitible in distribution of opportunities and resources.
Systems & Structures Goal for 2018-19:	Engage the community in a schedule redesign that is driven by student need and allows for differentiation of student pathways trhough the high school.		

Strategic Actions	**Which school team(s) does this action support?**	**Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Cost**	**Object Code**	**Which Linked Learning pillar does this support?**	**Associated LCAP Action Area**
Principal engages school community in 18-19 to re-examine bell schedule and master schedule to increase corse offering and opportunity for students via ILT meetings in the Fall/Spring. (Stipends for teachers on ILT and participation in planning days as needed.)	Whole School	English Learners	General Purpose Discretionary	$1,000.00	Stipends, Sub costs	Building the Conditions	Goal 1: Graduates are college and career ready
Begin exploration of facilitaties solutions for Lighthouse at organizational leadership level and with Board.	Whole School	All Students		$0.00	NA	Building the Conditions	Goal 1: Graduates are college and career ready
Increase SPED case manager position by 0.5 FTE	Whole School	Students with Disabilities	General Purpose Discretionary	$50,000.00	Salary and Benefits	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards
Ben Crosby from ConnectEd to provide on-going linked learning coaching support for school and network leaders.	All Pathways	All Students	Measure N	$10,000.00	Contract with ConnectEd	Career Technical Education	Goal 1: Graduates are college and career ready

New teacher induction scope and sequence to be revised to include deep dive into Linked Learning Model and intersection with EL.	Whole School	All Students	General Purpose Discretionary	$8,000.00	Stipends for Teachers in New Teacher Week	Building the Conditions	Goal 1: Graduates are college and career ready
Revision of master schedule to allow for discipline/department common planning time	Whole School	All Students		$0.00	N/A	Building the Conditions	Goal 5: Students are engaged in school everyday

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	2	3-	Our pathway theme was vetted this fall in a series of sessions with students, families, teachers, district personnel and industry partners. The Lighthouse Design Pathway (Manufacturing & Design), with design thinking process at the core, does apply to a broad variety students, regardless of their post-secodary aspirations. This was one of our core values in defining the Design Pathway. Given our proximity to Silicon Valley, and the rising number of jobs that demand design thinking and/or entrepreneurial skills, this Pathway is also meeting a workforce need. We referred to the Occupational Employment Projections for 2014-2024 to also learn that the number of management occupations in on the rise. All of these factors informed our work this year.
Integrated Core	1	1	1+	We are making progress, in that we are currently planning one integrated project in grades 9, 10 and/or 11 for the 2018-19 school year. Now that we have defined our CTE strand and pathway, this work will be prioritized in future years.
Cohort Scheduling	1	2	2	Master schedule changes for the 2019-20 school year prioritize cohort experiences and all 9th and 10th grde students being enrolled in our pathway courses at the same time. Additonally, the new schedule also creates common planning time for pathway teachers and dicipline teachers, which will foster conditons for common planning, student work analysis, increased pathway integration, and vertical aligment of CTE/pathway standards. However, this will be put into action in 2018-19. For 2017-18, we piloted several courses but reamin a 2.

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2	2+	Two of our pathway courses that we piloted this year (Digital Design) incorporated a public portfolio sharing session with industry partners. This was our first digital portfolio in pathway courses and first opportunity for all students to recieve feedback from industry professionals on their work. Additionally, we piloted a digital portfolio in our 10th grade with three sutdents this year. This process is giving us useful data to revise our 10th grade passage process, which is work that is ongoing before 2018-19.
Collaborative Learning	1	1	2	Two thirds of our current pathway teachers are grounded in effective collaborative learning practices and create conditions in their classes for students to work in heterogenous, collaborative groups on specific, identified skills. The efficacy of this skill instruction is in improving, and has been one focus on the pathway teachers' PLC group. However, one of the teachers is very novice--leading us to a score of a 2. Our next steps are to refine our teaching and assessment of collaborative skills (Habits of Work and Learning (HOWL) at Lighthouse) and vertically align specific skills of the CTE standards so that students are gain an increasingly complex and deep understanding over the progression of our pathway sequence.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1	1	2	Our pathway teachers have engaged in a rich PLC for part of the year during which time they shared best practices and revised common learning targets. They also piloted the digitial portfolio with industry partners and reflected on how to improve this process next year. Overall, the focus on the observations was not on the pathway standards or practices with teaching and assessing to them, which is our next growth point.
Collaboration Time	1	1	1+	Pathway teachers have met bi-weekly in their PLC, but the focus has not consistently been on project design. Now that we have a defined pathway and are aligned to the CTE Manufacturing and Design standards, this will be the focus moving forward.
Professional Learning	3	3	3	Our pathway teachers have engaged in a rich PLC for part of the year during which time they shared best practices and revised common learning targets. They also piloted the digitial portfolio with industry partners and reflected on how to improve this process next year. Student work analyis that follows the cycel of inquiry grouneded the digital portfolio progess this year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Our strategic actions in 2017-18 were focused largely on Tier 2 intervention: ELD, Reading Intervention and Tier 3: hiring a .5 second RSP teacher. Additionally, we moved to Integrated Math 1 (CPM) curriculum and supported the professional development of that instructor.	Fully Implemented	Somewhat Effective	The shift in our ELD class to block one has lead to increased consistent attendance in the course. Additioanally, an evaluation of the ELD curriculum lead to differentiated student groups, cycles of data analysis of reading and language proficiency, and improved student achievement (80% of the class is passing at the end of quarter 3). Our continued focus on reading intervention in grades 9 & 10 and collaboration with the reading interventionist/ humanities teachers has resulted in higher quality reading instruction in humanities classes. Small group instruction and differentiated reading groups are the norm in those classes now. However, our mid-year SRI test showed no improvement in 9th grade student achievement, as 51% of 9 graders tested on or above grade level compared to 52% last year. This prompted a shift in our reading intervention student groups for quarter three and informed schedule changes for our 2018-19 school year (reading intevention will be an course that runs quartelry on the block schedule, as opposed to being a pull-out). Our English Language Learners have had an increase in their reading levels, as 57% of 9th ans 10th ELLs are reading on grade level as measured by the SRI. Lastly, the addition of an additional . 5 RSP teacher has lead to more general ed/rsp collaboration and increased student awareness (and ownership) of their IEP goals. Current student achievement data (quater 3 grades) indicates that there is no change in student achievement as a result of this shift. A root-cause analysis of this situation is our work this spring. Our integrated math program is too new to see the impact data, but we are currently building out an interim assessment sequence that willl likely include a pre-assessment in the beginnig of 9th grade to yield impact data in the future.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Create integrated pathway project in core classes grades 9th - 11th. Increase in upper level science offerings.	All Students	0 Integrated Projects/ 0 Advanced Science Courses	0 Integrated Projects/ 0 Advanced Science Courses	3 Integrated Projects/ 1 Advanced Science Course	Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities.

Graduate Capstone/Culminating Experience	Revise 10th grade passage to embed Pathway course work and Pathway career reflection. Create 12th capestone experience (phase #1) to embed Pathway course work (concentration course), career reflection, and industry partner feedback on portfolios.	All Students	Align 10th passage to Core Values.	Create collaborative groups to revise and create passage/capstone experiences.	10th grade passage includes reflection on at least 2 career experiences and the Purposeful/Self-aware and Life-Long learner secitons of our Graduate Profile; 12th grade Capstone exits (phase #1 of a two year plan)	Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities.
Course Passage Rates	Increase the reading proficieny and mastery of CCSS literacy standards for all students and accelerate the growth for student who are below grade level in literacy. Increase students "High Quality Work" (From EL) through robust Student Engaged Assessment Practices.	All Students	N/A	50% of Students Below Grade Level in Reading grow more than 1 year as measured by SRI.	60% of Students Below Grade Level in Reading grow more than 1 year as measured by NWEA.	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.

THEORY OF ACTION

Theory of Action	Supporting the development of integrated projects and a robust pathway will increase all students understanding of Manufacturing and Product Development. (The principles of career planning & management, critical thinking & problem solving and leadership & teamwork are core to our graduate profile, and why we exist as a school.) With a focus on these skills in students' pathway courses and through integrated projects in their non-pathway classes, students' will develop a deeper understanding of their individual passions and, in turn, see a more direct connection between high school and college and their own life goals. Ultimately, this will increase engagement and proficiency in high school.
How are you building conditions for students and adult learning?	Pathway team teachers are working in a Professional Learning Community facilted by our Pathway Coordinator. Courses are being designed collaborativey and with feedback from our industry advisory board. Teachers are creating shared understanding of the principles of Manufacturing and Development and applying this learning to course design and pedagogical choices. Our industry advisor review of course sequences informs course revisions in this interative process. Students are engaged in our pilot Digital Design classes this year. A school-wide focus on student engaged assessment will create conditions for all students to regularly reflect on their own acheivement data and levels of understanding. Iterative cycles of reflection and goal-setting will deepen students' understanding of CTE standards of career planning & management, critical thinking & problem solving and leadership & teamwork, which are core to our graduate profile.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	**Governance Team (SSC, Parent Team, Student Leadership)**	**Leadership Team (ITL)**	**Pathway Teams**	**Department Teams**
	Share 2018-19 course descrptions and get feedback for revisions	(Ongoing)	(Ongoing)	10th and 12th grade levels need to seat the passage/capstone working groups to move this work forward.

STRATEGIC ACTIONS

Strategic Action	**Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Cost**	**Object Code**	**Which Linked Learning pillar does this support?**	**Associated LCAP Action Area (required for all funded actions)**

Redesign of of 9th grade, to have additional ELA instruction for all students (from 1.0 Humanities --> 1 FTE english & .5 Ethnic Studies (social studies))	All Students	LCFF Concentration	$50,000.00	Salary & Benefits 0.5 FTE	Rigorous Academics	Goal 3: Students are reading at or above grade level
PD for AP Physics Teacher	All Students	General Purpose Discretionary	$1,500.00	Registration, Travel Expenses	Rigorous Academics	Goal 2: Students are proficient in state academic standards
PD for 11th grade math teacher - Standards Institute	All Students	Grant	$3,000.00	Registration, Travel Expenses	Rigorous Academics	Goal 2: Students are proficient in state academic standards
CPM Materials for Integrated Math 1 & 2	All Students	General Purpose Discretionary	$3,500.00	Instructional Materials	Rigorous Academics	Goal 2: Students are proficient in state academic standards
CPM PD for Integrated Math 2 Teacher	All Students	General Purpose Discretionary	$1,000.00	Registration, Travel Expenses	Rigorous Academics	Goal 2: Students are proficient in state academic standards
To provide salary and benefits to CTE Teachers in Pathway classes: .5 FTE to teach 3D design .5 FTE to teach 2 D design .5 FTE to teach Advanced Manufacturing	All Students	Measure N	$150,000.00	Salary & Benefits for 2.0 FTE	Career Technical Education	Goal 1: Graduates are college and career ready
Salaries for CTE teachers: .5 FTE to teach Graphic Design	All Students	General Purpose Discretionary	$50,000.00	Salary & Benefits for 2.0 FTE	Career Technical Education	Goal 1: Graduates are college and career ready
Stipends for teachers for Summer Curriculum Institute for integrated project development	All Students	General Purpose Discretionary	$5,000.00	Stipends	Rigorous Academics	Goal 5: Students are engaged in school everyday
Support Design Pathway teachers in obtaining CTE credentials.	All Students	General Purpose Discretionary	$500.00	Fees for applications, credentials	Rigorous Academics	Goal 1: Graduates are college and career ready
30 Graphic Design Laptops @ 850 each	All Students	General Purpose Discretionary	$25,500.00	Materials & Equiptment	Career Technical Education	Goal 5: Students are engaged in school everyday
Adobe products - 100 licences	All Students	Grant	$0.00	Tech Licences	Career Technical Education	Goal 1: Graduates are college and career ready
2-D Design Materials required for 9th grade 2-D Design Pathway course including: Ink, screens, transparencies, chemicals to set designs, wood for laser-cutter, vinyl for vinyl cutter, prototypes for clients.	All Students	Measure N	$1,000.00	Materials & Supplies	Career Technical Education	Goal 5: Students are engaged in school everyday
3-D Design Materials required for 10th grade 3-D Design courses: Furniture Materials: (lumber, nailes, fabric, glue guns, circuits, sodering equiptment, sewing equiptment.)	All Students	Measure N	$10,000.00	Materials & Supplies	Career Technical Education	Goal 5: Students are engaged in school everyday
Salary for pathway coordinator (0.5 FTE)	All Students	Measure N	$50,000.00	Salary & Benefits	Building the Conditions	Goal 1: Graduates are college and career ready
Consumables for 3-D Design: Furniture Materials, Wearable Materials	All Students	Grant	$10,000.00	Materials & Supplies	Career Technical Education	Goal 5: Students are engaged in school everyday

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2+	2	We provided WBL experiences for students at all grade levels, and added career panels to 10th grade this spring. We have planned to add pathway career speakers to our 10th grade retreat in August. We will create our full WBL map for the school this spring, but it is only in draft form now. Once complete, our work is to sequence and builld experiences for students grades 9-12 so that they have a coherent and progressively deep experience over four years.
Pathway Outcomes	1	1	1+	We provided WBL experineces for students at all grade levels, and added career panels to 10th grade this spring. We have planned to add pathway career speakers to our 10th grade retreat in August. We will create our full WBL map for the school this spring, but it is only in draft form now. Once complete, our work is to sequence and builld experiences for students grades 9-12 so that they have a coherent and progressively deep experience over four years.
Pathway Evaluation	2	2	1+	Our evaluation plan is not yet created, as we have focuses on identifying our pathway and building it out this year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We aimed to: - Strategically use the Creativity Lab as a model classroom for learner-driven instruction in alignment with teachers' individual growth goals. - Hire additional DCAC counseling fellow to support the build out of the work based learning and career awareness pieces for 9th and 10th grade backwards mapped from the graduate profile and 11th grade internship experience. - Hire Linked Learning Pathways coordinator to support the integration of the Making Arts & Design pathway into core classes, to develop the understanding of linked learning pathways and the build out of those courses, and to ensure the alignment of course coutcomes/learning targets and scopes for all electives classes, and align classes of this program to our Graduate Profile.	Partially Implemented	Effective	Several teachers, including a Pathway teacher, observed practices in the Creativity Lab that are learner driven. AbD Thinking Routines, cycles of inquiry, and studnt-designed rubrics were among the practices observed. Practioners are working to bring these learner-driven practices to their own classes. However, this process was not as systematic or aligned as we initially planned. - Our DCAC fellow brought career & college lessons to 9th and 10th graders each week, which increased student exposure and awareness. She coordinated a 10th grade shadow day to USF this fall, which added to students' learning about college. Lastly, she had broadened our career and community colllege partenrships. This fall students participated in a shadown day at Alameda College and this spring we hosted a "Careers in the Trades" information session that was highly rated by students. - Our Pathways coordinator worked on the team to redesign our Pathway this fall into the Design (Manufacturing & Design) Pathway and she led the Pathway team PLC. She was on maternity leave for 1/2 the year so this meant that our alignment work has moved slower than intially planned. However, our Linked Learning course sequence is clear and the standards for these courses being alinged this spring.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

Career Awareness	Students will engage in experiences that expose the potential career opportunites that follow our Manufacturing and Product Design Pathway. By 2021, an articulated four year scope of experiences that build a depth of understanding of Manufacut

ing & Product Design exists and creates the curricular path. In 2018-19, all students will learn about the components of Manufacuting and Product Design and meet at least four Manufacturing & Product Design industry professionals. | All Students | N/A | Define CTE Pathway, create industry advisory board, host one student session about Manufacuting & Product Design | All students will learn about the components of Manufacuting and Product Design and meet at least four Manufacturing & Product Design industry professionals via career panels, career expositions, guest experts in classes. | Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities. |
| **Career Exploration** | Students will authentically reflect on their passions and potential career path in 10th grade passage and 12th grade Capstone in 2021. In 18-19, students will include one component of career exploration in both 10th grade passage and 12th grade Capstone via a career panel, job shadow, guest expert or internship. | Low-Income Students | one-time career lessons in 9th grade | Career lessons across 9th & 10th grade | 9-12th career lessons are documented; students in all grades 9-12th have one targeted career experience each semester that is aligned to a four year scope.students will include one component of career exploration in both 10th grade passage and 12th grade Capstone via a career panel, job shadow, guest expert or internship. | Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities. |
| **Career Preparation** | Students in grades 9-12th will experience an aligned sequence of on-going career preparation lessons, job shadows, career panels, and community experiences that include information about college & community college by 2021. In 18-19, students in grades 9-12 will have one targeted career experience each semester that is aligned to a four year scope. | All Students | 11th grade career lessons in CCP class; one-time career lessons in 9th grade | 11th grade CCP lessons include specific information about Community College; 9th & 10th grade lessons build on one another for a three-week sequence | WBL map is created for grades 9-12; In 18-19, students in grades 9-12 will have one targeted career experience each semester that is aligned to a four year scope. Attention is paid to teaching and assessing the Purposeful/Self-aware and Life-long Learner sections of our Graduate Profile alongside these lessons and the direct connection to career preparation is made in said lessons. | Goal #2: Support character development for all students aligned to the Graduate Profile. • LCCS students are health relationship-builders who are connected to the community and each other. • LCCS students are self-aware and active participants in learning that impacts their community and the world. • LCCS students will develop the mindsets and skills for success in college, career and life. • LCCS students will develop agency |

THEORY OF ACTION

Theory of Action	The creation of a coherent and aligned sequence of WBL experiences will allow students to deeply undestand their personal passions and the connection between school and life. Clear milestones in 10th and 12th grade that are aligned and embed reflection on pathway experiences will foster conditions for students to learn who they are, what they like to do, and draw authentic connections between high school and college and life after school. These genuine connections will increase students' skills and knowledge of careers. These connections will also create increased agency in students and will increase student engagement in high school, and ultimately increase student acheivement.
How are you building conditions for students and adult learning?	Collaborative committees will revise and create our capstone experiences for 10th and 12th grade. Our Pathway Coordinator and Career/College counselor will facilate these teams to increase understanding of the principles of Linked Learning and the connection between WBL and the LCCHS Graduate Profile. This deeper understanding will ground the collaborative team's work. In turn, as students engage in the milestone/capstone experiences throughout the year, they will draw their own connections and see increased purpose in their high school work.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*
	Review WBL 9-12th sequence	Review WBL 9-12th sequence Seat passage revision collaborative team- (10th & 12th) plan work days	Seat passage revision collaborative teams (10th & 12th) - plan work days	Review WBL 9-12th sequence Seat passage revision collaborative team Build integrated projects --plan for Curriculum Institute

STRATEGIC ACTIONS

Strategic Action	**Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Cost**	**Object Code**	**Which Linked Learning pillar does this support?**	**Associated LCAP Action Area** *(required for all funded actions)*
Stipends required to pay team of 4 teachers to revise 10th grade passage to align with Design Pathway and reflection on WBL experiences and career vision.	All Students	Measure N	$2,500.00	Stipends	Work-Based Learning	Goal 1: Graduates are college and career ready
Creation of 12th Grade Capstone (Phase #1) - Stipends for teachers to meet to develop Capstone.	All Students	General Purpose Discretionary	$1,000.00	Stipends	Rigorous Academics	Goal 1: Graduates are college and career ready
Documentation and revision of 9th & 10th grade career based lessons and experiences completed by DCAC Fellow as part of FTE.	All Students	Measure N	$0.00	(see row 32)	Work-Based Learning	Goal 5: Students are engaged in school everyday
Revision of 11th grade College and Career Prep curriculum to increase career lessons completed by DCAC Fellow as part of FTE.	All Students	Measure N	$0.00	(see row 32)	Work-Based Learning	Goal 5: Students are engaged in school everyday
Continuation of DCAC fellow to support the build out of career aligned learning sequences.	All Students	General Purpose Discretionary	$35,000.00	Salary & Benefits 0.5 FTE	Work-Based Learning	Goal 6: Parents and families are engaged in school activities
Increase the number of internships in Design Pathway fields for 11th graders.	All Students		$0.00	N/A	Work-Based Learning	Goal 5: Students are engaged in school everyday
Community industry partners join Pathway classes to give authentic project and/or portfilio feedback to students (twice a year).	All Students		$0.00	N/A	Work-Based Learning	Goal 5: Students are engaged in school everyday

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	1	1	2+	All students will participate in our pathway sequence, which we redefined this fall. Given that the full sequence is not being taught this year, we are in an approaching place. The pathway courses that are being taught use individual connections and tap into our system of advisory, tier 2 reading intervention, and family communication- althought communication is generally about progress in non-pathway courses this year. We are continuing to develop our sytem of muli-tiered student supports.
College & Career Plan	2	2	2+	We increased our career lessons and experiences this year with the addition of career & college lessons to 9th and 10th graders each week, which increased student exposure and awareness. Our SCAC fellow coordinated a 10th grade shadow day to USF this fall, which added to students' learning about college. Lastly, she had broadened our career and community colllege partnerships. This fall students participated in a shadown day at Alameda College and this spring we hosted a "Careers in the Trades" information session that was highly rated by students. Our work this spring is to create the school WBL map that includes career and college readiness.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Hiring of counseling DCAC Fellow	Fully Implemented	Effective	Career and college lessons have been taught in all 9th and 10th grade advisory classes this year. Our DCAC fellow has increased our younger students' awareness and, consequent, interest in college and career via this work. Additionally, adding this person to our team has allowed for more personalized support of our 12th graders in their college application and selection process.
Develop aligned crew (advisory) curriculum	Partially Implemented	Somewhat Effective	Our crew curriculum was created and is vertcailly aligned to our Core Values. However, the implementation of lessons has only been partially effective. A new leaderhip structure, our School Culture Team, oversaw this work and was inconsistent in its analysis and monitoring of advisory lessons. In turn, the quality of the instruciton in advisories varries and was somewhat effective.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

Conditions for Student Learning (School Climate and Culture)	All LCCHS teachers (including all Pathway teachers) will engage in at least five professional development sessions (one each PDI week) that increase their capacity in accommodating, using trauma informed practices, using a culturally responsive pedagogy, or student engaged assessment practices. All Pathway teachers are CTE credentialed by 2021.	All Students		Pathway articulated. Pathway teachers engage in three PD sessions about accommodations and one about trauma informed practices. Hire one new CTE teacher.	All LCCHS teachers (including all Pathway teachers) will engage in at least five professional development sessions (one each PDI week) that increase their capacity in accommodating, using trauma informed practices, using a culturally responsive pedagogy, or student engaged assessment practices. All Pathway teachers are in the process of CTE credentialing.	Goal #2: Support character development for all students aligned to the Graduate Profile. • LCCS students are health relationship-builders who are connected to the community and each other. • LCCS students are self-aware and active participants in learning that impacts their community and the world. • LCCS students will develop the mindsets and skills for success in college, career and life. • LCCS students will develop agency
College Access	Transition plan for all students: S building their own transition plan (10yr plan)--connected to grd profile	Long-Term English Learners	N/A			
Differentiated Interventions	Increase the interventions for students in Math, ELD, and Reading to include Tier 2 reading intervention and math intervention for all 9th grades and all Long-term ELLs. (2021)	Long-Term English Learners	1.0 FTE reading Interventionist hired and teaching.	Hire ELD teacher to teach ELD.	Integrate Reading Intervention into the whole-school schedule, integrate math intervention into 9th grade science, increase ELD course offerings by at least one for LTELs.	Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.

THEORY OF ACTION	
Theory of Action	Increased offerings of intervention classes (in ELD, reading, and math) and shifts in the master schedule to priortize these classes for all students will close gaps that exist in these academic areas. Specifically, this tier 2 support for students who are English Language Learners will increase understanding and student achievement of our new comers and long-term english language learners. Additionally, targeted professional development for all teachers in restorative justice and trauma informed instruction practices will increase the teaching team's capacity to reach *all* students. This tier 1 approach will ensure that *all* teachers create classrooms that foster conditions for learning at Lighthouse and will allow all students increased access to the curriculum, and ultimaltey, increase student achievement.
How are you building conditions for students and adult learning?	Our high school professional development arc will include targeted professional development for all teachers in restorative justice and trauma informed instruction practices will increase the teaching team's capacity to reach all students. Additioanlly, shifts in our team composition and master schedule shifts will allow for departments to have common planning time. This collaborative time during the school day will increase teacher understanding. Grade level teams will collaboratively implement normed practices that foster conditions for all students to learn effectively. This planning will happen in August and be an on-going thread of collaborative team time in the 2018-19 school year.

Engagement: Who do you need to	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*

	meet with moving forward to develop and then finalize this plan?	Inform of PD plans, master schedule shifts, and hiring work	Share ELL and LTEL data in service of deepening understanding of these shifts Prioritize RJ & trauma informed practices in PD for all teachers	Participate in PD	Participate in PD

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area *(required for all funded actions)*
Redesign 9th grade science course to include intentional algebraic connections	All Students		$0.00	N/A	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards
Build in reading intervention to the daily schedule, not pull out classes.	Long-Term English Learners		$0.00	N/A	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level
Increase of ELD course offerings	English Learners		$0.00	N/a	Comprehensive Student Supports	Goal 4: English learners are reaching English fluency
Professional development for teachers in accommodating, using trauma informed practices, using a culturally responsive pedagogy, or student engaged assessment practices.	All Students	Grant	$10,000.00	Registrations	Comprehensive Student Supports	Goal 5: Students are engaged in school everyday

4. TOTAL SCHOOL FUNDING ALLOCATIONS

Funding Source	Allocation	Total Expended	Total Remaining
21st Century		$0.00	$0.00
After School Education & Safety (ASES)		$0.00	$0.00
General Purpose Discretionary		$195,000.00	-$195,000.00
LCFF Supplemental		$0.00	$0.00
LCFF Concentration		$1,500.00	-$1,500.00
Title I: Basic		$0.00	$0.00
Title I: Parent Participation		$0.00	$0.00
Measure N	$223,550.00	$223,500.00	$50.00
TOTAL	$223,550.00	$420,000.00	-$196,450.00

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
Principal engages school community in 18-19 to re-examine bell schedule and master schedule to increase corse offering and opportunity for students via ILT meetings in the Fall/Spring. (Stipends for teachers on ILT and participation in planning days as needed.)	English Learners	General Purpose Discretionary	$1,000.00	Stipends, Sub costs	Building the Conditions	
Begin exploration of facilitaties solutions for Lighthouse at organizational leadership level and with Board.	All Students		$0.00	NA	Building the Conditions	
Increase SPED case manager position by 0.5 FTE	Students with Disabilities	General Purpose Discretionary	$50,000.00	Salary and Benefits	Comprehensive Student Supports	
Ben Crosby from ConnectEd to provide on-going linked learning coaching support for school and network leaders.	All Students	Measure N	$10,000.00	Contract with ConnectEd	Career Technical Education	
New teacher induction scope and sequence to be revised to include deep dive into l	All Students	General Purpose Discretionary	$8,000.00	Stipends for Teachers in New Teacher Week	Building the Conditions	
Revision of master schedule to allow for discipline/department common planning time	All Students		$0.00	N/A	Building the Conditions	
Redesign of of 9th grade, to have additional ELA instruction for all students (from 1.0 Humanities --> 1 FTE english & .5 Ethnic Studies (social studies))	All Students	LCFF Concentration	$50,000.00	Salary & Benefits 0.5 FTE	Rigorous Academics	
PD for AP Physics Teacher	All Students	General Purpose Discretionary	$1,500.00	Registration, Travel Expenses	Rigorous Academics	

PD for 11th grade math teacher - Standards Institute	All Students	Grant	$3,000.00	Registration, Travel Expenses	Rigorous Academics	
CPM Materials for Integrated Math 1 & 2	All Students	General Purpose Discretionary	$3,500.00	Instructional Materials	Rigorous Academics	
CPM PD for Integrated Math 2 Teacher	All Students	General Purpose Discretionary	$1,000.00	Registration, Travel Expenses	Rigorous Academics	
To provide salary and benefits to CTE Teachers in Pathway classes: .5 FTE to teach 3D design .5 FTE to teach 2 D design .5 FTE to teach Advanced Manufacturing	All Students	Measure N	$150,000.00	Salary & Benefits for 2.0 FTE	Career Technical Education	
Salaries for CTE teachers: .5 FTE to teach Graphic Design	All Students	General Purpose Discretionary	$50,000.00	Salary & Benefits for 2.0 FTE	Career Technical Education	
Stipends for teachers for Summer Curriculum Institute for integrated project development	All Students	General Purpose Discretionary	$5,000.00	Stipends	Rigorous Academics	
Support Design Pathway teachers in obtaining CTE credentials.	All Students	General Purpose Discretionary	$500.00	Fees for applications, credentials	Rigorous Academics	
30 Graphic Design Laptops @ 850 each	All Students	General Purpose Discretionary	$25,500.00	Materials & Equiptment	Career Technical Education	
Adobe products - 100 licences	All Students	Grant	$0.00	Tech Licences	Career Technical Education	
2-D Design Materials required for 9th grade 2-D Design Pathway course including: Ink, screens, transparencies, chemicals to set designs, wood for laser-cutter, vinyl for vinyl cutter, prototypes for clients.	All Students	Measure N	$1,000.00	Materials & Supplies	Career Technical Education	
3-D Design Materials required for 10th grade 3-D Design courses: Furniture Materials: (lumber, nailes, fabric, glue guns, circuits, sodering equiptment, sewing equiptment.)	All Students	Measure N	$10,000.00	Materials & Supplies	Career Technical Education	
Salary for pathway coordinator (0.5 FTE)	All Students	Measure N	$50,000.00	Salary & Benefits	Building the Conditions	
Consumables for 3-D Design: Furniture Materials, Wearable Materials	All Students	Grant	$10,000.00	Materials & Supplies	Career Technical Education	
Stipends required to pay team of 4 teachers to revise 10th grade passage to align with Design Pathway and reflection on WBL experiences and career vision.	All Students	Measure N	$2,500.00	Stipends	Work-Based Learning	

Creation of 12th Grade Capstone (Phase #1) - Stipends for teachers to meet to develop Capstone.	All Students	General Purpose Discretionary	$1,000.00	Stipends	Rigorous Academics	
Documentation and revision of 9th & 10th grade career based lessons and experiences completed by DCAC Fellow as part of FTE.	All Students	Measure N	$0.00	(see row 32)	Work-Based Learning	
Revision of 11th grade College and Career Prep curriculum to increase career lessons completed by DCAC Fellow as part of FTE.	All Students	Measure N	$0.00	(see row 32)	Work-Based Learning	
Continuation of DCAC fellow to support the build out of career aligned learning sequences.	All Students	General Purpose Discretionary	$35,000.00	Salary & Benefits 0.5 FTE	Work-Based Learning	
Increase the number of internships in Design Pathway fields for 11th graders.	All Students		$0.00	N/A	Work-Based Learning	
Community industry partners join Pathway classes to give authentic project and/or portfilio feedback to students (twice a year).	All Students		$0.00	N/A	Work-Based Learning	
Redesign 9th grade science course to include intentional algebraic connections	All Students		$0.00	N/A	Comprehensive Student Supports	
Build in reading intervention to the daily schedule, not pull out classes.	Long-Term English Learners		$0.00	N/A	Comprehensive Student Supports	
Increase of ELD course offerings	English Learners		$0.00	N/a	Comprehensive Student Supports	
Professional development for teachers in accommodating, using trauma informed practices, using a culturally responsive pedagogy, or student engaged assessment practices.	All Students	Grant	$10,000.00	Registrations	Comprehensive Student Supports	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
8/21/2017	Measure N Committee	Core Measure N working committee formed.
9/19/2017	Design retreat #1: Measure N Committee	Deepen understanding of Linked Learning, identify areas of support needed from a consultant, and explore CTE strands for a Lighthouse Pathway.
10/3/2017	Design retreat #2: teachers, Measure N Commitee, Connect Ed consultant	Tune Lighthouse Pathway with stakeholders, identify Pathway course priorities and connection to Graduate Profile.
10/3/2017	Student Focus Groups	Students were interviewed to gather data on vision for pathway program and course offerings.
10/4/2017	Full staff professional development	Review of Linked Learning, collaborative work & feedback on draft pathway theme.
10/11/2017	Students	Pilot Pathway classes shared with students and students who are interested register for classes.
11/28/2017	Industry partner advisory board	Tune Lighthouse Pathway with industry partners, identify Pathway course priorities and connection to industry skills.
12/3/2017	Teachers	Pathway course sequence shared, master schedule and gen ed course sequence reviewed for collaborative feedback from the full team.

12/5/2017	Parents	Lighthouse families gave input into the Pathway theme and daily schedule.
12/6/2017	ILT	LCCHS ILT gave feedback on Pathway course seqence, science course sequence, daily schedule, and rigorous academics.
1/31/2018	Science PLC & Humanities PLC	Science teachers explored science sequences and gave feedback on our science course sequence. Humanities teachers explored English & Social Studies (Humanities) standards and gave feedback on our course design and course sequence. Changes in the 9th and 12th grade courses resulted.
2/6/2018	Parents	Lighthouse High School Parent Advisory committee gave feeback to priorities for Rigorous Academics and Pathway concentration courses.
2/6/2018	ILT	LCCHS ILT disussed science course sequence, master schedule changes, and humanities course redesign.
3/20/2018	ILT	Update on Pathway theme and master schedule shifts. Feeback and revisions gathered.
April 2018	Teachers	Review and provide input on final Master Schedule for 18-19.
May 2018	Industry partner advisory board	Further review of pathway course curriculum & assessment plan. Review of pathway course standard progression vertically (9-11th).
May 2018	Parents- LPAC	Update on Pathway theme and master schedule shifts. Feeback and revisions gathered.
May 2018	Students	Pilot students provide feedback on pilot course for revision.
6/1/2018	Teachers	Professional Development for teachers in developing integrated projects.

Length of WASC Accreditation:		***Last WASC Self-Study:***		***Next Full Self-Study:***	

SCHOOL WASC GOALS	LCAP Goal Category
Goal #1: Increase Academic Proficiency across the school. Increase the number of LCCS students who are academically proficient as measured by LCPS Graduate Profile and external measures.	Goal 2: Students are proficient in state academic standards
Goal #2: Support character development for all students aligned to the Graduate Profile. • LCCS students are health relationship-builders who are connected to the community and each other. • LCCS students are self-aware and active participants in learning that impacts their community and the world. • LCCS students will develop the mindsets and skills for success in college, career and life. • LCCS students will develop agency	Goal 1: Graduates are college and career ready
Goal #3: Address Academic and Behavioral Gaps for Underperforming Subgroups. • Accelerate English Language acquisition and increase academic proficiency in ELA and Math for English Learners. • Increase academic proficiency in ELA and Math for students with disabilities. • Improve the achievement, engagement, and sense of belonging of African American students.	Goal 2: Students are proficient in state academic standards
Goal #4: Increase authentic student engagement within the program to lead to deep learning. All students at Lighthouse will be authentically engaged within both the core academic program and in co-curricular and community activities.	Goal 5: Students are engaged in school everyday