PROPOSED 2019-20 SCHOOL SITE BUDGET   **School:** Lighthouse

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$0.00	$0.00	$0.00	**Measure N**	$223,550.00	$223,550.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	**Measure G**	$0.00	$0.00	$0.00
General Purpose Discretionary	$0.00	$180,905.96	-$180,905.96	**Measure G1**	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	**Perkins**	$0.00	$0.00	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	**Atlantic Philanthropies**	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$0.00	$0.00	**California Partnership Academy**	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
$0.00		Revision of master schedule to allow for discipline/department common planning time	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.					Building the Conditions	Lighthouse-1
$0.00		Implement new master schedule that supports all students in having access to pathway courses, A-G Sequence, and advanced course work so that all students are college and career ready.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	NA	NA			Building the Conditions	Lighthouse-2
$0.00		Revision of master schedule to allow for discipline/department common planning time	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	NA	NA			Building the Conditions	Lighthouse-3
$33,550.00	CSI	Math Intervnetionist	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1000 3000	Personnel & Benefits		0.50	Comprehensive Student Supports	Lighthouse-4
$8,000.00	General Purpose Discretionary	Support for teachers to obtain CTE Credentials								Lighthouse-5

	General Purpose Discretionary	Provide College and Career Seminar for 11th graders to support internship experience, senior seminar to support college and career transitions.	Work-Based Learning	Goal 5: Students are engaged in school every day.	1000 3000	Personnel & Benefits	Director of College and Career	0.25	Work-Based Learning	Lighthouse-6
$12,200.00	General Purpose Discretionary	Additional Planing days for new courses (Capstone) [Funded through SWP]	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1000 3000	Personnel & Benefits			Rigorous Academics	Lighthouse-7
$33,550.00	General Purpose Discretionary	ELD/Reading Interventionist	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1000 3000	Personnel & Benefits		0.50	Comprehensive Student Supports	Lighthouse-8
$36,475.96	General Purpose Discretionary	Salaries for CTE teachers: .5 FTE to teach Capstone Course	Rigorous Academics	Goal 1: Graduates are college and career ready.	1000 3000	Salary & Benefits	CTE Pathway Teachers	0.50	Career Technical Education	Lighthouse-9
$39,600.00	General Purpose Discretionary	Continued redesign of ELA courses to imrpove ELA instruction and CCSS History. 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))	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1000 3000	Personnel & Benefits	Ethnic Stuides Teacher	0.50	Rigorous Academics	Lighthouse-10
$500.00	General Purpose Discretionary	Increase the number of internships in Design Pathway fields for 11th graders through engagement with Advisory Board.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4000	Materials and Supplies for Advertisement			Career Technical Education	Lighthouse-11
$500.00	General Purpose Discretionary	Increase the number of internships in Design Pathway fields for 11th graders through engagement with Advisory Board.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4000	Food for meetings			Career Technical Education	Lighthouse-12
$3,000.00	General Purpose Discretionary	CPM Materials for Integrated III	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4000	instructional Materials			Rigorous Academics	Lighthouse-13

$5,000.00	General Purpose Discretionary	PD for new AP Course instructors	Rigorous Academics	Goal 1: Graduates are college and career ready.	5000	Professional Development			Rigorous Academics	Lighthouse-14
$5,000.00	General Purpose Discretionary	CPM PD for math teachers	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	5000	Professional Development			Rigorous Academics	Lighthouse-15
$37,080.00	General Purpose Discretionary	Continuation of DCAC fellow to support the build out of career aligned learning sequences.	Work-Based Learning	Goal 1: Graduates are college and career ready.	5000	External Partnership	DCAC		Work-Based Learning	Lighthouse-16
$2,000.00	Grant	Stipends for teachers to revise courses to include Certification milestones.	Work-Based Learning	Goal 1: Graduates are college and career ready.	1000 3000	Personnel & Benefits			Career Technical Education	Lighthouse-17
$2,000.00	Grant	Creation of 12th Grade Capstone (Phase #1) - Teachers to redesign and align Capstone to Laney CTE courses.	Work-Based Learning	Goal 1: Graduates are college and career ready.	1000 3000	Personnel & Benefits			Rigorous Academics	Lighthouse-18
$14,640.00	Grant	Stipends for teachers for Summer Curriculum Institute for integrated project development	Rigorous Academics	Goal 1: Graduates are college and career ready.	1000 3000	Salary & Benefits			Rigorous Academics	Lighthouse-19
$10,000.00	Grant	Purchase of career curriculum aligned to CTE High Quality Pathway and associated training.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	4000	Instructional Materials			Work-Based Learning	Lighthouse-20
$2,500.00	Grant	Add math intervention program, linking with Laney College Independent Study Math 220 A-D	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	5000	Transportation and Materials			Comprehensive Student Supports	Lighthouse-21

$54,000.00	Measure N	Provide salary and benefits for 0.5FTE Pathway Coordinator to support pathway students engaging in Workbased Learning experiences aligned to WBL Continum including coordianting with Laney College for dual enrollment and articulation.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1000 3000	Salary & Benefits	Pathway Coordinator	0.50		Building the Conditions	Lighthouse-22
$109,550.00	Measure N	"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 "	Rigorous Academics	Goal 1: Graduates are college and career ready.	1000 3000	Salary & Benefits	CTE Pathway Teachers	1.50		Career Technical Education	Lighthouse-23
$5,000.00	Measure N	2-D Design Materials: Purchase equiptment related to 2-D Design including design software, printing materials, inks, and screens for production of materials related to CTE standards.	Rigorous Academics	Goal 5: Students are engaged in school every day.	4000	Instructional Materials				Career Technical Education	Lighthouse-24
$10,000.00	Measure N	3-D Design Materials: Purchase equiptment related to 3-D Design including design materials for prototypes, 3-D Printers, table saw for production of materials related to CTE standards.	Rigorous Academics	Goal 5: Students are engaged in school every day.	4000	Instructional Materials				Career Technical Education	Lighthouse-25
$32,500.00	Measure N	Purchase class set of computers for 3-D Design class to support students completion of Adobe and Fusion 2000 Certification.	Rigorous Academics		4000	Computers					Lighthouse-26

$2,500.00	Measure N	Pay for on-going training for Product Manufacturing and Design Pathway teachers to enable dual enrollment with Laney as part of work to expand high quality pathway. Attednance at Linked Learning Conference (registration, airfare, subsittute costs, and hotels).	Rigorous Academics	Goal 1: Graduates are college and career ready.	5000	Fees			Career Technical Education	Lighthouse-27
$10,000.00	Measure N	Contract services with ConnectEd (Ben Crosby) to provide on-going linked learning coaching support for school and network leaders to work towards Gold Certification.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5000	External Partnership Contract			Rigorous Academics	Lighthouse-28
$40,260.00	Other	Continue funding additional 0.5 FTE in to support Special Education students.	Schoolwide Enabling Conditions	Goal 3: Students are reading at or above grade level.	1000 3000	Salary & Benefits	Academic Instervention Specialist	0.50	Comprehensive Student Supports	Lighthouse-29

Action Research	Lighthouse Community Charter High School
School:	LIghthouse Community Charter High School
Pathway/s:	Product Manufacturing & Design Pathway
Outcome Data	Data 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.)*	Our biggests areas of foci this year are to ensure that our passage and portofolio work aligns with pathways. We are redseigning our 10th grade passage to align to our graduate profile and to explicitly connect to our pathway courses. We also are pushing ourselves to consider how we articualte futher with community college and industrcy certificaiton.
What are you going to *do differently* or *change* moving forward?	Build out the captstone course aligned to CTE standards. Move forward Dual Enrollment Vision/Work with Laney. Build our vision for advisory board and increaing industry aligned WBL opportunities.
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 demonstrate proficiency in CTE standards in Product Design and Innovation through achievement on course assessments, portfolios and presentations. 4. Student transfer rates out of Lighthouse will decrease and student cohort-graduation rates will increase. 5. Increase in number of students in pathway who complete CC courses prior to graduation.

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

School: Lighthouse Community Charter High School

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.

1B: 19-20 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers

Graduation Rate	Continued growth in graduation rate in 17-18 (although there was a data reporting error in CALPADS).		Continue to have subset (appoxiamtely 10%) of students who are persistently struggling to progress to be on track with gaps in Special Education Student's on-track rates.			
On Track to Graduate (11th Grade)	93% of current 11th graders on track to graduate in 4 years		All 5 11th grade students not on track to graduate are male students.			
A-G Completion	Almost all students complete 3 years of English, 2 years of science, 2 years LOTE, 1 year art, 1 year elective by fall of their senior year		A number of students are struggling to pass the math courses they need to complete A-G reqs; we are looking to add math intervention classes to our master schedule in 2019-20. We have applied for funds through Strong Workforce Grant in the hopes of building this out further.			
SBAC ELA	We continue to have high growth indicators for students and overall strong SBAC results.		We saw a drop in students SBAC achievement in ELA. We have had turnover in experienced teachers and are needing to reinvest in curriculum and resources as well as support to ensure that they are prepared for success in.			
SBAC Math	We continue to have high growth indicators for students and modest SBAC results.		We have seen a year over year decline in SBAC performance and had instability in our math teachers which has led to inconsiency in students experience. We are in year two of curriculum shift to integrated math, and next year will be the first cohort who has completed Integrated math seuence.			
AP Pass Rate/Dual Enrollment Pass Rate	High pass rate for AP Spanish; more students taking and passing concurrent enrollment classes		Very few students passed the AP Calculus or AP Statistics exam last year; few students taking concurrent enrollment classes that align with our Pathway We are looking to expand our dual enrollment program through partnership with Laney using the Strong Workfoce Program to fund.			
Pathway Participation/CTE Enrollment*	100% participation in Pathway among 9th and 10th graders		More varied participation in Pathway among 11th and 12th graders, some of whom need to take other electives (LOTE, fitness) to meet graduation requirements, and others of whom have decided to take community college classes (through concurrent enrollment) as their elective. Shifting the master schedule and bell schedule will enable us ensure stronger participation in pathway in 11-12 grades.			
English Learner Progress	n/a					
Suspension Rate	Currently we have a 10% suspension rate overall. (19-20)		We have a 15% suspension rate for AA studnets and 7.4% for studnets with IEPs. This represents a decline dispropotationality, however we are still about our overall targets of 5% suspensions.			

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	We will increase our graduation rate to 90% for the class of 2021.	All Students	82.80%	85.20%	87.60%	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.
Dropout Rate	Decrease our dropout rate to less than 5%	All Students	7.80%	5.00%	> 5%	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 Rate	90% of students will have completed A-G course sequence.	All Students	95.00%	90.00%	90.00%	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.
FAFSA Completion Rate	Currently we do not have a goal for FAFSA completion rates. We are reporting our current data, and will establish a goal for future years.	All Students	N.A	N/A	N/A	

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
College Enrollment	Currently we do not have a college enrollment rate target. We have a college completion rate target of 60% withing 6-years of matriculation.	All Students	N/A	N/A	N/A	
Grade 10 Pathway Participation	50% of graduates complete three year pathway course sequence. 90% of graduates complete a two year pathways sequence. (Anticipated for 2022)	All Students	N/A	N/A	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.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	70% positive responses to Student Interactions and Attitude & Culture SCAI Dimensions on the family SCAI.	All Students	37.00%	40%	45.00%	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
Suspensions	Fewer than 5% of students suspended annually, and no significant gaps in student profile.	African-American Students	19.20%	15.00%	10.00%	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.
Suspensions	Fewer than 5% of students suspended annually, and no significant gaps in student profile.	Students with Disabilities	17.10%	12.00%	7.00%	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.
Chronic Absence	Fewer than 5% of students are chronically absent, with no significant gaps in student profile.	African-American Students	19.20%			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.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	All Students	60.00%	80%	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.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	Students with Disabilities	16.70%	25%	35%	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.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	All Students	36.40%	50%	60%	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.
Math SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	Students with Disabilities	33.30%	45%	55%	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.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	15% of English Learners reclassify each year.	English Learners	10.64%	15%	15.00%	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.
LTEL Reclassification	25% of Long-Term English Learners reclassify each year.	Long-Term English Learners	8.33%	15.00%	20.00%	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.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	70% on grade level or grow 1.0 year.	All Students	68% on grade level or made 1+ years of growth	70%	70.00%	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.
SRI Multiple Years Below Grade Level	70% of students below grade level grow more than 1.0 years.	All Students	31.00%	38%	43.00%	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.

School:	Lighthouse Community Charter High School		

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
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Pathway is part of core strategy for school improvement. 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.
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	Release days for collaboration between core teachers and Pathway teachers to collaborate with our pathway coach (Ben). Common prep periods for pathway teachers help ensure collaboration.	Collaboration needs to be more systematically structured. Though the pathway teachers share a common prep period. there needs to be more collaboration between pathway teahers. A consistant collaboration schedule needs to be created between core subject teachers and pathway teachers.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	School leaders have taken charge as change agents in this work with the support of C.M.O. leaders. This work has been completely owned by the site team in the spring of 2018-2019 school year.	Majority of teachers do not identify themselves as pathway teachers. Need to create alignment between core content teachres and pathway teachers.
School Leadership & Vision Goal for 2019-20:	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.		

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	More evident Semester 1 We have a strong integration of support services into our instructional model. This includes SPED, EL and counseling team. They are aware and supportive of the pathway work.	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. Bring in SPED services to be participants in thinking about the student supports within the Linked Learning model. 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?	2: Somewhat	School leadership bodies are aware of the pathway vision and implemention process but as a K-12 school with limited resources, pathway development is one of many focus areas, and does not always get the attention it needs.	There is room to develop shared understanding about our pathway's development within our school's leadership bodies as well as in the larger community - specifically for parents who do not traditionally participate in school leadership bodies. We have not met regualrly with parents this year around Pathway development.
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?	2: Somewhat	The pathway leadership team (Pathway Coordinator, Director of College and Career Readiness, Principal) have followed through on decisions made last year; about to embark on decision-making for next year.	The area for growth would be to bring parent and student voice into that process in a more robust fashion. we need to create consitant opportunites for parent and student voice in the descion porcess.
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)?	3: Mostly	We currently can cohort students, teachers have collaboration time built in, and faculty assignments support students first. We adjusted master schedule 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. There are constraints regarding facilities 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	Pathway designed to ensure that ALL students have access 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 inequitble in distribution of opportunities and resources.
Systems & Structures Goal for 2019-20:	Engage the community in a schedule redesign that is driven by student need and allows for expanded opportunities as students progress through pathways in high school.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

Description	Funding Source	Amount	Object Code	Object Name	Position Title	FTE	Strategy	Focus Area	Goal
Implement new master schedule that supports all students in having access to pathway courses, A-G Sequence, and advanced course work so that all students are college and career ready.		$0.00	NA	NA			Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Revision of master schedule to allow for discipline/department common planning time		$0.00	NA	NA			Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Additional Planing days for new courses (Capstone) [Funded through SWP]	General Purpose Discretionary	$12,200.00	1000 3000	Personnel & Benefits			Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Contract services with ConnectEd (Ben Crosby) to provide on-going linked learning coaching support for school and network leaders to work towards Gold Certification.	Measure N	$10,000.00	5000	External Partnership Contract			Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Continue funding additional 0.5 FTE in to support Special Education students.	Other	$40,260.00	1000 3000	Salary & Benefits	Academic Instervention Specialist	0.50	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 3: Students are reading at or above grade level.
Revision of master schedule to allow for discipline/department common planning time		$0.00					Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.

RIGOROUS ACADEMICS & CTE			School:	Lighthouse Community Charter High School	Link to 2018-19 SPSA

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2	3-	2+	The Lighthouse Product Innovation Design Pathway, with design thinking process at the core, does apply to a broad variety students, regardless of their post-secondary 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. The program is develop and managenment is shared by the pathwy team. Leadership support has been provided for the pathway program and our theme is clear and focused. During the 2019-2020 school year the focus will be to interate the pathway work in to all core subjects.
Integrated Core	1	1+	2	We are making progress, in that we are currently implementing one integrated project in grades 9, 10 and/or 11 for the 2018-19 school year. In the 2019-2020 year our goal is to have one integrated project each sesmester in all grades as well as a senior capstone project compelted in May of 2020.
Cohort Scheduling	2	2	2+	Master schedule changes for the 2019-20 school year prioritize cohort experiences and all 9th and 10th grade students being enrolled in our pathway courses at the same time. Junior and senior students will choose an advanced course to further their skills based on foundational courses takes during the 2018-2019 school year. Additionally, the new schedule also creates common planning time for pathway teachers and discipline teachers, which will foster conditions for common planning,

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2	2+	2+	2D and 3D deisgn courses continue to incorporate a public portfolio sharing session with industry partners at our advisroy boad meetings. These are the first digital portfolio in pathway courses and first opportunity for all students to receive feedback from industry professionals on their work. Students will present integrated projects during Spring Exposiition in June of 2019. Additionally, student will display their work as well as teach families foundation skills learnd in our 2D & 3D design courses at our 1st annual Art and Food festival in May of 2019. This process is giving us useful data to revise our 10th grade passage process and create a 12th grade capstone project, which is work that is ongoing before 2018-19.
Collaborative Learning	1	2	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 heterogeneous, 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	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	1	2	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 digital 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+	2-	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 digital portfolio with industry partners and reflected on how to improve this process next year. Student work analysis that follows the cycle of inquiry grounded the digital portfolio progress this year.

ANNUAL REVIEW OF 18-19 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?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Our strategic actions were foced on professional development for teachers to improve standards aligned units and move towrad further interdisciplanary units.	Fully Implemented	Highly Effective	Our 9th adn 10th grade teams participated in interdisciplanary project design.
The remained of our strategic actions were focused on funding the pathway via salaries and materials.	Fully Implemented	Highly Effective	We were able to improve the quality and alignment of our pathway courses to CTE standards through work with our Pathway teachers and with the aquisition of additional industry aligned equiptment.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	All Students	36.40%	50.00%	60.00%	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.
Math SBAC	75% of students are proficient on the SBAC and there is a gap of less than 5% in performance for any significant subgroup.	Students with Disabilities	33.30%	45.00%	55.00%	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.
Standards Based Instruction/ Project-Based Learning	Create second intergrated project for year 1 and year 2 pathway cohort. Increase advanced Science offerings.	All Students	0 Integrated Projects/ 0 Advanced Science Courses	3 Integrated Projects/ 1 Advanced Science Course	4 Integrated Projects/2 Advanced Science Courses	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.
Career Technical Education Sequence	Revise courses to align with CTE Model Standards for HIgh Quality Pathways. Collaboate with Laney to articulate courses to CTE courses at Laney CC.	All Students	N/A	N/A	Complete articulation of 2 courses to Laney CC.	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	Redesign year 3 capstone experience articulaing with Laney CC.	All Students	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 sections of our Graduate Profile; 12th grade Capstone exits (phase #1 of a two year plan)	Design and Pilot Yr 3 Capstone Course Move Forward articulation with Laney CC Course offerings.	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 proficiency and mastery of CCSS literacy standards for all students and accelerate the growth for student who are below grade level in literacy & math.	Low-Performing Students	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.	70% 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 #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.

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 supporting English Language Learners?	19-20 professonal development for pathway teachers in ELL best practices throughout the year. Teachers will be placed on observation cycles to collect data and anaylsis our performance.
How are you building conditions for students and adult learning?	Pathway team teachers are working in a Professional Learning Community facilitated by our Pathway Coordinator. Courses are being designed collaboratively 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 iterative 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 achievement 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.

STRATEGIC ACTIONS

STRATEGIC ACTION	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continued redesign of ELA courses to imrpove ELA instruction and CCSS History. 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))	General Purpose Discretionary	$39,600.00	1000 3000	Personnel & Benefits	Ethnic Stuides Teacher	0.50	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
PD for new AP Course instructors	General Purpose Discretionary	$5,000.00	5000	Professional Development			Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
CPM Materials for Integrated III	General Purpose Discretionary	$3,000.00	4000	instructional Materials			Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
CPM PD for math teachers	General Purpose Discretionary	$5,000.00	5000	Professional Development			Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.

Description	Funding Source	Amount	Object Code	Category	Position	FTE	Strategy	Focus Area	Goal
"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 "	Measure N	$109,550.00	1000 3000	Salary & Benefits	CTE Pathway Teachers	1.50	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Salaries for CTE teachers: .5 FTE to teach Capstone Course	General Purpose Discretionary	$36,475.96	1000 3000	Salary & Benefits	CTE Pathway Teachers	0.50	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Stipends for teachers for Summer Curriculum Institute for integrated project development	Grant	$14,640.00	1000 3000	Salary & Benefits			Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pay for on-going training for Product Manufacturing and Design Pathway teachers to enable dual enrollment with Laney as part of work to expand high quality pathway. Attendance at Linked Learning Conference (registration, airfare, subsittute costs, and hotels).	Measure N	$2,500.00	5000	Fees			Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Support for teachers to obtain CTE Credentials	General Purpose Discretionary	$8,000.00							
2-D Design Materials: Purchase equiptment related to 2-D Design including design software, printing materials, inks, and screens for production of materials related to CTE standards.	Measure N	$5,000.00	4000	Instructional Materials			Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
3-D Design Materials: Purchase equiptment related to 3-D Design including design materials for prototypes, 3-D Printers, table saw for production of materials related to CTE standards.	Measure N	$10,000.00	4000	Instructional Materials			Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
Provide salary and benefits for 0.5FTE Pathway Coordinator to support pathway students engaging in Workbased Learning experiences aligned to WBL Continum including coordianting with Laney College for dual enrollment and articulation.	Measure N	$54,000.00	1000 3000	Salary & Benefits	Pathway Coordinator	0.50	Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Purchase class set of computers for 3-D Design class to support students completion of Adobe and Fusion 2000 Certification.	Measure N	$32,500.00	4000	Computers				Rigorous Academics	

WORK-BASED LEARNING

WORK-BASED LEARNING		School:	Lighthouse Community Charter High School	

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	2+	2	2	We have worked on aligning our core expereces to 2d and 3d design classes. We will work on a more specific pathway course through our capstone project.
Pathway Outcomes	1	1+	2-	We have created a plan a time table for WBL across mutilpe subjects.
Pathway Evaluation	2	1+	1+	We have drafted our evaluation strateties as articulated in our strong work force learning programs. We need to establish the data and targets.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 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. The DCAC also provided support for the 10th Grade Passage redesign and inclusion of 10 year plan.
Increase industry partnerships and engagement in Pathway courses.	Partially Implemented	Effective	We increased the number of industry experts and learning experiences for students in pathway courses. We have increased the number of students placed in pathways aligned internships, but still need to expand this work.
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.	Fully Implemented	Highly Effective	The 10th grade team is in the process of implementing a change for passage and has also met to redesign integrated projects. Some planning will continue through June.

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Students will engage in experiences that expose the potential career opportunities that follow our Manufacturing and Product Design Pathway. By 2021, an articulated four year scope of experiences that build a depth of understanding of Manufacturing & Product Design exists and creates the curricular path. In 2018-19, all students will learn about the components of Manufacturing and Product Design and meet at least four Manufacturing & Product Design industry professionals.	All Students	Define CTE Pathway, create industry advisory board, host one student session about Manufacturing & Product Design	All students will learn about the components of Manufacturing and Product Design and meet at least four Manufacturing & Product Design industry professionals via career panels, career expositions, guest experts in classes.	All students will learn about the components of Manufacturing and Product Design and meet at least four Manufacturing & Product Design industry professionals via career panels, career expositions, guest experts in classes. Students will complete new career curriculum in crew classes aligned to graduate profile. All 10th Grade Students complete 10-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.

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.	All Students	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.	Career lessons implemented and integrated into passage for 10th grade. All 11th grade students participate in career exploration via interships.	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 will complete Cetification in key programs in support of pathway (Autodesk, Fusion)	All Students	N/A	Plan developed for certification pathways. Revision of courses to reflect certificaiton elements.	Collabotion with Laney (via SWP) to establish articulated pathways.	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.

THEORY OF ACTION

Theory of Action	The creation of a coherent and aligned sequence of WBL experiences will allow students to deeply understand 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 achievement. If we articulate our pathway courses to high quality pathway industry certicifacation requirements. our studnets will graduate more prepared for career and college.
How are you supporting English Language Learners?	When students grauduate with industry skills through articulation with community college, English Language Learners will grauduate with skills and community college expereice. This will increase their competivness to aquire career jobs and college access immedialty out of high school.
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 facilitate 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. We are allocatiing resources and support for adults to have consulatioan and professional development. This will enable them to have level alignment for their pathway courses and CTE standards.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Stipends for teachers to revise courses to include Certification milestones.	Grant	$2,000.00	1000 3000	Personnel & Benefits			Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.
Creation of 12th Grade Capstone (Phase #1) - Teachers to redesign and align Capstone to Laney CTE courses.	Grant	$2,000.00	1000 3000	Personnel & Benefits			Rigorous Academics	Work-Based Learning	Goal 1: Graduates are college and career ready.
Continuation of DCAC fellow to support the build out of career aligned learning sequences.	General Purpose Discretionary	$37,080.00	5000	External Partnership	DCAC	1.0, via External Partnership	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Increase the number of internships in Design Pathway fields for 11th graders through engagement with Advisory Board.	General Purpose Discretionary	$500.00	4000	Materials and Supplies for Advertisement			Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.

Increase the number of internships in Design Pathway fields for 11th graders through engagement with Advisory Board.	General Purpose Discretionary	$500.00	4000	Food for meetings			Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.
Provide College and Career Seminar for 11th graders to support internship experience, senior seminar to support college and career transitions.	General Purpose Discretionary		1000 3000	Personnel & Benefits	Director of College and Career	0.25	Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	2+	3-	Looking to put in place intervention strategies for 19-20 school year.
College & Career Plan	2	2+	3-	6-10 year plan in 10th grade passage

ANNUAL REVIEW OF 18-19 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?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Our strategic actions included additional ELD and supports built into the school day.	Not Implemented	No Impact/Not Effective	We were not able to revise our Master schedule, so we did not add those sections. We are in process for 19-20. We also struggled to hire a qualified reading support teacher.
Our strategics actions included adding a 10-yr plan compnent to the 10th grade career curriculum	Fully Implemented	Somewhat Effective	

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School 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.	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	All 10th graders complete.	All 9-11 Graders Complete	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

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	N/A	REdesigned schedule to increase intervention opportunities.	Add math and reading intervention.	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.

THEORY OF ACTION

Theory of Action	Increased offerings of intervention classes (in ELD, reading, and math) and shifts in the master schedule to prioritize 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 newcomers 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 ultimately, increase student achievement. The increased amount of rintervention supports is through additional grant funding
How are you supporting English Language Learners?	Having a clear plan for the future with intervention will allow students access to all courses. Teacher professional deveolopment in ELL strategies will insure access to all course currirulum.
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. Additionally, 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 ongoing thread of collaborative team time in the 2019-20 school year.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Add math intervention program, linking with Laney College Independent Study Math 220 A-D	Grant	$2,500.00	5000	Transportation and Materials			Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
ELD/Reading Interventionist	General Purpose Discretionary	$33,550.00	1000 3000	Personnel & Benefits		0.50	Comprehensive Student Supports	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Math Intervnetionist	CSI	$33,550.00	1000 3000	Personnel & Benefits		0.50	Comprehensive Student Supports	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Purchase of career curriculum aligned to CTE High Quality Pathway and associated training.	Grant	$10,000.00	4000	Instructional Materials			Work-Based Learning	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.

Engagment Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	**Accountable**	**Consulted**	**Informed**	**What meeting?**	**When?**
Needs Analysis	*Principal*	*Principal*	*ILT, Measure N Team, CAO*	*School Community*	*Measure N/ILT*	*Feb 2019*
Setting Goals for School	*Principal & CAO*	*Principal*	*ILT*	*School Community*	*LCPS ILT*	*June 2018*
Enabling Conditions and Administration Plan	*Principal*	*CAO*	*Measure N Committee, ILT*	*School Community*	*Measure N Team*	*Feb 2019*
Measure N Self Assessment	*Measure N Team*	*Pathway Coordinator*	*Measure N Team*	*School Community*	*Monthly Meting*	*February 2019*
Language and Literacy Plan	*Principal*	*Principal*	*ILT*	*School Community*	*LCPS ILT*	*Feb 2019*
Rigorous Academic and CTE Plan	*CAO*	*Pathway Coordinator*	*ILT, Measure N Team*	*School Community*	*Measure N Team*	*Feb 2019*
Work Based Learning Plan	*Director of College & Career*	*Pathway Coordinator*	*Measure N Team, CAO*	*School Community*	*Measure N Team*	*Feb 2019*
Comprehensive students Supports and Counseling	DRTI	DRTI	Principal, ILT	School Community	LCPS ILT	July 2018
Pathway Planning	Pathway Coordinator	Pathway Coordinator	Measure N Team, CAO, Students	School Community	Measure N Team	March 2019

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated 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.

Date	Stakeholder Group	Engagement Description
8/22/2018	Full staff professional development	Summer pd work- Professional Development for teachers in developing integrated projects. Develop a plan for communicating with students about the Lighthouse Design pathway and how it will prepare them for college and career. Create a plan for quarter 1 high quality work.
8/13/2019 to 8/19/2019	Students	Pathway classes shared with students and students who are interested register for classes.
9/19/2018	Teachers	Conducted high quality work review for beginning project in quarter 1
9/21/2018	Measure N Committee	1-1 to review the 2018-19 year, deliverables, probationary status, Linked Learning certification, action research, and financial reporting for Measure N
11/7/2019	Teachers	Peer Leaning Community (PLC) meeting to review student work products and student portfolio's for high quality work.
1/24/2019	Measure N Committee and pathway coach	Create Shared understanding of scope of work for Spring and timeline. Create draft agenda for 1st integrator PD day with team.

2/6/2019	Teachers	Professional Development for teachers in developing integrated projects.
2/19/2019	*Measure N Team*	Overview of Measure N Annual Process, Review SPSA and timeline for completion.
2/21/2019	Instructional Leadership Team	ILT will begin to think about the future (2019-2020 school year) and explore essential questions that drive at our school values. ILT will review the strategic planning timeline and begin to think about ways that we can each hold some of the leadership on strategic planning.
3/12/2019	*Measure N Team*	*Measure N Self Assessment*
3/27/2019	Industry partner advisory board	Build a common understanding of the LCCHS pathway purpose and goal plan. Draft a list of skills pathway graduates will have. Developing a plan on how to increase work based learning and industry involvement.
April 2019	*Measure N Team*	Review and analyze the impact of Linked Learning on the high school. Begin planning process for 2019-2020
April 2019	Teachers	Professional Development for teachers to complete any needs for Spring 2019 integrated projects.
5/18/2019	Students & Teachers	Art and Food festival hosted by pathway students. Student will lead demonstrations in skills learned in pathway courses.
May 2019	Industry partner advisory board	Tune Lighthouse Pathway with industry partners, identify Pathway course priorities and connection to industry skills.
June 2019	Students	Students provide feedback on course for revision.
June 2019	Teachers	Professional Development for teachers in developing integrated projects for 2019-2010 school year.