

Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

<p><i>What are some implementation successes that you'd like to lift up and share with others?</i></p>	<ul style="list-style-type: none"> - The addition of a reading interventionist, who focuses primarily on 9th and 10th grade students, has been a successful addition to our team. Over the three cycles of intervention thus far this year, over 75% of the 65 students receiving intervention have made significant growth toward growing at least in their reading level on year by June, as measured by the SRI. - A secondary success of adding a reading interventionist is that all grades have adopted a silent sustained reading practice (ranging from daily SSR to twice a week SSR). Student survey results in 9th grade show that over 75% of students feel "more comfortable reading" and over 80% of all 9th graders met their recent Q3 individual reading endurance goal. We aim to survey all 10-12th grade students about SSR at the end of this year as our theory of action is that as our students' affective relationship to reading shifts and becomes more positive, our reading skills will increase. - The 9th grade retreat week is successful. The majority of students, teachers, and parents report in focus interviews and surveys that this week allows for community to be built and a strong foundation to be set for high school. - The addition of a DCAC fellow to create and teach 9th and 10th grade career and college preparatory classes has been a strong start to creating a more robust 9-12th career & college preparatory program. Career & college prep classes have been taught in our 9th and 10th grade bi-monthly. Our end of year survey will provide us with specific data about what worked and needs improvement in this program. However, students and families report that "starting this younger" is engaging and helpful. - Integrated learning expeditions have occurred for two 6-8 week cycles in 12th grade, integrating Physics, Humanities, and Statistics around a common learning experience. The Creativity Lab has supported these expeditions with tools and equipment as well as professional development during expedition planning days. 100% 12th graders have participated in these integrated expeditions. An end-of-year survey will give us data about what to improve next year. Additionally, our 9th grade participated in a Social Action Project and small business Algebra simulation. The culmination of these experiences was 100% participation of our 9th graders in a Day of Learning at the end of Q3.
<p><i>How do you know you were successful (evidence, data)?</i></p>	<p>See above.</p>

Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<ol style="list-style-type: none"> 1. The course we piloted as high-school readiness class, Collegiate 101, was not successful this year. In a survey, most students (>75%) reflected that this course was not helpful to their growth and development. Additionally, there has been teacher turnover, which is an indication of a systemic problem. This class was one move we made to cultivate the high school readiness skills and mindset needed to be successful in high school. Currently, the course does not have quality instructional materials, nor a skilled instructor, to support it. One reason for this was novice teachers who taught the course (we needed to make a mid-year hire as the initial hire left in Q2) did not have knowledge or skillset to create quality curriculum from the skeleton that we have. Additionally, the course scope was not specific enough and lacked targeted elements of building student identity that are needed. Consequently, this course is not creating conditions for students to build a growth mindset and explore their identity as a scholar and human yet. 2. Our support of retained 9th graders has fallen short. Although we have held bi-monthly support circles with these six students (one transferred out and went to a private school mid-year), this support has fallen short of our robust plan to support students and families. These have proved to be a space where students can re-anchor and feel supported. 90% of students participate regularly in these circles. We also restructured the crew classes to offer bi-weekly support for struggling students. Lastly, we piloted a break-school model, where the most struggling 9th graders came to school and received additional support during spring break. 100% of 9th graders identified for break school who were in Oakland for spring break attended at least 70% of break school sessions and over 75% 9th grade break school students completed necessary assignments. <p>We have yet to implement the following with fidelity:</p> <ul style="list-style-type: none"> - on-going parent meetings and training for retained students - on-going parent meetings and training for new to Lighthouse 9th grade students - 12th grade mentors for 9th graders - intervention classes for 9th graders who are at-risk (retained, ELL, rising 9th graders at-risk or new to Lighthouse) - summer bootcamp program for rising 9th graders at-risk (as measured by GPA, reading level, attendance data, and discipline record)
<p><i>How do you know these were challenges (evidence, data)?</i></p>	<ol style="list-style-type: none"> 1. Teacher turnover for the class, student referrals from this class, parent complaints about the efficacy and direction of the class 2. 12th --> 9th mentorship did not happen because amidst everything happening this year it failed to be a priority and there was some difficulty coordinating this initiative between school leaders and 9th and 12th grade teachers; parent support and trainings did not happen because it was beyond the scope of our team's capacity to hold and actualize.

Learning and Moving Forward

<p><i>What did you learn?</i></p>	<ol style="list-style-type: none"> 1. Holding students to high expectations also means ensuring they have the support to be successful 2. Well planned project-based learning can help engage even the most reluctant learners 3. Hiring matters - a lot; the master-schedule too (both in its impact on hiring and the student learning experience) 4. When multiple people hold a vision it is more likely to be acutalized, especially when there are clear roles and responsibilities to make this happen
<p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p>	<ol style="list-style-type: none"> 1. Restructuring the master schedule to minimize the number of part-time faculty (positions which are difficult to fill with highly qualified staff) and ensure that classes in all grade levels are happening at the same time (prioritizing student access to classes at the right level and intervention support). 2. Held a 1/2 day summit of parents, students, and teachers to re-envision the 9th grade readiness class; this led to the birth of our 9th grade Ethnic Studies course. We then recruited and hired a passionate, talented, veteran teacher for new 9th grade Ethnic Studies /9th Intervention position that will help us better serve 9th retained students, 9th at-risk students, new to LCCS 9th graders and their families) in a 1.0 FTE role. 3. Creating a more cohesive Pathway plan led by our Electives Program Manager 4. Taking the 9th grade Bridge Program off our Dean of Student's plate to allow her to focus on the 12th /9th mentor program.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL **Complete this by: January 31, 2017**

Instructions: (For OUSD Schools Only)

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description 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 description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision 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 mission and vision.

School:	Lighthouse Community Charter School	School ID:
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1A. School Description

Founded in 2002, LCCS began with 90 students in Kindergarten and 6th grade and is now a school with 750 students, K-12 with that same mission. During the 2015-2016 school year, we embarked on growing into family of schools with our sister school, Lodestar, slated to open in the Fall of 2016 with 240 students Kindergarten, First, Second, and Sixth Grade. This compelled us to ensure alignment across our family of schools, we engaged in a Theory of Change process that guided us to answer the question, to what end do we exist? Our answer was that we wanted to create a family of exceptional schools serving the youth and families of Oakland so that all young people have the potential to become lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

In addition, we wanted to have clarity on "The Lighthouse Way", as asked by our WASC committee during our 2014-2015 accreditation process. To answer this question, we backwards planned by first creating a Graduate Profile that describes the skills and dispositions we want our students to hold by the time they graduate from Lighthouse. As a family of schools, we are committed to developing graduates who are:

- Purposeful and Self-Aware
- Academically Proficient
- Committed to Service and Justice
- Relationship Builders
- Lifelong Learners

1B. School Mission and Vision

The mission of the Lighthouse Community Charter School (LCCS) is to prepare a diverse K – 12 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. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. These objectives and beliefs are supported by our school's partnerships with Expeditionary Learning and Agency by Design, both research-based educational initiatives that emphasize inquiry-based, experiential learning and deep thinking. Taking all of this into account, we have elected to structure our Linked Learning Pathway at Lighthouse around the Agency by Design framework, a framework which empowers young people to "look closely and reflect on the design of objects and systems, explore the complexity of design, and understand themselves as designers of their worlds." By pairing these principles of Design Thinking with rigorous academic preparation and robust Work Based Learning opportunities, we seek to ensure that our graduates have the tools and experiences needed to access 21st careers.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2014-15	Next Self-Study:	2021-22
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SCHOOL WASC GOALS	LCAP Goal Category
Goal #1: Increase Alignment and Coherence of Educational Program. Lighthouse students will have a K-12 educational experience that is aligned to the standards and guiding principles, as well as vertically coherent K-12, to prepare them for college success.	1: Graduates are college and career ready.
Goal #2: Address Academic and Behavioral Gaps for Underperforming Subgroups. Underperforming subgroups are African American students, boys, English Learners and students with IEPs. All Lighthouse students will meet high academic and character expectations. The gap between our currently underperforming subgroups, African American students, boys, English Learners in the middle and high school and students with IEPs, will close.	2: Students are proficient in state academic standards.
Goal #3: 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.	5: Students are engaged in school everyday.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	55.4%	44.6%	90.4%	81.2%	14.2%	12.7%	10.8%	10.8%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers

Race/Ethnicity	9.2%	0%	1.74%	81.4%	0.5%	0.0%	3.1%	4.0%	3.0%
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1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	n/a	n/a	0	68%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	n/a	n/a	0	3.5%	57.0%	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	46.2%	70.2%	-		TBD	TBD
Four-Year Cohort Dropout (All Students)	11.5%	2.1%	-		TBD	TBD
Four-Year Cohort Dropout (English Learners)	12.5%	5.3%	-		TBD	TBD
Four-Year Cohort Dropout (SPED)	20%	16.7%	-		TBD	TBD
Percent of Students Leaving	6.7%	9.8%	8.1%		TBD	TBD
On Track to Graduate (Grade 9)	Not Measured	Not Measured	Not Measured	68.0%	46.7%	TBD
On Track to Graduate (Grade 10)	Not Measured	Not Measured	Not Measured	86.0%	33.6%	TBD
On Track to Graduate (Grade 11)	Not Measured	Not Measured	Not Measured	95.0%	35.4%	TBD
On Track to Graduate (Grade 12)	Not Measured	Not Measured	Not Measured	98.0%	44.8%	TBD
A-G Completion (Grade C or Better)	84%	98%	100.0%		51.2%	TBD
A-G Completion (African American Students)	80%	100%	100.0%		33.6%	TBD
A-G Completion (Special Education Students)	50%	83%	100.0%		15.6%	TBD
A-G Completion (English Learners)	92%	97%	100.0%		33.9%	TBD
A-G Completion (Foster Youth)	NA	NA	100.0%		20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	8%	11%	10.0%		25.7%	TBD
AP Course Access (African American Students)	0%	0%	0.0%		14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	88%	100%	100.0%		7.9%	TBD
% of Seniors with GPA > 3.5	26% (>3.68)	37% (>3.68)	50% (>3.68)	55% (>3.68)	TBD	TBD
Average SRI Reading Level, Grade 11	n/a	n/a	1193		TBD	TBD
Average SRI Reading Level, Grade 12	n/a	n/a	1154		TBD	TBD
Dual Enrollment with Community College	Not tracked	Not tracked	Not tracked		TBD	TBD
Dual Enrollment (Grade C or Better)	Not tracked	Not tracked	Not tracked		82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	68%	84%	84.0%		TBD	TBD
Number of Students Enrolling in Two-Year Colleges	22%	16%	12.0%		TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	12.8%	12.2%	12.9%	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	20%	12.9%	9.5%	7.1%	18.7%	TBD
Chronic Absence (Foster Youth)	n/a	n/a	0.70%	n/a	19.2%	TBD
Suspension Rate	5.1%	11.8%	3.0%	2.3%	TBD	TBD
No Suspensions (African American Males)	81.8%	70%	95.0%	96.0%	91.2%	TBD
No Suspensions (Foster Youth)	100%	100%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	n/a	n/a	n/a	n/a	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	12.8%	12%	13.8%		13.2%	TBD
Long Term English Learner Reclassification Rate	19%	19%	15.40%		17.1%	TBD
SBAC Proficiency (ELA)	n/a	77%	80.0%		19.5%	TBD
SBAC Proficiency (Math)	n/a	54%	48.0%		14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	n/a	n/a	48.0%		23.9%	TBD

2A. Schoolwide Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

- What strengths and challenges do you see in your current 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?

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, Latino students, and other subgroups.

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

Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	Lighthouse has traditionally done well giving students access to four-year colleges. For example, of the 58 students in the class of 2016, 93% were accepted to four-year colleges and 98% have post-graduation college plans.	Despite our success with our 12th grade students, we struggle to get all of our 8th and 9th grade students to "buy in" into our model. For example, from 2012-2015, an average 16% of our 8th students did not return to Lighthouse for 9th grade (instead deciding to attend other schools). This trend is shifting, as 95% of our 8th graders enrolled in 9th grade at Lighthouse. Within this group, the subgroup least likely to return to Lighthouse were our African-American students, as 25% of African-American students did not return to Lighthouse for 9th grade. Additionally, among our 9th grade students, who are a mixture of students moving on from 8th grade and students new to our school, 37 students were retained in ninth grade (or asked to repeat the year to ensure adequate academic progress) between 2012-2015. Of these 37 students, 29 were boys, and 17 left our school before graduating. This data suggests that Lighthouse needs to revise and strengthen our 9th grade experience so that <i>all</i> 9th graders are high school ready by the end of this transition year.	Currently, it is a challenge to engage, adequately prepare, and serve all ninth graders as they transition into our high school. Our ninth grade student body is comprised of an average of 12% new to Lighthouse students, 12% retained students doing 9th grade a second year in a row, and 76% rising 8th graders from Lighthouse. Our current program is falling short of our goals as evidenced by the number of 9th graders on track to be retained this year (about 20% of the class) and the number of current retained students in 9th grade who are not meeting grade level expectations (66% of the 6 retained 9th graders are currently failing Humanities and are in need of additional support).
Post-Secondary Readiness	Lighthouse is proud of our ability to prepare students for college and career. This is the main driver of our mission and vision since 2002. For instance, since 2007, all of our 11th grade students have completed a semester long work-based internship program at various organizations and businesses in the community. Furthermore, to date, 40% of all Lighthouse graduates have earned a Bachelor's degree within 6 years, which is four times the national average for a similar demographic of students. Additionally, many of our alumni, both college graduates and otherwise, are entering into professional jobs in the Oakland community - including at least ten who are employed at Lighthouse.	In addition to the struggles outlined above around with our 8th and 9th grade students, we are also intent on improving the success of our alumni in college. A 6-year graduation rate of 40% means that more than half of our students are not earning a bachelor's degree. We seek to improve the preparedness of our graduates through a three tiered approach that: (1) cultivates the academic confidence, intrinsic motivation and executive functioning skills of all students early on in high school; (2) increases the engagement and rigor of our academic courses; (3) enhances the support we provide to our alumni during college.	Increase the rigor of our academic courses throughout our high school without alienating students who don't see themselves as "good" in school or college material yet. This challenge requires skilled teaching, engaging curriculum, and extensive support for struggling students.

<p style="text-align: center;">Climate and Culture</p>	<p>We believe in serving the whole child as one of our main tenets as a school. We do this by ensuring that all of our students have a caring adult to connect with through our Crew (Advisory) program. This program helps students develop personal and academic goals in addition to character traits; Crew advisors also work with students and families to create Individualized Learning Plans (ILP) that are discussed at student-led conferences three times per year. One data point that demonstrates our positive school culture is our 95% attendance rate in grades 9-12.</p> <p>Another fundamental belief that shapes the culture and climate at our school is our commitment to the principles of Restorative Justice. All of our Crew leaders are expected to implement at least one Restorative Justice circle in their classrooms on a weekly basis, disciplinary procedures and consequences are restorative in nature, and our Dean of Students has led a concerted effort over the past two years to reduce referrals and suspensions for all students, but particularly 9th graders. We are proud to report that in 2015-16, referrals for 9th graders dropped to 108 for the year (distributed among 36 different students) from 113 (among 47 students) the prior year and 153 (among 56 students) in 2013-14. Furthermore, we also managed to cut suspensions to 5 in 2015-16, down from 27 in 2014-15 and 39 in 2013-14. We believe that these changes came about as a result of our ongoing implementation of Restorative Justice practices focus as well as several initiatives we piloted with our Measure N funds - holding several 9th grade retreats throughout the year, providing increased access to counseling services for 9th grade students, hosting more events and workshops for 9th grade parents.</p>	<p>In reviewing our time of out of class incidents for our students in 9th through 12th grade, we see that our 9th grade students have the highest at 108 incidents during the 2015-2016 school year. This is compared to our 10th grade students with 82 incidents, our 11th grade students with 9 incidents, and our 12th grade students with 14 incidents from the 2015-2016 school year. This is a concern to us because despite our progress reducing referrals and suspensions last year, many of our 9th grade students are still missing considerable chunks of class time for disciplinary reasons. By increasing student engagement, motivation and confidence and working with teachers to ensure meaningful learning, consistent expectations, and ongoing implementation of restorative practices, we seek to reduce student time out of class in 2016-17 and beyond.</p>	<p>Creating a crew (advisory) experience that is personal and responsive to individual groups' needs while also aligned and predictable across grades and from year-to-year has been challenging. The dance between needing a common crew experience and normed experiences (a curriculum, learning targets across grades, and a vertically aligned crew curriculum from grades 9-12th) and room for student voice and responsiveness to current events has proved challenging. Additionally, a novice team of Grade Level leaders resulted in maintenance of structures and program, rather than forward-thinking innovation.</p>
<p style="text-align: center;">Rigorous Academics</p>	<p>Although our shift to SBAC testing is a work-in-progress, we are proud of our results from the 2014-2016 school years as 76%, and 80%, respectively, of our 11th grade students met or exceeded standards for the SBAC ELA tests and 53%, and 48%, respectively of our 11th grade students met or exceeded standards for the SBAC Math tests. These scores have been among the highest in Oakland for 11th grade students and we believe is the result of overall program based on high expectations, a rigorous curriculum, and our students' growth from K-12 at our school.</p>	<p>When reviewing our SBAC scores for our students, despite our success, we see gaps in the following areas:</p> <ul style="list-style-type: none"> -In comparing female students to male students, on the ELA portion of SBAC, 89% of our female students met or exceeded, whereas 71% of our male students met or exceeded; -In comparing female students to male students, on the Math portion of SBAC, 57% of our female students met or exceeded, whereas 39% of our male students met or exceeded; <p>Though not reported as statistically significant in our high school, our student who have IEPs and students who are English Learners is a focal area for us as 3% of students who are English Learners are proficient in ELA and Math, and 16% of students with IEPs are proficient in ELA, and 11% of students with IEPs are proficient in Math across our K-12 school.</p>	<p>Currently, it is a challenge to ensure all of our students are reading at grade level and at grade level in mathematics. Our students are proficient at the following levels on the most recent SRI (Jan 2017).</p> <ul style="list-style-type: none"> 9th Grade: 51% of students at or above grade level on SRI 10th Grade: 62% of students at or above grade level on SRI 11th Grade: 68% of students at or above grade level on SRI 12th Grade 73% of students at or above grade level on SRI <p>On our SBAC scores from 2016 for our 11th grade students, within the "Areas" of the exam, 51% of our students are near or below the standard for Concepts and Procedures, 83% of our students are near or below the standard for Problem Solving & Modeling Data Analysis, and 78% of our students are near or below the standard for Communicating Reasoning.</p> <p>We will need to keep working as a school across our Tier 1 practices to ensure all of our students are meeting or exceeding in the areas of reading and math.</p>

<p style="text-align: center;">Pathway Development</p>	<p>For the past 10 years, Lighthouse has supported all of our 11th grade students to attain semester-long professional internships, promoting exploration of career interests and potential majors while helping students develop experience and skills. As part of our 2015-2016 Measure N Plan, we decided as a team to create an Agency by Design Pathway. The development of this pathway is still being developed fully, however the following strengths are currently in place: (1) forming a partnership with Project Zero, the organization at Harvard University responsible for the Agency by Design Framework; (2) sending one of our teacher leaders with her K-4, and 5-8 colleagues to an Agency by Design Fellowship program; (3) continuing our efforts at integrating Making and Agency by Design practices into several high school classes; (4) starting to develop a framework and scope and sequence for a more robust work-based learning program in grades 9-12; (5) continuing to assess our elective structures for our students to ensure each is developing the skills and dispositions described in our Graduate Profile.</p> <p>Our current elective structure is as follows: -Arts - Screenprinting, Advanced Art, Music, Advanced Music -STEM - Robotics, Making, AP Computer Science -Language - Spanish 1, 2, 3 Honors, and AP Spanish -9th Grade College Success Class -Fitness</p>	<p>Our current challenges in implementing a pathway are as follows: 1) We have a limited amount of time for our professional development and we currently have focal points to enact our PD goal centered on engagement and agency, implementing a new grading system, time for teachers to discuss students and interdisciplinary work in grade level time, and the focus as a high school in developing the overall instructional capacity of our teachers. 2) Although we have internship opportunities for our 11th grade students, developing work-based learning opportunities for 9th/10th, and supporting our 12th grade in choosing a major in relation to career development 3) Developing scopes and rubrics for student work in our pathway in each grade level linked to our Agency by Design Pathway so that in our Core Content classes (Humanities, Math, Science), along with our elective classes have a more aligned sequence of lessons and student work products to move students towards. 4) Our elective program structure is not as aligned to our Graduate Profile as we can make it, thus a redesign is necessary.</p>	<p>Right now, our Pathway is not cohesive. Transforming our elective program structure to more closely align to our Graduate Profile (in our course offerings and their course design) will allow us to create a more structured set of experiences for all of our students. This will help ensure that students, parents and staff understand our Pathway and that all students are provided access to Agency by Design concepts, skills, and habits in multiple classes before graduating.</p>
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<p>Instructions:</p>	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p>Root Cause Analysis Primer.</p> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>
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Focal Area	Highest Leverage Challenge (from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
<p style="text-align: center;">Graduate Outcomes</p>	<p>Currently, it is a challenge to engage, adequately prepare, and serve all ninth graders as they transition into our high school. Our ninth grade student body is comprised of an average of 12% new to Lighthouse students, 12% retained students doing 9th grade a second year in a row, and 76% rising 8th graders from Lighthouse. Our current program is falling short of our goals as evidenced by the number of 9th graders on track to be retained this year (about 20% of the class) and the number of current retained students in 9th grade who are not meeting grade level expectations (66% of the 6 retained 9th graders are currently failing Humanities and are in need of additional support).</p>	<p>- Reading levels among 9th graders are below grade level (38% on grade level in the fall, 48% on grade level in the winter) and rigorous academic classes A-G classes move at a pace that is too fast for our lowest readers. Our Tier 1 instruction is not meeting the needs of our most struggling learners. One cause of this is a novice teaching team in the 9th grade. Another cause is a lack of consistent collaboration between the Humanities teacher, Reading Interventionist and RSP teacher. This lack of a collaborative structure, with goals and a cycle of data analysis by that team, is a systemic and structural issue.</p> <p>- The course piloted as high-school readiness class, Collegiate 101, was not successful this year. In a survey, most students (>75%) reflected that this course was not helpful to their growth and development. Additionally, there has been teacher turnover, which is an indication of a systemic problem. This class was one move we made to cultivate the high school readiness skills and mindset needed to be successful in high school. Currently, the course does not have quality instructional materials, nor a skilled instructor, to support it. One reason for this was novice teachers who taught the course (we needed to make a mid-year hire as the initial hire left in Q2) did not have knowledge or skillset to create quality curriculum from the skeleton that we have. Additionally, the course scope was not specific enough and lacked targeted elements of building student identity that are needed. Consequently, this course is not creating conditions for students to build a growth mindset and explore their identity as a scholar and human yet.</p>	<p>Equity/Access/ Achievement</p>

<p>Post-Secondary Readiness</p>	<p>Increase the rigor of our academic courses throughout our high school without alienating students who don't see themselves as "good" in school or college material yet. This challenge requires skilled teaching, engaging curriculum, and extensive support for struggling students.</p>	<p>Right now, only about 40% of our graduates are finishing college with a Bachelor's degree. We believe that the primary reason for this is that many are not academically ready for college level work. This theory is supported by the fact that our 2016 SBAC scores show that only 42% of our current seniors are fully ready (Standard Exceeded) for college level English and only 13% of our seniors are fully ready (Standard Exceeded) for college level mathematics. While the SBAC exam is only one measure of college readiness, and academic preparation is only one component of what it takes to be a successful college student, as a school that seeks to get our students to <i>and</i> through college, we are humbled by these results. However, exit interviews with alumni, observations of classrooms at Lighthouse and other schools, and analysis of student work at Lighthouse all confirm that our students need to engage in challenging reading, writing, thinking and problem-solving more consistently in our high school. The complexity here is that many of our students already think the work at our school is too hard. That said, while we seek to increase the rigor in our high school, we must also increase engagement and support so we don't alienate any of our students.</p>	<p>Personalized Student Support</p>
<p>Climate and Culture</p>	<p>Creating a crew (advisory) experience that is personal and responsive to individual groups' needs while also aligned and predictable across grades and from year-to-year has been challenging. The dance between needing a common crew experience and normed experiences (a curriculum, learning targets across grades, and a vertically aligned crew curriculum from grades 9-12th) and room for student voice and responsiveness to current events has proved challenging. Additionally, a novice team of Grade Level leaders resulted in maintenance of structures and program, rather than forward-thinking innovation.</p>	<p>- Lack of aligned curriculum that actualizes an arc of Core Value instruction that leads to our Graduate Profile left teachers without a uniform curriculum from which to teach. Teachers created weekly lesson plans, but these did not always align to a larger arc for the year and are certainly not vertically aligned from grades 9-12th. This was not a goal that was clearly articulated by our school leadership. Additionally, there were no structures in place to create time and space for teachers to do this work this year. One cause of this was a team of teachers that was 70% new and the need to be responsive to on-boarding these teammates over prioritizing curricular planning work. - Grade level leaders (three or four) that led the teams of teachers who teach crew are new to this leadership position and their leadership skills are growing. Given this, their focus was on maintaining day-to-day crew classes and student support, and the capacity to create and document quality curriculum did not exist within this team of teachers this year.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p>Rigorous Academics</p>	<p>Currently, it is a challenge to ensure all of our students are reading at grade level and at grade level in mathematics. Our students are proficient at the following levels on the most recent SRI (Jan 2017). 9th Grade: 51% of students at or above grade level on SRI 10th Grade: 62% of students at or above grade level on SRI 11th Grade: 68% of students at or above grade level on SRI 12th Grade 73% of students at or above grade level on SRI</p> <p>On our SBAC scores from 2016 for our 11th grade students, within the "Areas" of the exam, 51% of our students are near or below the standard for Concepts and Procedures, 83% of our students are near or below the standard for Problem Solving & Modeling Data Analysis, and 78% of our students are near or below the standard for Communicating Reasoning.</p> <p>We will need to keep working as a school across our Tier 1 practices to ensure all of our students are meeting or exceeding in the areas of reading and math.</p>	<p>-Our Tier 1 instruction is not meeting the needs of our most struggling learners. One cause of this is a novice teaching team in the 9th grade. Another cause is a lack of consistent collaboration between the Humanities teacher, Reading Interventionist and RSP teacher. This lack of a collaborative structure, with goals and a cycle of data analysis by that team, is a systemic and structural issue. With our focus to support and ensure that our students in the 9th grade are gaining access to grade level content, currently, our most recent assessment of SRI levels in January shows that only 51% of our students are reading at grade level. -Though our students come into high school with gaps in Math Instruction, we have only had math intervention during our after school program, but not embedded into our Tier 1 math instruction across a full year with consistent collaboration between Math Interventionist and our Math Teachers. When reviewing the Areas within our SBAC data, 51% of our students are near or below the standard for Concepts and Procedures; 83% of our students are near or below the standard for Problem Solving & Modeling Data Analysis; and 78% of our students are near or below the standard for Communicating reasoning.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p>Pathway Development</p>	<p>Right now, our Pathway is not cohesive. Transforming our elective program structure to more closely align to our Graduate Profile (in our course offerings and their course design) will allow us to create a more structured set of experiences for all of our students. This will help ensure that students, parents and staff understand our Pathway and that all students are provided access to Agency by Design concepts, skills, and habits in multiple classes before graduating.</p>	<p>In the first year of our Pathway program, the three high school teachers who were trained to implement Agency by Design in their classrooms (9th Grade Science teacher, 12th grade Humanities teacher, and our College/Career Counselor) worked largely in isolation and with little communication within our school community about what they were doing to establish our Pathway and why. Additionally, some of the courses that we thought might be integrated into the Pathway (AP Computer Science, Robotics) experienced staffing challenges (hiring and retention of highly-qualified staff).</p> <p>Reflecting on our experience this year, we've come to realize that we need to be more systematic and explicit about which courses are part of our Pathway, especially within our elective program, and ensure that these courses and their teachers match up with our schoolwide goals and graduate profile. For this reason, we have re-evaluated our elective offerings and Pathway courses for next year and are working to create a more comprehensive Pathway implementation plan that encompasses more of our elective courses and is spearheaded by one of our school leaders.</p>	<p>Program of Study & Master Scheduling</p>

2C. Current Strategy Analysis

Instructions: *Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

<p>Current 16-17 Strategies</p>	<p>Fully Implemented?</p>	<p>Evidence of Effectiveness?</p>	<p>Analysis of Strategy Implementation and Effectiveness</p>
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Schoolwide Instructional Improvement Strategy:	Hire a DCAC Fellow to serve as a 9th/10th Grade College and Career Counselor. This position will be a key driver of creating a college-readiness course for our 9th and 10th grade Advisories to ensure our students are exposed to college and career exploration, preparation, and application from the start of high school.	Yes	Yes	Hiring a DCAC Advisor has helped enhance our college-going culture in 9th and 10th grades this year. All 9th grade students get two college/career focused lessons per month and all 10th graders get one lesson per month. In addition, our DCAC advisor meets 1-1 with about half of the students in 9th and 10th grades and has also organized several college visits for students and events for parents that have served to increase access to information and motivation to attend college. Given her effectiveness, we are excited that our current DCAC Advisor, Ana Maciel, is planning to return to Lighthouse for a second year in 2017-18.
Culture & Climate Improvement Strategy:	Developing a 9th grade culture from 8th grade to the start of high school emphasizing a college-going culture through college visits and development of academic habits through our Advisory program, a summer bridge program, and by creating a vertical articulation of for 9th/10th grade students through a college and career preparatory program for 9th and 10th grade.	Not Yet	Not Yet	Our bridge program from 8th to 9th grade is partially implemented. Overall, we see that implementing pieces of our program adds value, but is not yet creating conditions for a significant change. Thus far, our 9th grade retreat week has been implemented with success. We have on-boarded parents initially, created a focused week experience that sets the foundation for 9th graders to be in community, understand the structure of high school, and the core values that will guide our work. Our extension of this week experience has been partially successful. Several community experiences throughout the year were successful in isolation, but not as part of an arc of on-going reflection and growth that is needed. During Q2 all 9th grade students served at the Alameda Food Bank as a beginning to creating students who are committed to service & justice. During Q3 the 9th grade visited the Exploratorium as an extension of their 9th grade science class which aims to create life-long learners who are problem solvers and have agency. Soon, in Q4, our 9th graders will tour a local college as part of developing a college-going mindset sooner. These experiences are powerful, but with a more direct connection to crew curriculum and course learning targets will be maximized. Additionally, community celebrations and public reflection opportunities will allow for families to be a more integral part of these experiences. Our initial work at the vertical articulation of 9th and 10th grade college preparation has been partially successful. Our DCAC counselor has created a curriculum and taught classes in 9th grade crews and Collegiate 101. These classes have been taught an average of once a week. The curriculum is not yet as clearly aligned to our entire 9-12th college preparatory program as we know is needed. Work is to be done tightening this curriculum, creating assessments to measure the efficacy of the work, and strategically involving parents in this journey.
Pathway Development Strategy:	Institute a concurrent enrollment program, an AP Computer Science course and Intro to Communication, and continue the development of our 9th Grade Design-based Science course, along with our Robotics course.	Yes	Not Yet	In the first year of our Pathway program, the three high school teachers who were trained to implement Agency by Design in their classrooms (9th Grade Science teacher, 12th grade Humanities teacher, and our College/Career Counselor) worked largely in isolation and with little communication within our school community about what they were doing to establish our Pathway and why. Additionally, some of the courses that we thought might be integrated into the Pathway (AP Computer Science, Robotics) experienced staffing challenges (hiring and retention of highly-qualified staff). Reflecting on our experience this year, we've come to realize that we need to be more systematic and explicit about which courses are part of our Pathway, especially within our elective program, and ensure that these courses and their teachers match up with our schoolwide goals and graduate profile. For this reason, we have re-evaluated our elective offerings and Pathway courses for next year and are working to create a more comprehensive Pathway implementation plan that encompasses more of our elective courses and is spearheaded by one of our school leaders. We also need to figure out how to better integrate the amazing work being done within our school's Creativity Lab into our Pathway.
Design Feature #1 (New/Emerging):	Design Pathway through Concurrent Enrollment, AP Computer Science, Intro to Communication, 9th Grade Design-based Science Course, Robotics Course	Not Yet	Not Yet	Same as Row 92
Design Feature #2 (New/Emerging):	9th Grade Bridge Program	Not Yet	Not Yet	Our bridge program is partially implemented. Thus far, retained 9th grade students and new to Lighthouse 9th grade students have had bi-monthly circles. These have proved to be a space where students can re-anchor and feel supported. 90% of students participate regularly in these circles. We also restructured the crew classes to offer bi-weekly support for struggling students. Lastly, we piloted a break-school model, where the most struggling 9th graders came to school and received additional support during spring break. 100% of 9th graders identified for break school who were in Oakland for spring break attended at least 70% of break school sessions and over 75% 9th grade break school students completed necessary assignments. We have yet to implement the following with fidelity: - on-going parent meetings and training for retained students - on-going parent meetings and training for new to Lighthouse 9th grade students - 12th grade mentors for 9th graders - intervention classes for 9th graders who are at-risk (retained, ELL, rising 9th graders at-risk or new to Lighthouse) - summer bootcamp program for rising 9th graders at-risk (as measured by GPA, reading level, attendance data, and discipline record)
Design Feature #3 (New/Emerging):	Increased leadership capacity within College and Career Readiness	Yes	Not Yet	While our College and Career Advisor worked closely with our Elective Program Manager this year to design, staff, and support new course offerings at our high school such as AP Computer Science and Interpersonal Communication, the implementation of these elective classes fell short of our aspirations. With the AP Computer Science class, we struggled to find the right teacher, and the instructor we eventually hired didn't last the full year. With Interpersonal Communication, many students have struggled to adapt to learning online.
Design Feature #4 (New/Emerging):	Instructional Stances - at Lighthouse, the way we learn and teach is centered around instructional practices that are: purposeful, relationship-based, and learner-driven.	Not Yet	Not Yet	While we have formalized our Instructional Stances (Purposeful, Relationship-Based, Learner-Driven), we have only lightly touched upon these as practices within our Professional Development time. We are in our pilot year of our Framework for Transformational Teaching (Teacher Evaluation Process), which is based on the Instructional Stances; we have yet fully aligned our professional development experiences to give time and space for instructional staff to continually develop and hone their practices in alignment with our Instructional Stances.

Design Feature #5 (New/Emerging):	Introduction to Communication Teacher (.2 FTE) - we want to expose students with additional college-readiness courses, and this course will not only help students take a required CSU course before entering college, our students will effective ways to communicate orally and through written language. Through this course, we believe we are setting up our students to have the foundational skills to be able to express their ideas to a variety of audiences in college and in the work place.	Not Yet	Not Yet	Many of our students have struggled to pass the Intro to Communication course so far this year. During the first semester, only 4 of the 25 students who initially enrolled in the course (many dropped before the official deadline) managed to earn a C or better and receive college credit for this course. While our second cohort of students is doing markedly better in the class (at last count, 10 of 20 students were passing), these results have led us to question whether this particular college course is the best fit for our students and our school. While the material of the class seems to interest most students, the course's digital platform has been an unexpected challenge.
Signature Element #1 (Established):	We have established a week-long orientation for our incoming 9th grade students	Yes	Yes	The week-long retreat was successful as measured by participation (98-100% participation) in the events that ranged from an overnight camping trip to dragon boat races on Lake Merritt. Also, students and parents have reflected in focus interviews that this was a "powerful way to begin high school" and "it set the stage for us to feel comfortable and feel successful." Veteran staff who planned this week and actualized the plan was a major reason for the week's success.
Signature Element #2 (Established):	Our Creativity Lab is a hub of innovation in the Making community and we partner with OUSD schools, and external schools to continue our work in inquiry and design-based learning.	Yes	Yes	Our Creativity Lab is a resource library for our teachers to implement practices rooted in Agency by Design strategies when doing day-to-day lessons, or while planning long-term, multi-disciplinary projects (Expeditions). In addition, our Creativity Lab provides professional development workshops for external educators and our instructional staff have participated in these workshops to continue developing their skills around the principles of Agency by Design and the Maker movement.
Signature Element #3 (Established):	Our Advisory program, called Crew is a space where students establish connections with caring adults, each other, and where academic and personal identities are developed and discussed.	Yes	Yes	We have implemented crew for 100% of our students with a focus on our Core Values. This year our 10th grade leaders revised the 10th grade passage experience to align with our Graduate Profile and incorporate more student choice in the process. This team vetted the revisions by school leadership and Teacher Leaders and are piloting the revised process this spring. Additionally, we began a new Grade Level Leader development Professional Development strand. Grade Level leaders have received weekly coaching with our school leader to develop their facilitation skills in service of better serving students. This has been a strong initial step, as the meetings are attended by 3 of the 4 leaders consistently and all 4 leaders have reflected that this time is improving their leadership skills. However, there is room to grow in the scope of the Grade Level leaders professional development arc as evidenced by a lack of a data-driven cycle of inquiry to these meetings. Lastly, as articulated earlier, there is on-going to work align common practices and define high leverage next steps in curriculum development across all 9-12th grade crews.

3. EQUITY IMPERATIVE FOR YOUR SITE	Complete this by: February 1, 2017
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As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
<p>All young people have the potential to become lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world. Programs, structures, curriculum, and resources will be allocated to ensure that all students, with particular attention to the subgroups: ELLs, students with IEPs, retained students, and African-American students, are supported and inspired to realize their full potential. We aim to not recreate the existing oppressive power structures that exist in many schools.</p>	<p>Cohort graduation rate will increase to 80%. There will be fewer than 5 % retained students in grade 9. ELLs and students with IEPs will not be retained. African-American students will stay at Lighthouse and report feeling valued and seen in the SCAI survey and focus interviews.</p>

4. ANNUAL SCHOOL GOALS	Complete this by: February 1, 2017
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Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	75% of LCPS graduates graduate from 4-year colleges within six years of graduating.	Graduation Rate	All Students	40%	45%	50%	Goal #1: Increase Alignment and Coherence of Educational Program. Lighthouse students will have a K-12 educational experience that is aligned to the standards and guiding principles, as well as vertically coherent K-12, to prepare them for college success.

Post-Secondary Readiness	90% of high school students graduate with A-G requirements.	A-G Completion	All Students	100%	100%	100%	Goal #1: Increase Alignment and Coherence of Educational Program. Lighthouse students will have a K-12 educational experience that is aligned to the standards and guiding principles, as well as vertically coherent K-12, to prepare them for college success.
Climate and Culture	Fewer than 4% of students are suspended each year. Fewer than 5% of students have 3 or more referrals a year.	Suspensions	All Students	3%	2.3%	1.5%	Goal #2: Address Academic and Behavioral Gaps for Underperforming Subgroups. Underperforming subgroups are African American students, boys, English Learners and students with IEPs. All Lighthouse students will meet high academic and character expectations. The gap between our currently underperforming subgroups, African American students, boys, English Learners in the middle and high school and students with IEPs, will close.
Rigorous Academics	75% of LCPS students achieve proficiency on the ELA and Math SBAC assessments.	SBAC ELA	All Students	80%	85%	90%	Goal #1: Increase Alignment and Coherence of Educational Program. Lighthouse students will have a K-12 educational experience that is aligned to the standards and guiding principles, as well as vertically coherent K-12, to prepare them for college success.

Rigorous Academics	75% of LCPS students achieve proficiency on the ELA and Math SBAC assessments.	SBAC Math	All Students	48%	53%	58%	Goal #1: Increase Alignment and Coherence of Educational Program. Lighthouse students will have a K-12 educational experience that is aligned to the standards and guiding principles, as well as vertically coherent K-12, to prepare them for college success.
Pathway Development	Engagement - AbD for all students by the time they graduate	Pathway Participation	All Students	n/a	68%	73%	Goal #3: 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.

5. STRATEGIES		Complete this by: February 1, 2017	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accommodating and differentiating targeted reading instruction across the curriculum.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Schoolwide Mathematics Improvement Strategy:	We are adopting an integrated math curriculum for grades 9-11 and are beginning the roll-out in 9th grade next year (2017-18). Our 11th grade SBAC scores of 52% Meeting in '14-15 and 47% Meeting in '15-16 tell us that we have gaps to close in our students' math knowledge and skills. As context for this shift, we analyzed SCAB data, analyzed current grades in our math classes, surveyed the current 12th graders about their math experience, ran student focus groups with 5-7 students from all four grades, and interviews with Lighthouse alum who are currently studying at UC Berkeley, UC Davis, and UCLA. Additionally, our team of math teachers met several times and explored the implications of a shift to integrated math on our common practices. Given the success of integrated math programs highlighted in Tarr and Grouws' longitudinal study that was published in the <i>Journal for Research in Mathematics Education</i> , we believe this is the right move for our students.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Culture & Climate/SEL Improvement Strategy:	In 2017-18 we will align a crew curriculum across grades 9-12 to our Core Values. We will align and norm high leverage practices of weekly circles, portfolio reflection, and service experiences to deepen the learning of our students, the quality of student work, and deepen students' understanding of their own identity and character in alignment to our Graduate Profile.	Equity/Access/ Achievement	School Leadership & School Vision

<p>Pathway Development/ Implementation Strategy:</p>	<p>In 2016-17, three of our high school teachers utilized the Agency by Design framework in their classes. In 2017-18, we will expand the use of Agency by Design practices (Looking Closely, Exploring Complexity, Finding Opportunity) in high school classrooms through professional development and targeted support of teachers. We also seek to increase and augment opportunities for students to utilize the Agency by Design framework through some of the work-based learning experiences that we provide to our students, like our annual career exploration day, 11th grade internship program, and our senior projects.</p>	<p>Equity/Access/ Achievement</p>	<p>Program of Study & Master Scheduling</p>
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Measure N Design Features

<p><i>Identify up to three Measure N design features that support your goals.</i></p>	<p>1st Linked Learning Implementation Criteria</p>	<p>2nd Linked Learning Implementation Criteria</p>
<p>Measure N Design Feature #1: 9th Grade Bridge Program to support new to LCCS 9th graders, retained 9th graders, and at-risk incoming 9th graders and their families throughout the year. This includes a 9th grade Ethnic Studies course and 9th grade At-Risk Students Intervention program.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/ Achievement</p>
<p>Measure N Design Feature #2: Master schedule redesign to ensure all elective classes are taught by a highly qualified, full-time teacher and these courses follow an arc that provides 21st century skills to lead all of our students to the graduate profile. These classes include Yoga/Wellness, Spanish 1-3, AP Spanish, Graphic Design, Coding, Robotics, Making, Advanced Art, Screen Printing/Small Business Design, Music, and Advanced Music.</p>	<p>Program of Study & Master Scheduling</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Measure N Design Feature #3: AbD course sequence: Making, Robotics, Graphic Design, Coding, College & Career Prep, Senior Seminar. We also hired a Pathway Design Coordinator to manage and lead the team of pathways instructors and lead the team in aligning courses to our Graduate Profile.</p>	<p>Equity/Access/ Achievement</p>	<p>Program of Study & Master Scheduling</p>

Signature Elements (Established Practices)

<p><i>Identify up to three established signature elements that support your goals.</i></p>	<p>1st Linked Learning Implementation Criteria</p>	<p>2nd Linked Learning Implementation Criteria</p>
<p>Signature Element #1 (Established): Our Creativity Lab is a hub of innovation in the international Making community and we partner with OUSD schools, and many other external entities to continue our work in inquiry and design-based learning. The Creativity Lab serves as a support for learner-driven instruction by providing non-consummable and consummable materials and tools for making projects and providing a learning-lab for our teachers to see learner-driven practices in action.</p>	<p>Equity/Access/ Achievement</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Signature Element #2 (Established): Our Advisory program, called Crew is a space where students establish connections with caring adults, each other, and where academic and personal identities are developed and discussed. One high leverage component of this is the creation of a 9-12th career & college preparatory experience which is in progress.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/ Achievement</p>
<p>Signature Element #3 (Established): Integrated learning expeditions across all grades (following a roll-out plan that began with 12th grade in 2016-17). Thus far, integrated expeditions have occurred in 12th grade and mini-expeditions have occurred in 9th grade Humanities, Algebra 1, and Geometry. We will continue to create learning expeditions that engage students and demand high quality work in service of our Graduate Profile and increasing student agency and engagement.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>School Leadership & School Vision</p>
<p>Signature Element #4 (Established): 9th grade retreat week orientation for all incoming 9th grade students creates community among the 9th graders while orienting them to the high school core values, schedule, teachers, and growth-mindset needed for high school success.</p>	<p>Equity/Access/ Achievement</p>	<p>Program of Study & Master Scheduling</p>

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES **Complete this by: February 1, 2017**

<p>Instructions:</p>	<p>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</p> <p><i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.</p> <p><i>Title I Requirements:</i> If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p>REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p>
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Schoolwide Language & Literacy Improvement Strategy: Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accommodating and differentiating targeted reading instruction across the curriculum.

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Redesign ELD curriculum	Drops downs are for district LCAP; this is charter	English Learners	(Salary Only)	0.35 FTE \$32,280	1170	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accomodating and differentiating targeted reading instruction across the curriculum.	N/A
Reposition ELD class in master schedule	Drops downs are for district LCAP; this is charter	English Learners	General Purpose Discretionary	No cost (see above)	1170	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accomodating and differentiating targeted reading instruction across the curriculum.	N/A
Maintain reading interventionist focus on 9th and 10th grade	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	1.0 FTE \$84,790	1170	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accomodating and differentiating targeted reading instruction across the curriculum.	Differentiation for Low-Performing Students
9/10th Humanities teacher, 9/10th RSP, and reading interventionist collaboration and cycles of data analysis	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	No cost allocated	NA	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group instruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accomodating and differentiating targeted reading instruction across the curriculum.	Differentiation for Low-Performing Students

Hire a second RSP teacher to support gen ed teacher's in building skill and knowledge of accomodating and differentiating	Drops downs are for district LCAP; this is charter	Students with Disabilities	General Purpose Discretionary	.5 FTE \$45,750	1170	Over half of the 9th grade (52%) is currently reading on grade level as measured by the Scholastic Reading Inventory. Additionally, over half (53%) of our ELL students are currently reading on grade level. Given the correlation between reading level and high school success rate, we feel this is an area worthy of targeted focus. Next year, we aim to provide more targeted Tier 2 ELD instruction by redesigning our high school ELD course curriculum and repositioning the course differently in our students' day. We will continue to allocate our reading interventionist's time largely to 9th and 10th grades. Our 9th and 10th grade Humanities teachers will collaborate regularly with our reading interventionist and RSP teacher to analyze efficacy of instruction using cycles of data analysis and respond with targeted re-teaching and small group intruction where needed. Lastly, we will hire another RSP teacher to support general education teachers in accomodating and differentiating targeted reading instruction across the curriculum.	

Schoolwide Mathematics Improvement Strategy: We are adopting an integrated math curriculum for grades 9-11 and are beginning the roll-out in 9th grade next year (2017-18). Our 11th grade SBAC scores of 52% Meeting in '14-15 and 47% Meeting in '15-16 tell us that we have gaps to close in our students' math knowledge and skills. As context for this shift, we analyzed SCAB data, analyzed current grades in our math classes, surveyed the current 12th graders about their math experience, ran student focus groups with 5-7 students from all four grades, and interviews with Lighthouse alum who are currently studying at UC Berkeley, UC Davis, and UCLA. Additionally, our team of math teachers met several times and explored the implications of a shift to integrated math on our common practices. Given the success of integrated math programs highlighted in Tarr and Grouws's logitudinal study that was published in the Journal for Research in Mathematics Education, we believe this is the right move for our students.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Buy Integrated CPM curriculum	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$10,000.00	4100	We are adopting an integrated math curriculum for grades 9-11 and are beginning the roll-out in 9th grade next year (2017-18). Our 11th grade SBAC scores of 52% Meeting in '14-15 and 47% Meeting in '15-16 tell us that we have gaps to close in our students' math knowledge and skills. As context for this shift, we analyzed SCAB data, analyzed current grades in our math classes, surveyed the current 12th graders about their math experience, ran student focus groups with 5-7 students from all four grades, and interviews with Lighthouse alum who are currently studying at UC Berkeley, UC Davis, and UCLA. Additionally, our team of math teachers met several times and explored the implications of a shift to integrated math on our common practices. Given the success of integrated math programs highlighted in Tarr and Grouws's logitudinal study that was published in the Journal for Research in Mathematics Education, we believe this is the right move for our students.	N/A
Professional development/support for Math 1 teacher	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$7,500.00	5863	We are adopting an integrated math curriculum for grades 9-11 and are beginning the roll-out in 9th grade next year (2017-18). Our 11th grade SBAC scores of 52% Meeting in '14-15 and 47% Meeting in '15-16 tell us that we have gaps to close in our students' math knowledge and skills. As context for this shift, we analyzed SCAB data, analyzed current grades in our math classes, surveyed the current 12th graders about their math experience, ran student focus groups with 5-7 students from all four grades, and interviews with Lighthouse alum who are currently studying at UC Berkeley, UC Davis, and UCLA. Additionally, our team of math teachers met several times and explored the implications of a shift to integrated math on our common practices. Given the success of integrated math programs highlighted in Tarr and Grouws's logitudinal study that was published in the Journal for Research in Mathematics Education, we believe this is the right move for our students.	Teacher PD

Culture & Climate/SEL Improvement Strategy: In 2017-18 we will align a crew curriculum across grades 9-12 to our Core Values. We will align and norm high leverage practices of weekly circles, portfolio reflection, and service experiences to deepen the learning of our students, the quality of student work, and deepen students' understanding of their own identiy and character in alignment to our Graduate Profile.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Summer work days to build aligned crew curriculum	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$7,800.00	1101	In 2017-18 we will align a crew curriculum across grades 9-12 to our Core Values. We will align and norm high leverage practices of weekly circles, portfolio reflection, and service experiences to deepen the learning of our students, the quality of student work, and deepen students' understanding of their own identity and character in alignment to our Graduate Profile.	N/A
Planning days to evaluate 9-12th curriculum arc and plan accordingly	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$5,200.00	1101	Our Advisory program, called Crew is a space where students establish connections with caring adults, each other, and where academic and personal identities are developed and discussed. One high leverage component of this is the creation of a 9-12th career & college preparatory experience which is in progress.	N/A
Support for service experiences (transportation)	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$5,000.00	5830	Our Advisory program, called Crew is a space where students establish connections with caring adults, each other, and where academic and personal identities are developed and discussed. One high leverage component of this is the creation of a 9-12th career & college preparatory experience which is in progress.	N/A
R J circle training for new hires and advanced training for returning teachers	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	\$2,500.00	5863	In 2017-18 we will align a crew curriculum across grades 9-12 to our Core Values. We will align and norm high leverage practices of weekly circles, portfolio reflection, and service experiences to deepen the learning of our students, the quality of student work, and deepen students' understanding of their own identity and character in alignment to our Graduate Profile.	Teacher PD

Pathway Development/Implementation Strategy: In 2016-17, three of our high school teachers utilized the Agency by Design framework in their classes. In 2017-18, we will expand the use of Agency by Design practices (Looking Closely, Exploring Complexity, Finding Opportunity) in high school classrooms through professional development and targeted support of teachers. We also seek to increase and augment opportunities for students to utilize the Agency by Design framework through some of the work-based learning experiences that we provide to our students, like our annual career exploration day, 11th grade internship program, and our senior projects.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Hire Pathways coordinator to lead the team of electives teachers, develop learning targets and scopes for all electives classes, and align classes of this program to our Graduate Profile	Drops downs are for district LCAP; this is charter	All Students	Measure N	.5 FTE \$52,148	1300	In 2016-17, three of our high school teachers utilized the Agency by Design framework in their classes. In 2017-18, we will expand the use of Agency by Design practices (Looking Closely, Exploring Complexity, Finding Opportunity) in high school classrooms through professional development and targeted support of teachers. We also seek to increase and augment opportunities for students to utilize the Agency by Design framework through some of the work-based learning experiences that we provide to our students, like our annual career exploration day, 11th grade internship program, and our senior projects.	N/A
Strategically use the Creativity Lab as a model classroom for learner-driven instruction in alignment with teachers' individual growth goals	Drops downs are for district LCAP; this is charter	All Students	Measure N	.5 FTE \$37,416	1100	Our Creativity Lab is a resource library for our teachers to implement practices rooted in Agency by Design strategies when doing day-to-day lessons, or while planning long-term, multi-disciplinary projects (Expeditions). In addition, our Creativity Lab provides professional development workshops for external educators and our instructional staff have participated in these workshops to continue developing their skills around the principles of Agency by Design and the Maker movement.	N/A

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
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Hire qualified teacher to teach 9th grade Ethnic Studies and run the 9th grade intervention program	Drops downs are for district LCAP; this is charter	All Students	Measure N	.5 FTE \$44,835	1170	9th Grade Bridge Program to support new to LCCS 9th graders, retained 9th graders, and at-risk incoming 9th graders and their families throughout the year. This includes a 9th grade Ethnic Studies course and 9th grade At-Risk Students Intervention program.	N/A
Actualize elements of our 9th grade bride program: parent support and training, support for at-risk 9th grade subgroups, 12th and 9th grade mentoring program	Drops downs are for district LCAP; this is charter	All Students	Measure N	.5 FTE \$44,835	1170	9th Grade Bridge Program to support new to LCCS 9th graders, retained 9th graders, and at-risk incoming 9th graders and their families throughout the year. This includes a 9th grade Ethnic Studies course and 9th grade At-Risk Students Intervention program.	N/A
Hire qualified full-time teachers to teach all electives classes and build an aligned electives program that teaches 21st century skills in service of our graduate profile	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	Embedded in general staffing	1100	Master schedule redesign to ensure all elective classes are taught by a highly qualified, full-time teacher and these courses follow an arc that provides 21st century skills to lead all of our students to the graduate profile. These classes include Yoga/Wellness, Spanish 1-3, AP Spanish, Graphic Design, Coding, Robotics, Making, Advanced Art, Screen Printing/Small Business Design, Music, and Advanced Music.	N/A
Master schedule redesign	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	No additional cost associated		Master schedule redesign to ensure all elective classes are taught by a highly qualified, full-time teacher and these courses follow an arc that provides 21st century skills to lead all of our students to the graduate profile. These classes include Yoga/Wellness, Spanish 1-3, AP Spanish, Graphic Design, Coding, Robotics, Making, Advanced Art, Screen Printing/Small Business Design, Music, and Advanced Music.	N/A
9th grade retreat week: teachers	Drops downs are for district LCAP; this is charter	All Students	Measure N	Stipended \$7,260	1101	9th grade retreat week orientation for all incoming 9th grade students creates community among the 9th graders while orienting them to the high school core values, schedule, teachers, and growth-mindset needed for high school success.	N/A
9th grade retreat week: consummables (transportation, food, etc.)	Drops downs are for district LCAP; this is charter	All Students	Measure N	\$4,000.00	4720	9th grade retreat week orientation for all incoming 9th grade students creates community among the 9th graders while orienting them to the high school core values, schedule, teachers, and growth-mindset needed for high school success.	N/A
Planning days to support integrated learning expeditions in grades 12, 11, 10 and 9	Drops downs are for district LCAP; this is charter	All Students	General Purpose Discretionary	No additional cost associated	1101	Integrated learning expeditions across all grades (following a roll-out plan that began with 12th grade in 2016-17). Thus far, integreated expeditons have occurred in 12th grade and mini-expeditions have occurred in 9th grade Humanities, Algebra 1, and Geometry. We will continue to create learning expeditions that engage students and demand high quality work in service of our Graduate Profile and increasing student agency and engagement.	N/A
DCAC fellow to support creation and implementation of 9th and 10th grade career & college preparatory program	Drops downs are for district LCAP; this is charter	All Students	Measure N	\$36,000.00	5815	Our Advisory program, called Crew is a space where students establish connections with caring adults, each other, and where academic and personal identities are developed and discussed. One high leverage component of this is the creation of a 9-12th career & college preparatory experience which is in progress.	N/A

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		KEY:	
Please complete this self-assessment for your school.		1: <i>Beginning & Designing</i>	3: <i>Meeting and Advancing</i>
Click here for the full Measure N rubric .		2: <i>Developing & Approaching</i>	4: <i>Excelling and Sustaining</i>

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	1	1	2	Very little teacher leadership opportunities in pathway development. We are still figuring out how to systematize pathway development.	<p>Strengths: We currently have structures in place to build our Agency by Design pathway this is in alignment with our mission as a school which focuses on to and through college for all students we serve. Our school has strong school leaders, distributed leadership, and a core of experienced and willing teachers.</p> <p>Challenge: A pathway for our school is a new addition to our program and we have much work to do in order to articulate and implement this pathway for our high school program.</p>	Agency by Design tenets are ones that are carried out well through our Creativity Lab, but we are still working on how to incorporate and articulate it as a 9th-12th experience for all students.
Leadership Configuration	1	1	1			
Distributive Leadership	1	2	1			

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	1	2	2	68% of our students are given access to our Agency by Design Pathway classes for the 2016-2017 school year.	<p>Strength: Our school is designed to give access to all students in our pathway, and our overall student population represents a majority of low-income students (over 80%), and first generation college-bound students.</p> <p>Challenge: As noted in our performance data, we are working on retention rates for our 9th grade students through our proposed Agency by Design pathway so that we are able to ensure all of our students stay in our school and set a plan for college and career for their futures.</p>	When our students struggle greatly entering high school, it can be challenging for our students to see a pathway beyond high school. The transition from 8th to 9th grade is a significant time in young people's lives, and a challenging time. The Breakthrough Collaborative cites the research of Smith ("Transition from Middle School to High School", 2006) when explaining that "the transition from eighth to ninth grade is one of the most pivotal moments in a student's education, and one of the most treacherous. Research shows that ninth grade retention rates and failure rates are higher than any other grade" This research brief continues to say that 56% of low-income students "fail to graduate on time". When the transition is challenging and our students are not prepared for this work, the opportunities for high school success and later, life success, can seem limited. Over 80% of Lighthouse students are designated as low-income students and the lack of a robust, systematized way to onboard our 9th grade students from 8th to 9th grade is a root cause we've identified for the retention rates we see in our 9th grade students. When we dig deeper into this data point, we see that our 9th grade boys and African-American students are at most risk not to return and from the Breakthrough Collaborative's assertions, may be at risk of not finishing high school.
Diverse Student Representation	1	2	2			
Closing the Opportunity Gap	1	2	2			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
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Pathway Theme	1	2	2	Our 12th Grade team has implemented two Expeditions (multi-disciplinary, long-term projects) during the Fall and the Spring using some of the Agency by Design tenets, but this is not true for all grade levels.	Strength: Our master schedule as it relates to access for all students, non-tracking, and as a foundation for articulating our 9th-12th experiences for all students in developing our Agency by Design pathway. Challenge: Our work is not yet vertically aligned and we are looking to add more resources to ensure that our 9th and 10th graders have equal access to this long-term academic and career life planning. In addition, we are still working to figure out how to add additional courses for our students seeking further enrichment and want to add courses that include the Agency by Design principles in our course work and a 9th grade bridge program that supports the decrease of our 9th grade retention numbers.	When we are not able to keep our students in the Lighthouse program throughout the entirety of high school, we lose the opportunity to serve our youth well and ensure they are ready for a path beyond high school. We know that when our students stay with us, they experience success in high school and enter four-year colleges. Our data speaks to this, so we need better alignment from 9th through 12th grade and help our students see the trajectory of possibilities in their lives by providing a more robust offering of courses that engage students in developing Agency by Design thinking, centered on the framework of "looking closely" to notice the complexities inherent in objects and systems, "exploring complexity" to investigate the interactions between the various parts and people associated with objects and systems, and "finding opportunity" to build on close observations and explorations of complexity to see the potential for building, tinkering, re/designing, or hacking objects and systems (Agency by Design website).
Integrated Core	1	1	1			
Cohort Scheduling	1	1	2			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2	2	Our 11th and 12th grade Advisory curriculum supports our students with learning experiences through internships and Senior Projects.	Strength: Our 11th and 12th grade Advisory curriculum supports our students with learning experiences through internships and Senior Projects. Challenge: we need a more robust and aligned set of electives that supports an Agency by Design pathway.	We have not developed our pathway to have alignment in all courses to ensure collaborative learning, and rigorous, relevant, and integrated learning.
Collaborative Learning	1	1	1			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	1	1	1	As a small school, our teachers are often wearing more than one hat. Our teachers are advisory, academic content teachers, elective teachers, and/or teacher leaders. With these many hats, it is challenging to find time to focus on only one area. So we currently have structures in our professional development plan to meet as a whole staff, grade level teams, and PLCs. However, the addition of learning and developing a pathway will be a newly added dimension to our work and may propose challenges in terms of how we spend our time as a staff. Do we just include pathway development into our current structures, or do we create an additional PD space specifically for our pathway teachers?	Strength: Common planning time, variety of PD structures for teachers, and Professional Development Institutes to engage staff in deeper learning together. Challenge: developing PD time for our pathway teachers to collaborate and align curriculum	As a small school, our teachers are often wearing more than one hat. Our teachers are advisory, academic content teachers, elective teachers, and/or teacher leaders. With these many hats, it is challenging to find time to focus on only one area. So we currently have structures in our professional development plan to meet as a whole staff, grade level teams, and PLCs. However, the addition of learning and developing a pathway will be a newly added dimension to our work and may propose challenges in terms of how we spend our time as a staff. Do we just include pathway development into our current structures, or do we create an additional PD space specifically for our pathway teachers?
Collaboration Time	1	1	1			
Professional Learning	1	3	3			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
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Types of Student Experiences	2+	2+	2+	we need to do a better job of providing students with more WBL experiences prior to 11th grade. Over the next years, we also need to better articulate and develop our nascent Agency by Design pathway connected to career pathways explicitly for our students.	Strength: Our school internship program is strong. We have been sending all of our 11th graders to participate in meaningful WBL experiences for almost a decade. This program has helped us establish partnerships with a range of organizations and businesses in the community. Challenge: At the same time, we need to do a better job of providing students with more WBL experiences prior to 11th grade. Over the next years, we also need to better articulate and develop our nascent Agency by Design pathway.	We want to create a more well articulated set of experiences for our students that engage them in career exploration and career preparation in every year of high school. We do not have this yet.
Pathway Outcomes	1	1	1			
Pathway Evaluation	2	2	2			

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2	1	1	Though we had much success having a DCAC College Advisor Fellow in increasing our students' exposure to college and career, readiness, creating a vertically aligned 9th to 12th grade for students throughout their high school experience is still something we need to develop more robustly.	Strength: RTI structures and Advisory structures, particularly in our 11th and 12th grade Advisories where more college and career exploration experiences occur. Also, our student conference structure allows parents to engage with our advisors and students three times per year. Challenge: Creating a vertically aligned 9th to 12th grade advisory structure that supports students in developing a mindset, skills, and dispositions for college and career readiness.	We need to increase our capacity to impact our 9th and 10th grade student beyond the academic core classes. We need to develop experiences throughout the school day to ensure pathway and student success across all grades.
College & Career Plan	2	2	2			