



LODESTAR

A Lighthouse Community Charter Public School

SCHOOL DESIGN BLUEPRINT

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FOREWORD

In Spring 2015, the Rogers Family Foundation (RFF), in partnership with national and local funders, awarded 10 Oakland public schools a planning grant as part of the Next Generation Learning Challenges (NGLC) Regional Fund initiative to usher in a new wave of breakthrough schools. The goal of the grant was to give schools the time, money, and support to reimagine their school for the 21st century and develop a transformational vision for preparing all students for college and career success.

In addition to \$720,000 in combined grants for schools, the planning cohort received a diverse array of professional development services. RFF partnered with Mastery Design Collaborative (MDC), a local nonprofit, to provide all 10 planning grant winners an 8-month professional development program to train and support each school in a) designing personalized learning prototypes and b) developing a long term plan for launching a breakthrough school over three years. The template for this long term plan, called the School Design Blueprint, was created by MDC in partnership with RFF and OUSD project managers. Four to five member design teams from each school worked together to complete their School Design Blueprint, and each team solicited input from the rest of their staff to accurately reflect the interests of their entire school.

The School Design Blueprint is a design document that outlines the school's plan for transforming their current school model to

one that better serves the unique needs of every student. The blueprint is structured to answer four main design questions:

1. What is our theory of action for solving our greatest systemic challenges?
2. What will the future student experience look like when we succeed?
3. What will we implement next year that gets us closer to our long term vision?
4. How will we continuously roll out new features of our model and engage stakeholders in the work over time?

Once complete, each school will use their blueprint as a guide for collaborating with staff on implementing pieces of their new instructional model. Schools will also share their blueprint with their community stakeholders and update their blueprint with the feedback they receive. The blueprint may even serve as a recruiting and onboarding tool for prospective staff members. Most importantly, the blueprint will provide a roadmap for the next 2-3 years that students, staff, and leaders can follow to gauge the progress each school is making in adopting a comprehensive, next generation instructional model.

Enjoy!

- Rogers Family Foundation and Mastery Design Collaborative

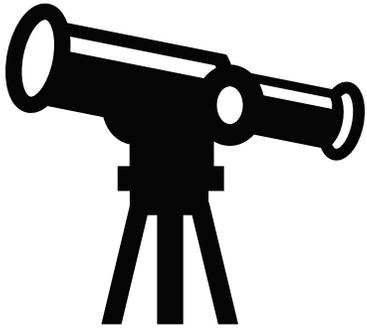


SCHOOL HISTORY

In October of 2015, Oakland Unified School District's Board of Directors voted to open Lodestar, a Lighthouse Community Charter School. Following passionate pleas from parents, education partners, and community members, OUSD's Board of Directors shared their vote of "yes." With this vote, they voiced their trust in the Lighthouse community, their awareness of the need for high-quality schools in East Oakland, and their confidence that Lodestar will serve as an example for school innovation across the region.

It was due to the generous support of an NGLC Planning Grant that the Lodestar Design Team was able to research, prototype, and paint a clear picture of what school could be: a community where students, families, and educators develop and use their agency to make change. In this environment, all students belong, develop mastery at a personalized path and pace, use consistent feedback to make growth, and solve complex problems through collaboration and making. With NGLC's continued partnership and support through an Implementation Grant, the school will open in the fall of 2016. Lodestar will extend Lighthouse's service in the East Oakland community, particularly to students who are traditionally underserved. Lodestar will be positioned to deliver on the promise to provide an innovative guiding light -- a Lodestar -- for students across Oakland, the Bay Area, and beyond.





THEORY OF ACTION





School Challenges: What challenges drive our work?

Research indicates that high school graduation rates are increasing throughout Oakland and across the country,¹ literacy rates are improving, and low-income students and students of color are being accepted into four-year colleges at much higher rates.² These statistics are absolutely true at Lighthouse Community Charter School, where 90% of our seven cohorts of high school graduates, many of whom are low-income first-generation high school graduates, were accepted to a four-year college. We are making great strides.

So, why redesign school?

Despite higher rates of matriculation into four-year colleges, the college graduation rates for low-income students and students of color are dismally low (six-year graduation rates for low-income students were at 9% in 2014, up from 6% in 1970), and those who drop out often lack the necessary skills to create sustainable careers.³ When we dig into the “why” behind these problems, we find many root causes: financial and social pressures, inadequate academic preparation, inadequate preparation in non-cognitive skills, and, at the core, a lack of **agency**. We may be preparing more students for college **acceptance**, but our country’s current educational model does not develop the student agency necessary for each individual high school graduate to navigate and succeed in college; let alone the rapidly changing world of work and careers.

At Lodestar, our students will grow up to participate in and contribute to a complex workforce where agency, self-direction, and flexibility will be key to their success. A 2014 report by Forbes indicates that the freelance

1. “EdData - County Summary - Alameda.” 2015. 14 Dec. 2015 <<http://www.ed-data.org/county/Alameda>>

2. “Back to school statistics - Fast Facts - U.S. Department of ...” 2007. 14 Dec. 2015 <<http://nces.ed.gov/fastfacts/display.asp?id=372>>

3. “Indicators of Higher Education Equity in the United States.” 2015. 14 Dec. 2015 <http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf>

economy will make up at least half of the workforce in the United States as early as 2020. Our current factory model of education, where students rotate through a one-size-fits-all assembly line of classes, fails to develop the agency and flexibility necessary to survive in a freelance economy.⁴ Predictions also indicate that computers will take on at least 20% of work that until very recently was considered human work, such as word processing, writing the news, and writing data analysis reports.⁵ The picture of the successful college graduate and workforce contributor is changing rapidly, and school is lagging woefully behind.

With this charge in mind, districts across the country have begun the process of revising their high school graduate profiles -- who their graduates need to be in order to **succeed** in college and a career of their choice. Central to many emerging graduate profiles, including the Lodestar graduate profile, is the idea of student **agency** -- that students will have the ability and skills necessary to achieve, the inclination and curiosity to pursue passions, and the sensitivity to know what systems exist and how to navigate them.

This definition of student agency is a crucial guiding light in school reform; if schools can develop student agency, students will enter college at increasing rates, they will leapfrog past remedial classes, and have trust in their proven ability to succeed. They will be firmly grounded in their passions and possess the intellectual curiosity to explore new ones. They will be aware of the array of majors and extracurricular opportunities they can choose, as well as the resources available to help them navigate the complex systems in place. These powerful agents of change will graduate from college with the skill, inclination, and sensitivity to shape meaningful and influential careers of their choice that will also serve our community and world.

4. “5 Predictions for the Freelance Economy in 2015 - Forbes.” 2014. 14 Dec. 2015 <<http://www.forbes.com/sites/waldlev-enthal/2014/11/24/5-predictions-for-the-freelance-economy-in-2015/>>

5. “Rise of the robowriters: How AI could crush the spreadsheet ...” 2015. 14 Dec. 2015 <<http://www.techrepublic.com/article/rise-of-the-robowriters-how-ai-could-crush-the-spreadsheet/>>



Ability

The knowledge and skills to succeed at a given task

Inclination

The desire to pursue learning and opportunities

Sensitivity to Design

Understanding the made dimensions of the world and how to interact with them

The question then, is *how* to develop student agency? How can school break free from its traditional factory model so that students have personalized opportunities to develop competencies at their own pace and on their own path? How can school intentionally build a socially and emotionally healthy community where all students belong and have the ability to -- and feel the responsibility for -- creating positive change? How can a school's design enable the transparent sharing of data so that students become engaged agents of change and advocates in their own education, rather than passive receptacles of facts?

This is our challenge: to answer these pressing questions, not for the sake of innovation alone, but rather to empower our students and graduates to become a guiding light, a Lodestar, for our East Oakland community and for other urban schools across the country.

Next Gen School Vision: What future do we want for our students?

The Lodestar Next Generation School Vision is guided by a unique Theory of Action and by the Lodestar Design Principles. Together, these two structures support the Lodestar Design Team as we make model decisions and innovate with purpose. It can be challenging to find the sweet spot in model design that is simultaneously innovative and sustainable, visionary and researched-based, creative and effective. The Theory of Action and Design Principles, described below, enable the team to lay a solid foundation upon which to grow a sustainable yet innovative model.

Lodestar Theory of Action

The Lodestar Design Team believes that if Lodestar creates the conditions for students, families, and educators to develop agency while belonging to a healthy,

restorative community, then all students will be successful in college and a career of their choice, and will positively impact their community.

Key to this theory of action is the belief that students develop in a community, and that in order for students to succeed in college and a career of their choice, *every* member of their community (including family members and educators), needs to have agency -- the skills, inclination, and sensitivity to design to make change. At Lodestar, systemic obstacles are removed and conditions for agency are fostered so that families, teachers, and students come together to take control of their own education, and their world.

We believe that it is not enough to give **students** the skills they need to fulfill basic A-G requirements; to be true agents of change, they need to master academic and character targets, know how to navigate complex systems, and experience success creating change in their community - doing work that matters. It's not enough to invite **families** to conferences and Back-to-School Night and then call them "engaged"; to be true agents of change for children, families need to set their own goals for engaging in their child's education, have multiple access points for making change, have opportunities to make important choices, and be honored for the skills they bring to the table. It isn't enough to just give **educators** time for professional development; to be true agents of change for children, teachers need to set their own goals, control their own development, and have opportunities and desires to make the change they want to see in their school.

We know that empowering our students, families, and teachers with agency is half of the equation. At Lodestar, we recognize side-by-side the benefits of agency as well as the richness of being firmly rooted in com-

munity. Lighthouse is known for this strong and joyous culture, and as the Lighthouse sister school, we are honored to carry on this dedication to a community where all students know they belong, are known well, and are loved.

Lodestar Design Principles

When designing educational and social experiences for students, families, and educators, we foster the conditions for **agency** and **belonging in a community**. With every decision -- from scheduling, to use of technology, to competency mapping, to deciding what projects and texts are worthy of study -- we ask ourselves the following questions:

Is this learning experience personalized, purposeful, visible, active, and appropriately challenging? Does this learning experience embrace the whole child and provide a safe environment in which diverse identities are affirmed and relationships are built through restorative practices?

If the answer to both questions is a resounding “yes,” then we believe it will provide the necessary conditions for students to develop agency and belonging within the community. Our **Design Principles** are as follows:

Lodestar Design Principles

Agency is fostered by learning that is:

- ★ **Personalized.** These learning experiences give individuals choice of pace at which to learn, path of learning, place of learning, people to learn with, or passion to explore. Learning experiences are just-right and push each learner to reach her/his goals.
- ★ **Purposeful.** These learning experiences provide opportunities to create real work that is informed by an authentic problem and has an impact on the community.
- ★ **Active.** These learning experiences require the construction of one’s understanding, often through making and collaborating with peers. Skills involved in active learning include design-thinking skills of creating, ideating, prototyping, empathizing, building, and revising. Active learning experiences foster self-direction, self-motivation, and self-regulation.
- ★ **Appropriately Challenging.** All learning is rigorous and engages students in learning skills and knowledge at a high, developmentally appropriate level.
- ★ **Visible.** These learning experiences are guided by clear goals with learners taking the lead in monitoring and communicating their progress towards their goals.

Belonging in Community is fostered by learning that:

- ★ **Is Safe.** We provide the physical and emotional safety necessary for learners to take risks and lead their own learning.
- ★ **Addresses the Whole Person.** We see learners as people with physical, academic, social, and emotional needs. We provide support and resources both inside and outside of the school day, and the time and encouragement for learners to pursue their dreams.
- ★ **Builds Relationships.** Experiences prioritize person-to-person interactions rooted in listening, trust, honesty, and compassion.
- ★ **Is Restorative.** Community members view mistakes as opportunities to reflect and learn. We seek to repair harm when it occurs.
- ★ **Embraces Diversity and Supports Positive Identity Development.** All of our decisions and daily interactions are designed to positively affirm the different identities represented within our community. We celebrate the richness of our learners’ heritages and the promises of their futures. As a community, we recognize and resist negative stereotypes and strive relentlessly for equity and social justice.

Guiding Principles: What values unite us?

All community members will know that, at Lodestar, we develop and use our agency to positively change our community and our world.

Members of the Lodestar community will live and breathe these principles. Students will be celebrated for embodying the guiding principles, and will be supported in reflecting on and growing towards the values that may present obstacles for them. Learning experiences will be intentionally designed for students, families, and educators so that our principles are supported and manifested throughout the school day.



Learner Centered Strategies: What core strategies will help us achieve our school vision?

Throughout each school day, students will have multiple opportunities to develop the different pieces of agency -- ability and skills, inclination and desire, and the sensitivity to design -- through the following learner-centered strategies:

1. Social Emotional Learning: Students begin and end their day in Crew, a small family-like community that get to know each other well and advocate for one another. During morning Crew time, students transition into school, participate in team-building initiatives, and set individual character and skill-based goals for their day. Students are supported in individualized goal-setting (morning) and reflecting on progress (afternoon), as well as portfolio development. Crew is supported by a K-12 social-emo-

tional and college and career readiness curriculum that intentionally teaches character and mindsets, and fosters healthy relationships.

2. Individualized Learning Plans (ILPs): Each Lodestar student has an Individualized Learning Plan which clearly tracks student progress toward mastering character and academic targets, completing high quality work benchmarks, and completing college and career readiness tasks. Students are intimately engaged and familiar with their ILPs; they are aware of long-term goals, know what progress they have made toward meeting goals, and often have choice in deciding what path to take to work towards meeting goals. A student's daily schedule, along with the learning experiences included in each section of their day, is guided by the ILP. Each student's college and career plans and associated tasks (such as links to Naviance tasks, college applications, and internship plans) are also housed within the ILP. ILPs are virtual dashboards where students login to unique portals to access their ILPs. Further, students use their ILPs and portfolios of work as evidence of progress and mastery during their student-led conferences, which occur quarterly.

3. Competency-Based Learning (Literacy and Numeracy Lab): Students receive a daily block of self-paced, personalized, mixed-age instruction. During this Lab time, students work independently on ILP goals on computers and in centers until invited to join a teacher for small group "just right" instruction in math, ELD, and reading. When students feel they are ready, they opt-in to formative assessments to track their progress against a competency-based map of skills. Rather than being held back or left behind by an age-based cohort, students receive just-right instruction in small groups that enables them to accelerate at their optimal pace.

4. Interdisciplinary Project-Based Learning Expeditions (Inquiry Arc): Students have daily extended opportunities to collaborate with their age-group peers to solve problems facing their communities. These semester-long inquiries are grounded in complex text, integrated with social studies and science content, designed to help students answer essential questions about their world, and built backwards from high-quality au-

thentic products in which students need to design a solution for a complex problem. Expeditions are cohort-based to give students developmentally appropriate opportunities to create healthy relationships with their peers, and co-taught by a content specialist (social studies or science) and an arts or making teacher to give students a deeply integrated experience. Expeditions take students into the community to research and develop sensitivity around complex problems and lead students through the design thinking process so that they can empathize, prototype, revise, and present a high-quality product that meets a community need.

Expected Outcomes: If successful, what outcomes will students achieve?

When students develop **agency**, they will reap the aggregated benefits as they:

- explore and take on new challenges throughout their K-12 education,
- seek out internships and extracurricular opportunities during their teenage years,
- persist and thrive *through* college at a rate of at least 90%,
- select meaningful and challenging careers, and,
- use their voices and minds at every stage to affect change in their own community and globally on topics they care about.

As our students develop **ability**, they will:

- make accelerated growth (at least 1.5 years annually) in literacy and math according to the F&P, NWEA, and SBAC-aligned benchmark assessments,
- create high-quality products in their learning expeditions, making studio, and arts studio.

As our students develop **inclination**, they will:

- make meaningful progress towards the development of social-emotional skills as measured by their own reflections and evidence shared among students, teachers, and families; and,
- demonstrate their leadership and self-management through leading reflective and ambitious individual-

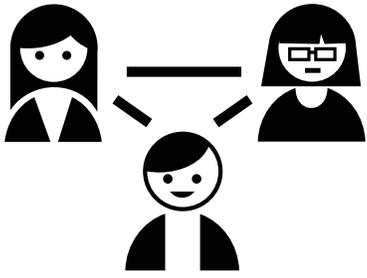
ized learning plan meetings with their families and teachers.

As our students develop **sensitivity to design**, they will:

- demonstrate age-appropriate proficiency and independence in using and applying thinking routines to different problems they face, and,
- demonstrate knowledge and readiness for college and career on assessments and surveys.

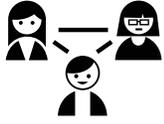
Professional Development to Support Our Learner-Centered Strategies

We know that successful implementation of our learner-centered strategies is going to mean supporting our teachers. We will cultivate a robust professional learning community that engages in enduring practices for collaborative and individualized growth. In particular, teachers will be supported to become proficient with practices associated with these learner-centered strategies on a continuum of growth from novice to experienced, and will be encouraged and supported to take on greater leadership as they grow.



FUTURE STUDENT EXPERIENCE





A Day in the Life at Lodestar in 2019

In order to get a sense of a typical day at Lodestar, imagine a future kindergartener named Marco. He starts his day in Crew, where he and his crewmates are welcomed in song, greet each other over universal breakfast, and engage in a community building activity. Marco then opens his computer to review his ILP and set two goals for the day: one academic and one character-based. His crew leader will check in with him about how this went at the end of the day during afternoon Crew.

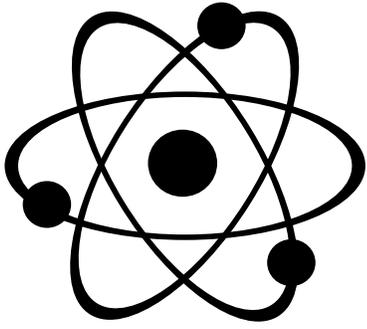
After Crew, Marco goes to Inquiry Arc, the part of his day dedicated to project-based Learning Expeditions, Arts, and Making. Marco's kindergarten cohort is doing an expedition on engineering toys. They've been inspired by a young boy named Caine who makes arcades out of cardboard boxes in East Los Angeles, and the texts *Galimoto* and *Rosie Revere, Engineer*, two stories about young kids who make things, despite obstacles they face. Marco and his class just visited GoldieBlox, an Oakland-based toy factory that designs engineering sets for girls, and collected product data at Oakland toy stores; today, they enter the "empathizing" phase of their design process by interviewing a friend to identify their wants and needs in a toy. During his self-directed time, Marco's writing teacher pulls him and a few friends for a writers workshop, during which he adds a page to his "I, Maker" narrative, then returns to his self-directed study. At the end of his Inquiry Arc, he pauses to reflect and log his accomplishments into his ILP.

After a morning engaged in Inquiry Arc, Marco enjoys his retreat, a 1.5 hour mid-day break. He'll have supervised play time, eat a healthy lunch, and participate in a structured fitness experience with a fitness coach.

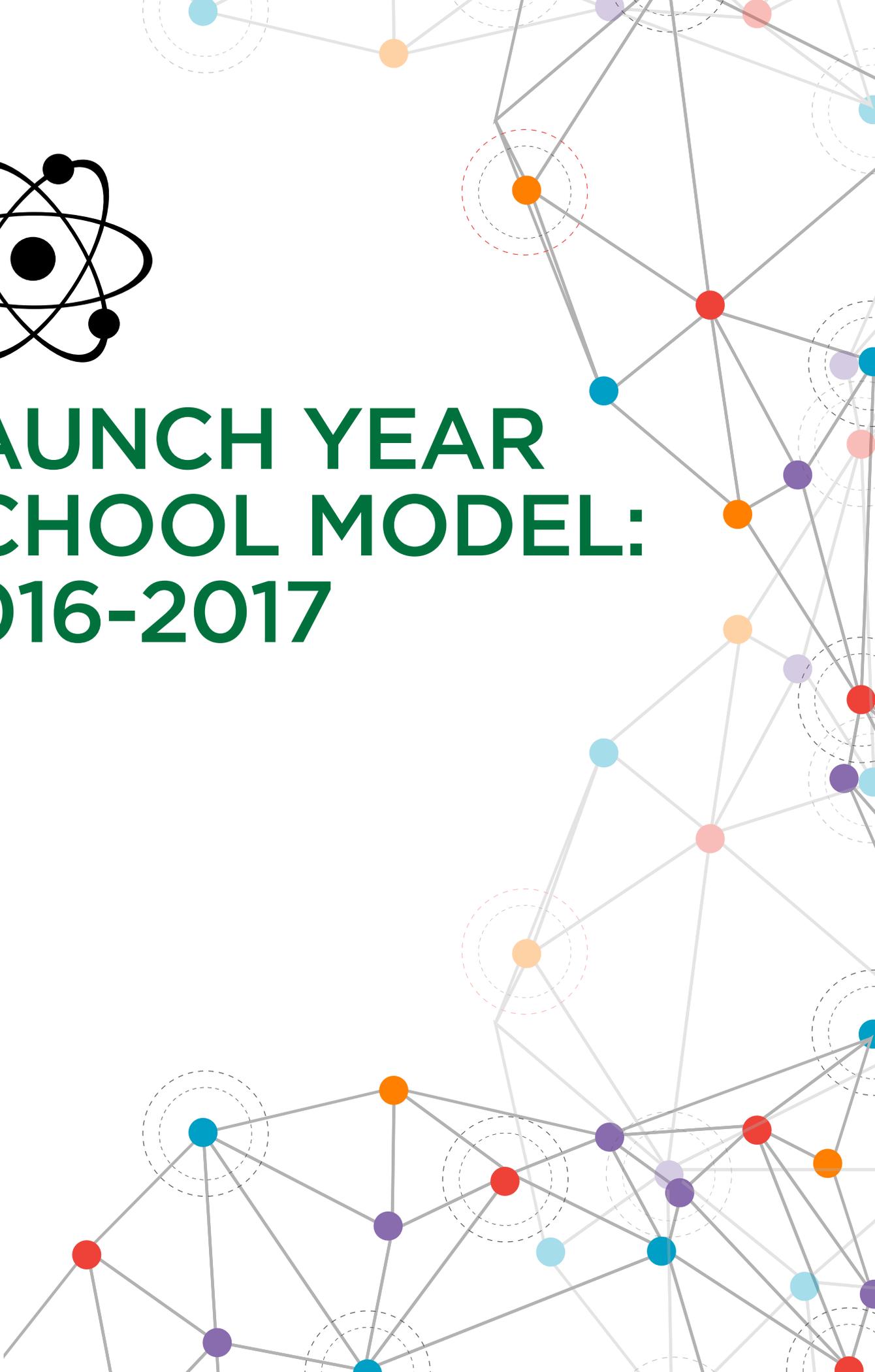
After his retreat, Marco finds his favorite spot in the K-2 Lab, grabs his work bin and his computer, and settles into a quiet space to check his ILP and begin his self-directed work. Today, Marco is pulled to work 1:1 with a teacher on a reading comprehension strategy

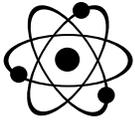
that's been tricky for him. After this special time, he returns to his favorite spot where he digs back into his work bin to spend some time practicing understanding place value up to 1,000. At the end of the lab time, Marco feels he's ready to take the place value benchmark and asks his Instructional Aide to pull his next benchmark for him. He learns that he passed *on the spot* and he excitedly marks this progress in his ILP.

With so many exciting accomplishments to share with his Crew, Marco hurries back to his Crew space, opens his computer, and begins organizing his reflection in his ILP. Today, he gets to share his accomplishments with Cyndi, who he learns also passed a Math Lab assessment. They acknowledge each other during their Crew shout-out circle and reflect together on how focus and perseverance helped them overcome their obstacles. During the circle, Marco learns that one of his Crew members had her feelings hurt by another student. Using practices of restorative justice circles, their Crew discusses different ways their friend might use her words to solve the problem.



LAUNCH YEAR SCHOOL MODEL: 2016-2017





Year 1 at Lodestar will lay a strong foundation on which to build a K-12 school. Lodestar will open in the fall of 2016 with 60 students in each of the following grades: K, 1, 2, and 6. These opening numbers and grades are intentional: these groupings give us an opportunity to plant seeds for a strong elementary and secondary program simultaneously and to create cross-age partnerships and multiple pathways for learning. Opening with three years of elementary schoolers gives us the ability to create multi-age flexible groupings during Lab time so that students are met and supported at their skill levels. Opening with grade-level cohorts of 60 enables us to conduct two grade-level expeditions where 30 students are co-taught by two teachers. Beginning with just one middle school grade allows us to do the intentional culture-building and tone-setting necessary when bringing together adolescents from across the city. This first class of 6th graders will be our first graduating high school class in 2024.

Data and Assessment: What assessment data will we use to personalize learning?

Lodestar uses EL Education’s expanded definition of student achievement which includes mastery of knowledge and skills, completion of high quality work, and demonstration of character and mindsets. Our assessment system addresses all three elements of achievement through competency-based benchmarks, interim assessments, and a portfolio of high-quality work.

Assessment System

Benchmark Assessments: Students’ progress in literacy and math is measured through a series of competency-based benchmarks. Students manage their own assessment calendar in math and literacy; they are aware of the assessments in their queue and work independently and in small groups towards becoming ready to take their assessments. Data from these “just in time” assessments, typically delivered through Illuminate, drive student groupings, instruction, and pacing, and trigger accelerated and support structures for students during Lab time. Reading assessments include Fountas and Pinnell running records, phonics assess-

ments, and Common Core-aligned reading tasks. Math instruction will be driven by Common Core-aligned benchmark assessments.

Interim Assessments: School-wide ELA and math interim assessments aligned to SBAC performance tasks are administered three times a year during testing windows and provide valuable data for teachers to adjust school-wide structures and instruction. A K-12 set of performance tasks is cultivated by the Instructional Leadership Team, using models such as the Performance Assessment Resource Bank developed by the Stanford Center for Assessment, Learning, and Equity.

Portfolio Assessments: Students manage open portfolios of high-quality work and skill-mastery during Crew. These open portfolios serve as artifacts during student-led ILP meetings with families, and as evidence of mastery. During “passage years” (4th, 8th, 10th, and 12th grades), students present their portfolios to a panel of adult community members to demonstrate reflection and readiness for the next grade. Portfolio products include benchmark assessments and expedition performance tasks and products. These project-based assessments include elements of the arts and making, are completed at least twice a year (as the final task of each expedition), and are scored according to a high-quality work rubric that includes craftsmanship and science/social studies content knowledge targets.

Data Sharing

Students take the lead in communicating their growth to their families and other stakeholders through student-led Individual Learning Plan meetings that take place three times a year. Their daily responsibility is to use and update their computerized ILP dashboard, where they record their goals, track their benchmark progress, locate their individualized learning activities, and reflect on their progress. Examples of student work are uploaded to individual student portfolios (both virtual and physical). Celebrations of Learning, the Maker Faire, and Passage Presentations also give students the opportunity to share their growth and reflections with their communities. Given the data-driven nature of

Lodestar’s personalized model, all teachers are up-to-date in entering and monitoring data, and use this data in decision-making to support students.

Student Agency: How will we empower students to own their learning?

Agency is at the center of the Lodestar model and drives every minute of every day. Our definition of agency, described in detail in the Next Generation Vision, is: *the ability and skills necessary to achieve, the inclination and curiosity to pursue passions, and the sensitivity to design to know what systems exist and how to navigate them.*

Lodestar students develop **ability** through:

- Learning that is personalized: self-paced, personalized, mixed-age instruction in literacy and math. Rather than being held back or left behind by an age-based cohort, students receive just-right instruction that enables them to accelerate at their optimal pace; and,
- Learning in community: rigorous, meaningful project-based learning expeditions that engage students in solving real problems, grappling with complex texts, conducting research, and creating high quality work.

Lodestar students develop **inclination** through:

- time and guidance to explore and deepen their passions in making, arts, and project-based learning;
- design thinking routines and structures that strengthen our students’ creativity, empathy, and self-efficacy; and,
- students taking ownership over setting ambitious goals, reflecting on their progress, celebrating their successes through the creation of a learning portfolio, and communicating their growth with their families and their community.

Lodestar students develop **sensitivity to design** through:

- exposure to real-life, local problems through learning expeditions in which they interact meaningfully with members of their community;
- support towards college and career readiness; and,

- a high-school model that prioritizes students’ passions and elevates real life outside the school walls.

Curriculum, Content, and Pathways: What curriculum pathways will support college and career readiness?

Literacy and Math Lab: *Personalization by Path, Pace, and Place*

Students’ time in the Literacy and Math Lab is rooted in CCSS aligned K-12 progressions. The foundation of our literacy instruction is Teachers College *Reader’s and Writer’s Workshop Units of Study*, along with Fountas and Pinnell’s *Leveled Literacy Instruction* and Pearson’s *Words Their Way* for vocabulary and word study. When ready, students will independently work through online versions of EL’s EngageNY Common Core aligned modules. Students will access online texts, giving them the opportunity to practice using SBAC-aligned tools like annotating online text, highlighting, and dragging and dropping.

Math instruction is developed based on CCSS Math wiring diagrams and *Math Solutions* resources. Online educational programs such as Dreambox and Achieve 3000 may be used to supplement students’ progress, but will not drive instruction.

Inquiry Arc: *Personalization by Passion and People*

Expeditions are backwards designed using the Understanding By Design Framework in an effort to give students the skills and context they need to answer compelling, essential questions. Complex and culturally responsive grade-level texts form the foundation of the first investigation, which is followed by additional investigations that closely analyze a local case study, and lead students through the Design Thinking Process. Curricular materials such as the EngageNY curriculum modules and the Wheatley Portfolio provide the basis for complex, Common Core aligned close reading; the remainder of the curriculum comes from the experts, museums, and community members in the children’s worlds. Learning in making and art is rooted in the work of the Lighthouse Creativity Lab and informed by thinking routines such as those developed by Agency by Design, Project Zero, and the Stanford d.school.

Crew

Social-emotional learning at Lodestar and the development of character and mindsets for agency are rooted in the structures and values of Responsive Classroom,

Restorative Justice, Developmental Designs, and guided by CASEL's definitions of social-emotional learning and recommend SElect programs. Student practices for setting goals and reflecting on their progress are rooted in EL Education's protocols for student-led conferences, portfolio presentations, and passage presentations. College and career readiness curriculum begins in Kindergarten, incorporates tools such as Naviance, and is uniquely tailored and crafted by Bay Area college and career counseling specialists.

Instructional Delivery: How will students receive needs-based instructional support?

Lodestar's instructional delivery is balanced as students' needs are met in flexible ways throughout the school day. Each teacher becomes a specialist in unique models of instructional delivery that match the purpose of their instructional block, giving students the "just right" instructional delivery they need.

The Literacy and Math Lab is based loosely in the multi-age groupings and independent work time of the Montessori Model, but is infused with a heavy dose of formative assessment to inform competency-based groupings. In the Literacy and Math Lab, students receive targeted, small-group and individualized instruction based on their ILPs. Instruction is delivered to small groups through math and literacy workshops; students receive a mini-lesson tailored to their specific skill needs, then have individual work time to practice the skills alone or with a partner, and have check-in time towards the end of lab time to check their learning with a teacher and share their progress. Work time is flexibly planned to meet the needs of all students in the lab; it might include small group centers, independent work stations, blended computer work, small group guided practice, or one-to-one teacher support. The key to instructional delivery during Lab time is the daily opportunity to receive targeted feedback from an adult and track progress. This feedback loop enables students to know when to opt into benchmarks and how to use their independent time.

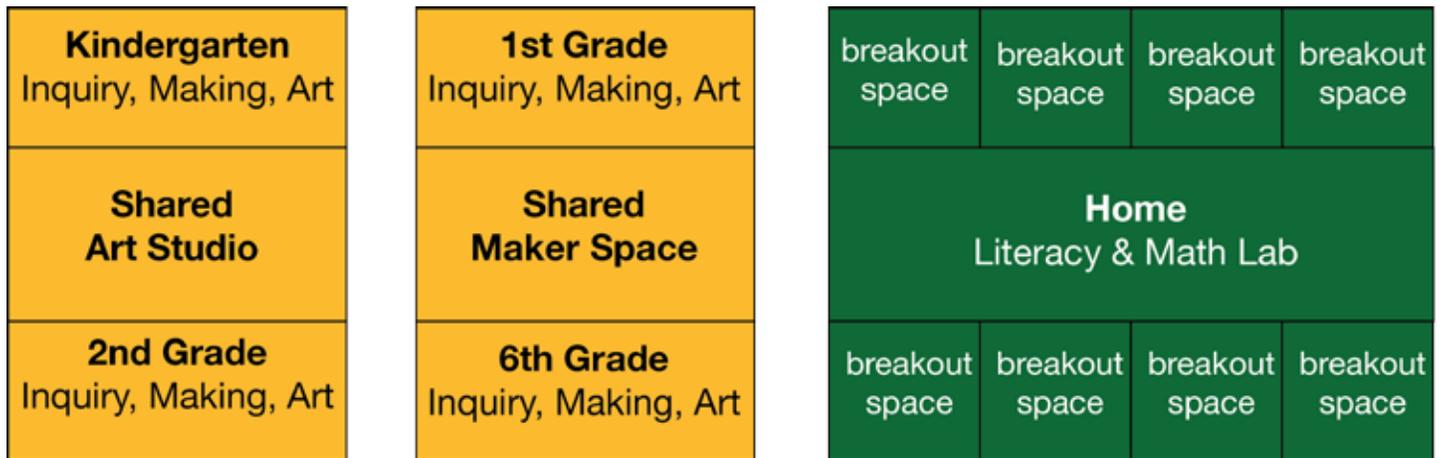
The Inquiry Arc provides a collaborative project-based balance to the Literacy Lab's self-paced, data-driven model. This 2-hour-and-15-minute daily block is co-taught by a project-based learning specialist (Expedition Teacher) and a Making or Arts Teacher. This team of

two collaborates to decide how each block will unfold. Using Lodestar collaboration and coteaching models (provided during summer onboarding PD), the teaching team plans for a mix of the following: direct instruction in close reading of complex text, inquiry-based discovery of science and social studies content, structured group work on using design thinking to create impactful projects, self-directed work towards Making and Arts targets, and small-group writing workshops. Instruction in making and arts, meaningfully connected to the topic of the project-based inquiry arc, includes the introduction and practice of thinking routines, design thinking (empathizing with a user, ideating, prototyping, reflecting, and revising), and 21st-century skills in engineering, construction, coding, robotics, and studio art.

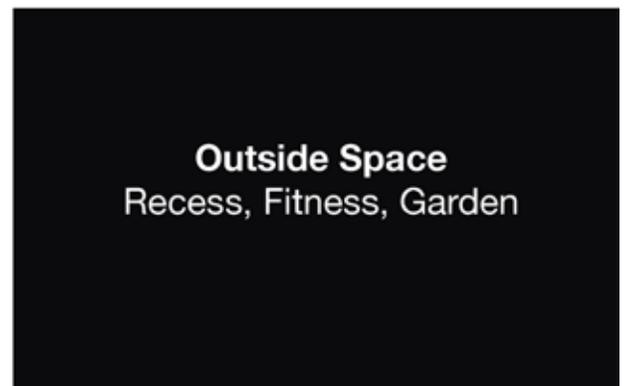
During Crew, students and a trusted mentor work through explicit SEL skill-building learning activities and discussions. Using the Responsive Classroom and Development Designs structures for advisory, like Morning Meeting and Closing Circle, teachers create a safe space with routines for reflection and community building.

Learning Spaces: What types of spaces will be used to support all learners?

Year 1 Lodestar Floorplan Model*



halls: curated displays of student work; goal tracking



* Note: Lodestar has not yet secured a facility for the 2016-17 school year. The designs above represent a proposed layout to support our model.

While Lodestar is still in the process of finalizing our campus for next year, we will adapt our future space to support the development of agency and community within our model.

The Lodestar floorplan enables collaboration and self direction. **Inquiry Arc** classrooms share a wall with the Maker Space and the Art Studio, allowing students to travel freely and safely between the spaces during self-directed times in the Inquiry Arc. The Inquiry Arc classrooms themselves will look like a hybrid of a design studio and a traditional classroom, with a carpet for instruction, collaborative technology stations, and a wall of professional tools and materials for engineering and artistic design work. These spaces will need to be flexible, organized, and dynamic so that students and teach-

ers can take full advantage of the tools and resources in the space.

The Lodestar floorplan enables personalization. The **Literacy and Math Lab** will be designed to comfortably accommodate the needs of a mixed-aged group of students that share the space. We're calling this place "home" for a reason -- we want it to look and feel comfortable for students. This means that it may have couches, bean bags, rugs, and other furniture that imply that the space is for students. It may have a refrigerator filled with healthful snacks so that students can eat when they are hungry. There will be a wide variety of work surfaces so students can comfortably complete their work (much like a college library). There will also be a wide variety of books available to students. Last, each student will

have access to their own work bin and Chromebook during this time, requiring intentional design choices to support the use of technology. Literacy and math teachers will pull students from this “home” space into instructional **breakout spaces** for personalized, “just right” instruction. These spaces may be separate classrooms, custom-built meeting rooms, or may be created with flexible partitions (depending on the facility that we procure), but will all be in close proximity to the home so that students can safely travel between spaces during their lab time.

The Lodestar floorplan addresses the whole person. The **community retreat space** is a flexible environment that includes space for fitness and wellness activities, such as a yoga/dance studio space or a weight-lifting area; a community meeting space large

enough to accommodate the whole school during Wednesday all-school meetings; a space to eat lunch; and a meeting and learning space for families and teachers.

Finally, **the Lodestar floorplan fosters agency within a community.** All shared spaces provide homes to Crews and intentional space to put student work on display and celebrate progress towards goal mastery. Hallways are intentionally curated to make learning visible and **celebrate student work** -- both works in progress that document the process of revision and critique, and those that meet the criteria for high quality work. Students will have a visible space to celebrate themselves and their peers for making progress on character and academic goals via a “shout-out” board and celebration space.

Schedule: How will flexible learning time be used to support student needs?

	8:30- 9	Block 1 9:00-11:15	Retreat 11:15- 12:45	Block 2 12:45-3:00	3- 3:30
Cohort					
KA	Crew	Inquiry Arc	Recess Fitness Lunch	Literacy and Math Lab	Crew
1A				Literacy and Math Lab	
2A		Inquiry Arc			
6A					
KB		Inquiry Arc			
1B				Inquiry Arc	
2B	Inquiry Arc				
6B		Inquiry Arc			

Lodestar’s Year 1 Schedule

Lodestar’s block schedule provides for maximum flexibility in student learning, supports the subject-specialization of all teachers, and fosters community between and among students and educators. Students will start and end each day in Crew, for 30 minutes, giving students the opportunity to open and close their school day within a supportive and reflective community. Students’ instructional time will be split into two blocks each lasting 2 hours and 15 minutes.

The first block is the Inquiry Arc, a project-based combination of making and expedition in history or science combined with ELA. This time has a relatively low student-to-teacher ratio of 30:2 which allows the students’ time and work to be highly personalized. The team of two teachers collaborates daily to decide what co-teaching structure they will use in the following day’s Arc to meet student needs (see [Appendix 3: Sample Co-Teaching Models](#)).

After students’ first block of the day, they will move into the Retreat, which is a rotation of three activities: recess, fitness/wellness, and lunch.

The second block of the day is the Literacy and Math Lab. At any given time, seven teachers will work together to deliver coherent instructional experiences for 120 students across grades K-2 and 6 (see [Appendix 4: Sample Literacy and Lab Time schedule](#)). When students are not with teachers, they are completing personalized work -- some traditional pencil and pa-

per, some centers, and some driven by technology. All work and progress towards mastery is tracked in the students’ ILPs.

Using reading and math data from Lighthouse Community Charter School’s current K-2 and 6 cohort, we prototyped this schedule to ensure students are able to receive “just-right” instruction at their level through a combination whole-group and small-group instruction as well as independent work time. A sample of what this schedule might look like is in appendix 4.

Staffing: How will staff work together in supporting each student’s needs?

At Lodestar, each teacher is a specialist in one of the following subject areas: reading, math, project-based learning with science and social studies content, arts, or making. Specializing allows teachers to focus on one area, improve their craft, and continuously develop to meet student needs. It also allows teachers to diversify their pedagogical approaches within their specialty; for example, a reading specialist will intimately know Readers Workshop, Balanced Literacy, and many different approaches to phonics instruction so that she can quickly adapt her instructional delivery and curriculum design to meet the needs of each group of students. The flexible schedule allows teachers to pull small groups of students to meet the students’ individual needs. Teachers will pull students from the “home” space for the same subject at the same time, so that there is no disruption in routine or schedule when stu-

dents pass a benchmark and are ready to move to a different group to receive just-right instruction.

In addition to being content and pedagogy specialists, all full-time Lodestar teachers serve as **Crew leaders**. Crew leaders create community for a small group of students, lead instruction that helps those students develop their characters and mindsets, serve as the primary trusted point of contact for families, and support students in academic goal-setting and progress-monitoring.

Finally, all teachers, regardless of specialty or role, are experts in data-driven instruction. Central to the Lodestar job description is the responsibility for consistently using formative assessment to shift instruction.

See **Appendix 2: Year 1 Staffing Model** for more detail.

Professional Development: How will we support staff in executing our school model?

Just as learning experiences for students are framed by Lodestar's criteria for developing agency and belonging in a community, learning experiences for teachers and staff are similarly framed around agency and belonging in a community of adults. To develop agency, teachers engage in individualized and data-driven coaching cycles. Teachers also come together as a community during professional development time to collaborate on authentic tasks, such as analyzing student data as a grade-level team, or engaging in restorative justice circles as a staff.

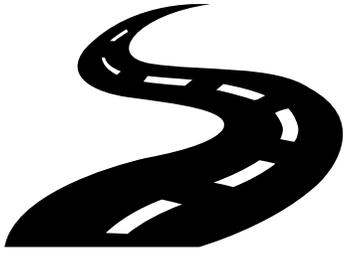
Personalized Professional Development: All teachers have Professional ILPs that track their progress towards mastery of a set of Lodestar Teacher Targets. Feedback from self-reflections, peer observations, leader observations, and student surveys informs teacher progress monitoring and suggested personalized inputs, including:

- instructional coaching from a leader or teacher leader,
- attendance at institutes and trainings,
- professional literature studies, and,
- release time to observe master teachers.

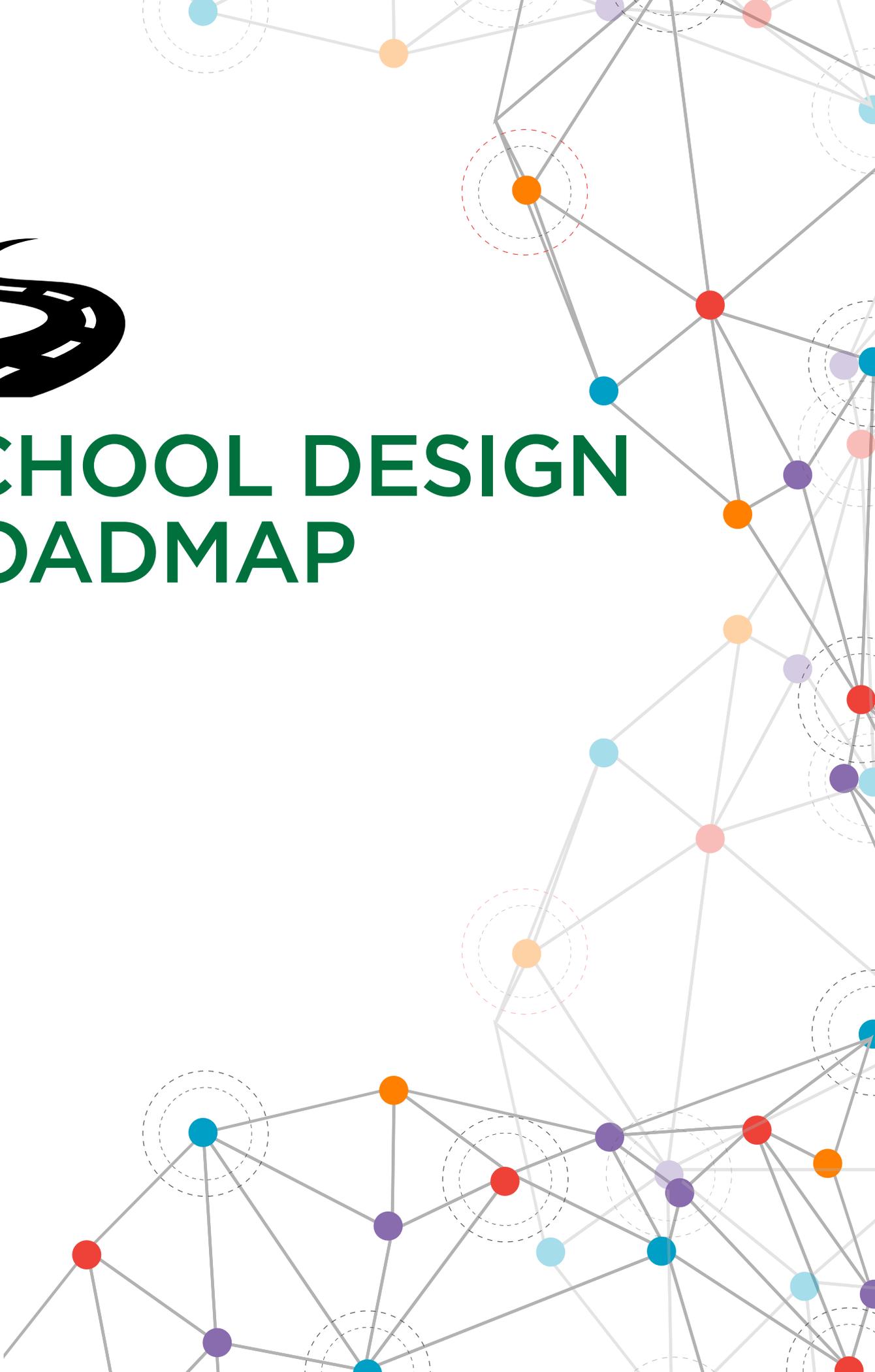
Community-Based Collaboration and Professional Development: In addition to working towards individual professional goals, Lodestar teachers convene

frequently to build community, collaborate to support students, and develop capacity on school-wide goals. These group-based structures include:

- summer onboarding to build foundation, community, and shared understandings;
- morning huddles to take the pulse of the staff, share important announcements, and build connections between community members;
- daily collaborative planning time within teaching teams,
- Wednesday half-days for student-data analysis, reflection, playlist planning, formal community building, and PLCs; and,
- quarterly weeklong intersessions to dive deeply into school-wide and individual goals.



SCHOOL DESIGN ROADMAP





Implementation Roadmap: How will we roll out our vision over 3 years?

	Year 1	Year 2	Year 3
Social Emotional Learning/ Mindset and Character Work/ College and Career Readiness	<p>Develop K-12 learning targets for social-emotional learning, community, agency, and college and career readiness</p> <p>Implement Crew curriculum for grades K, 1, 2, 6</p> <p>Hold 6th grade onboarding retreat</p> <p>Implement Restorative practices school-wide</p>	<p>Implement Crew curriculum for grades 3, 7</p> <p>Establish student peer mediation, leadership council</p>	<p>Implement Crew curriculum for grades 4, 8</p>
Individualized Learning Plans/ Student- Engaged Assessment	<p>Implement system for student-led Individualized Learning Plans (supported with online technology)</p> <p>Implement system for K, 1, 2, 6 students to collect and manage online portfolios of their work</p> <p>Hold student-led conferences based on personalized plans 3x/ year for K, 1, 2, 6</p>	<p>Implement ILPs, student-led conferences, and portfolio practices for grades 3, 7</p>	<p>Implement ILPs, student-led conferences, and portfolio practices for grades 4, 8</p> <p>Hold passage presentations for 4th and 8th graders</p> <p>Develop Lodestar-specific technology platform for monitoring ILPs, agency, and digital portfolios</p>
Competency- Based Learning	<p>Develop K-12 vertically aligned learning targets and benchmark assessments for competency-based literacy and math</p> <p>Implement personalized, competency-based literacy and math curriculum for students in grades K, 1, 2, 6 (Curriculum accessed may span additional grade levels based on students' pacing)</p> <p>Monitor students' progress through curriculum and benchmark assessments using existing LMS</p>	<p>Implement personalized, competency-based literacy and math curriculum for students in grades 3,7</p>	<p>Implement personalized, competency-based literacy and math curriculum for students in grades 4, 8</p> <p>Develop personalized LMS to measure students' progress, ILP goals, digital portfolios</p>
Project- Based Learning Expeditions	<p>Develop K-12 vertically aligned learning targets for making/arts integrated learning expeditions</p> <p>Implement making/arts integrated expedition curriculum for grades K, 1, 2, 6</p>	<p>Implement making/arts integrated expedition curriculum for grades 3, 7</p>	<p>Implement making/arts integrated expedition curriculum for grades 4, 8</p> <p>Develop Metric for student-engaged assessment of student agency</p>

Potential Barriers: How will we overcome potential obstacles?

As is the case with opening any new school, there may be technical and adaptive barriers to the successful realization of the Lodestar model. We define technical barriers as those that can be identified and solved by our school leaders, such as identifying and securing a facility for our opening year. Adaptive barriers, on the other hand, are those that require new learning on the part of the leadership and the staff in order to create solutions, such as identifying ways to measure student agency.

Our most pressing technical barriers relate to our future facility. Given that our facility is still unknown, we may end up in a space that is mismatched or not conducive to our educational program. For example, our Literacy and Math Lab is ideally a large, open space with pull-out areas for groups. And we would like to have outdoor access or a space to hold fitness classes. If our eventual facility does not support these or other planned activities, then we will need to be flexible and creative about our use of the space to support our model.

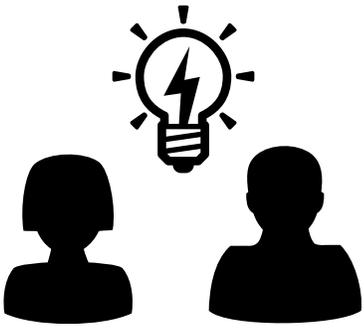
The adaptive barriers we foresee revolve around the centrality of agency in our model. We seek to foster the conditions for agency in our students, staff, and families. Yet, this is uncharted territory for most schools, which necessitates quite a bit of new learning and even pioneering of new ideas within our team. Everything from technological systems, to onboarding and professional development structures, to family communication norms, to assessment and curriculum development, to student progress monitoring and reporting *must evolve* if they are to support the development of student agency. This evolution requires research, prototyping, developing metrics of measurement of agency, and honest reflection on the part of our team. Our team anticipates that we will find ourselves in situations in which the available technology does not meet our needs in developing student agency, so we will need to seek support to create our own.

Stakeholder Engagement Plan: How will we build staff and community investment in our vision?

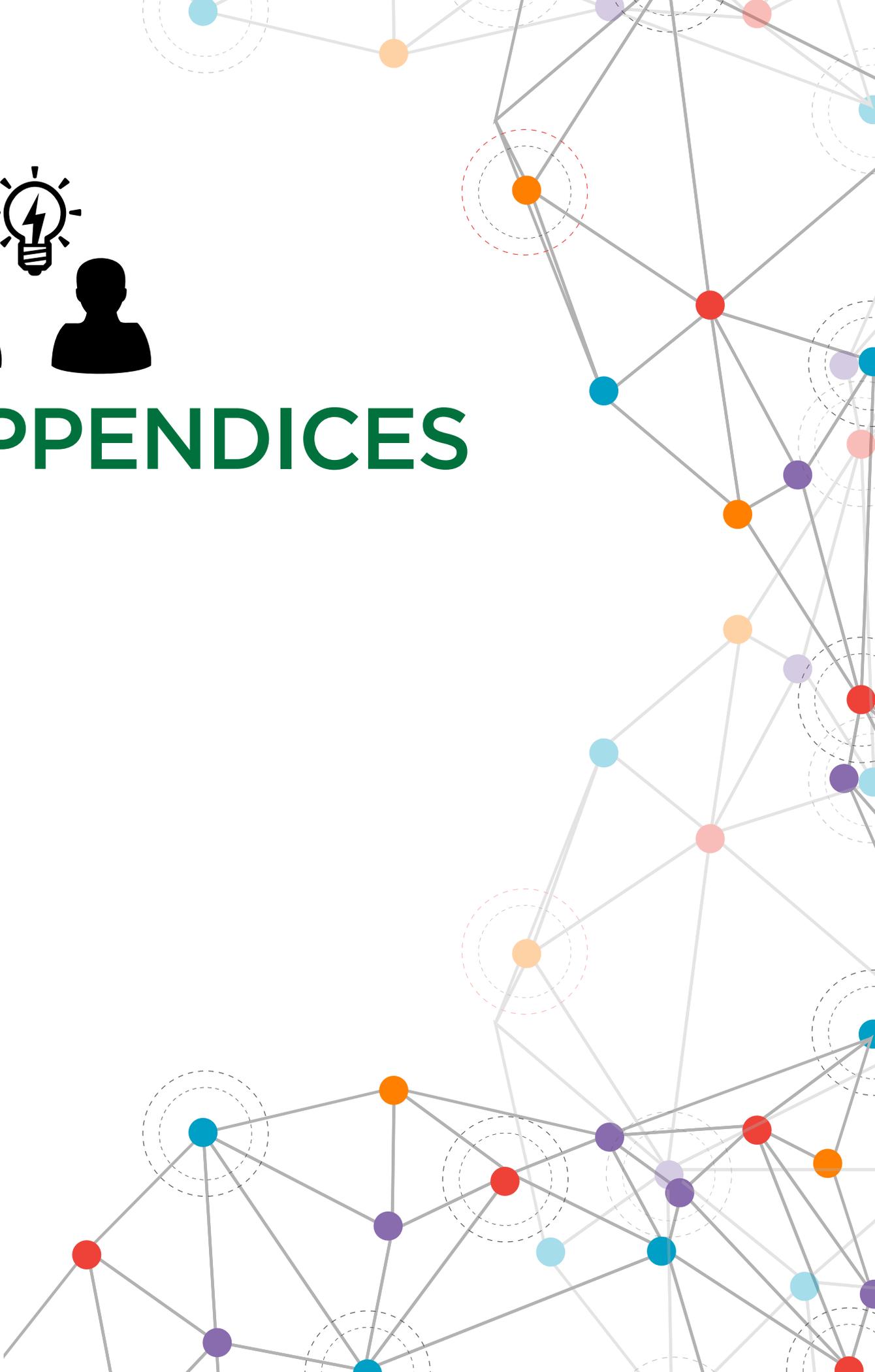
Given that our work takes place in partnership with our families, we have actively engaged parents through informational and input sessions where we seek parents' questions and suggestions about our proposed model. We have engaged two community organizers to take the lead on recruiting and engaging with our families. We have also established a group of Founding Families - families who've worked with us to co-create individualized contribution plans - who have agreed to partner with us over the next few years as we lift the school. We convened a session in autumn 2015 for families to provide input on our school model, and plan to continue to engage families' voices in proposing topics for learning expeditions, text selection, and other key curricular components. Once our doors are open, engaging with families as partners will remain a core Lodestar value.

As Lighthouse transitions from a single school site to a small charter management organization, we at Lodestar are thoughtful about seeking input from our sister school as well as clearly communicating any changes we make as well as our rationale for these changes. One method we've chosen for engaging with the Lighthouse community is by converting our workspace into a curated gallery of artifacts that reflect our design principles and model and inviting our colleagues' feedback and ideas. An organizational leadership team that cuts across both schools meets regularly to manage the growth from one to two schools. Lodestar has engaged and will continue to engage our Lighthouse Public Charter Schools Board of Directors. We have hosted informational sessions and input sessions with our board members, and our board members have been active participants in our authorization process.

Given our commitment to the greater Oakland community and OUSD, we will also continue to thoughtfully engage individuals and organizations throughout the community as thought-partners and collaborators in our work. On an ongoing basis, we reach out to friends and partners whose work complements and strengthens our own.



APPENDICES





Appendix 1: A Typical Day for Lodestar Students and Teachers

A Typical Lodestar Day

Students start their day in **Crew**, a grade level "family" of 15:1, to:

- enjoy breakfast
- greet each other
- build community and character
- set goals for their day

All teachers lead a Crew.

In the **Inquiry Arc**, cohorts of 30 students engage in project-based learning expeditions in 135-minute academic blocks, co-taught by a project-based learning specialist and an arts or making teacher. Students work in groups and individually to research and design solutions to real-world problems, culminating in a final high-quality product.

During the **Retreat**, students enjoy:

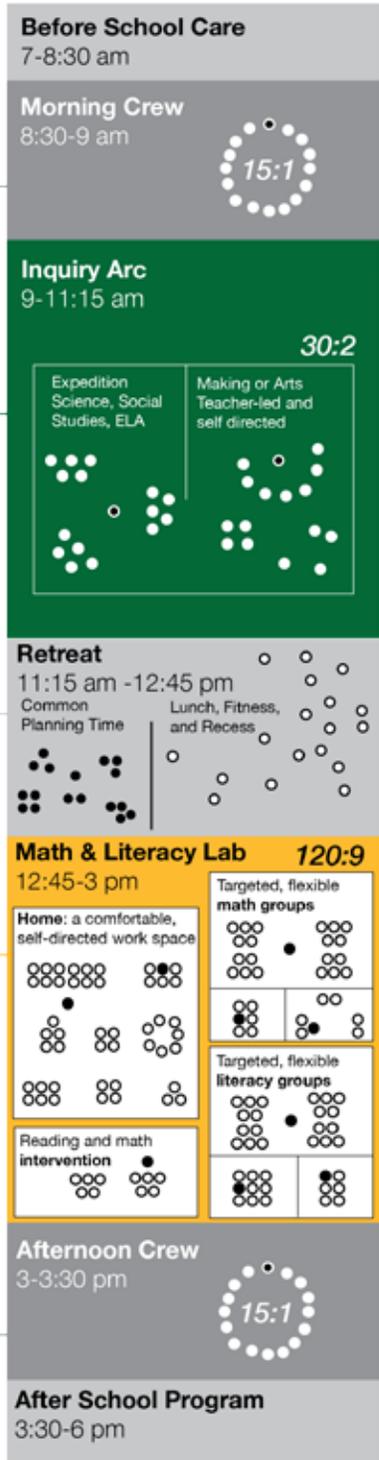
- a healthy lunch
- recess time
- structured fitness and wellness activities

Teachers enjoy common collaboration and planning time.

During **Math & Literacy Lab**, multi-age groups of students engage in personalized literacy and math instruction to allow students to master content and skills at their own pace with the support of a team of teachers. Students work independently and in small groups towards meeting individualized goals and track their own progress through formative assessment.

Students end their day in **Crew** to:

- celebrate and reflect on progress made
- build portfolios of high quality work
- engage in restorative justice practices



● = teacher
○ = student

We are seeking teachers for...

Inquiry Arc
You are:

- a designer of science- and social studies-infused project based learning experiences OR a making or arts teacher.
- a collaborative educator who thrives in co-teaching environments.
- a believer in depth over breadth.
- a proactive, relationship-based classroom manager.
- a community connector, who identifies opportunities for students to learn from and make community

Math & Literacy Lab
You are:

- a passionate math teacher, reading teacher, or interventionist.
- a data-driven practitioner who can adjust instruction to meet individual student needs.
- able to teach students across multiple grade levels.
- a skilled designer of small group, individual, and whole group learning experiences.
- a collaborative educator who enjoys planning in a small group.
- a believer in the power of student-engaged assessment.

Appendix 2: Year 1 Staffing Model

Year 1 Position	Basic Responsibilities
Head of School	Serves as “Educator in Chief” by fostering the conditions for agency and belonging in a community for students, staff, and families; manages Instructional Leadership Team to align curriculum, professional development, and assessment practices to ensure program alignment; partners with Board of Directors and community partners to remain solutions oriented in securing resources and support to maintain the health of the school organization; provides teachers with coaching and support (in year 1).
Case Manager	Supports staff and families with proactive discipline and routine building. Leads culture and community building efforts.
Expedition Teachers (4) K, 1, 2, and 6	Collaborates with Making Teacher (1 semester) and Arts Teacher (1 semester) to co-design and co-deliver project based learning expeditions to 2 cohorts of 30 students. Ensures Next Generation Science Standards and Social Studies Standards are deeply taught at their grade level. Weaves Common Core ELA standards into instruction through close reading of complex text and producing high-quality written products.
Making Teacher (2) Visual Art Teacher (1) Performing Art Teacher (1)	Collaborates with 2 Expedition Teachers per year to co-design and co-deliver project based learning expeditions. Supports students in self-directed exploration of Making and Arts skills in meeting Engineering and Visual and Performing Arts standards. Leads students in Design Thinking Challenges to complete final expedition high quality products that meet a local community need.
K-2 Literacy Teacher (2) 6 Literacy Teacher (1)	Uses data from formative benchmark assessments to pull flexible, ability-based, small groups of students during Literacy Lab time. Collaborates with other Lab teachers and Instructional Aids to insure students are engaged in center work, small group instruction, 1:1 check-ins, or independent work during Lab time. Supports students in maintenance of reading data in ILP, delivering benchmark assessments when students are ready, and creating learning plans to meet their needs. Specializes in Readers’ Workshop and Guided Reading.
K-2 Math Teacher (2) 6 Math Teacher (1)	Uses data from formative benchmark assessments to pull flexible, ability-based, small groups of students during Math Lab time. Collaborates with other Lab teachers and Instructional Aids to insure students are engaged in center work, small group instruction, 1:1 check-ins, or independent work during Lab time. Supports students in maintenance of math data in ILP, delivering benchmark assessments when students are ready, and creating learning plans to meet their needs. Specializes in Math Workshop and Inquiry-based math instruction.
K-2 Literacy and Math Interventionist/ELD Teacher	Performs role of the K-2 Math and Literacy Teachers described above with a specific focus on supporting students who are performing significantly below grade level. Provides additional language acquisition support for English Language Learners during Lab time.
Spanish Teacher (1)	Provides small-group Spanish Instruction to students during Lab time. Supports students in preparing to lead ILP conferences in Spanish and English. Uses technology to design and facilitate self-directed language studies.
Instructional Aide (2)	Staffs the Literacy and Math Lab time. Fosters a warm and safe environment where students can focus on independent tasks and quietly collaborate in centers work. Trouble shoots student technology needs.
Additional Support Staff Includes:	Shared Lighthouse finance, HR, and development staff; recess and lunch supervisors; part-time fitness and wellness instructors; after school support providers; community and parent organizers; college counseling support; specialists from Seneca and Anne Martin Foundation to support students with Special Needs.
Americorps Health and Wellness Fellows (4)	Application pending, we intend to hire 4 Americorps Members to serve as Lodestar Health and Wellness Fellows to provide health, wellness, nutrition, and fitness classes during the retreat and after school program, and to staff wellness spaces (such as a break room with yoga or drawing) to give students opportunities to take self-directed wellness breaks during instructional time.

Appendix 3: Sample Inquiry Arc Collaboration Models

		Schedule Example for Inquiry Arc				
Description	Example 1:	9-9:30	9:30-10	10-10:30	10:30-11	11-11:15
Hybrid Model: Co-teach for first hour, then rotations for remainder of time	Expedition Teacher	Whole Group, Co-Taught Mini-Lesson on Science or Social Studies Content. 30 kids, 2 teachers.		Workshop Rotations of 10 kids each per teacher: 25 min independent making in maker space, 25 min writing workshop with expedition teacher, 25 min workshop with Making/Arts teacher		
	Making/Arts Teacher	Co-Teach,		Rotations of 10 students		
		Whole Group of 30		@25 min each		
	Example 2:	9-9:30	9:30-10	10-10:30	10:30-11	11-11:15
Hybrid Model: Group swap for first hour, then rotations for remainder of time	Expedition Teacher	30 min mini-lesson with 15	30 min mini-lesson with 15	Workshop Rotations of 10 kids each per teacher: 25 min independent making in maker space, 25 min writing workshop with expedition teacher, 25 min workshop with Making/Arts teacher		
	Making/Arts Teacher	30 min mini-lesson with 15	30 min mini-lesson with 15	Rotations of 10 students		
		Group Swap, 2 groups of 15		@25 min each		
	Example 3:	9-9:30	9:30-10	10-10:15	10:15-10:45	10:45-11:15
One Teach-One Assist for entire block, swapping lead teacher	Expedition Teacher	1 hour workshop with 30 students		Play/Recess	Supports Making/Arts Teacher	
	Making/Arts Teacher	Supports Expedition Teacher			1 hour workshop with 30 students	
		One Teach, One Assist				
	Example 4:	9-9:30	9:30-10	10-10:30	10:30-11	11-11:15
Montessori Style: Students working independently for entire block on projects in their bins/ILPs while getting pulled fluidly by either the Expedition teacher or the Making/Arts teacher within the space (or out).	Expedition Teacher	Students work independently on projects in their work bins and get pulled fluidly throughout the morning for close reading/writing with expedition teacher, or a mini-lesson with Making/Arts teacher.				
	Making/Arts Teacher	Student-Driven, Both Teachers Fluidly Pull Small Groups				

Appendix 4: Sample Lab Time Schedule

Teacher	9-9:15	9:15-9:45	9:45-10:15	10:15-10:45	10:45-11	11-11:15	
K-2 Interventionist/ ELD	<p>All teachers staff “Home” space to support transition, ILP goal setting, and to share the day’s pull groups.</p> <p>*Note- as this structure becomes more routine, teachers will begin pulling small groups earlier to increase instructional time.</p>	Reading and Math w/ Levels A-B and K		ELD w/ 1s and 2s		<p>All teachers staff “Home” space to support progress tracking, ILP goal reflecting and share- outs of learning.</p>	
K-2 Reading		Mini- Lesson w/ C-E	Mini- Lesson w/ F-H	Guided Reading w/ C-E	Guided Reading w/ F-H		
K-2 Reading		Mini- Lesson w/ I-L	Mini- Lesson w/ M and up	Guided Reading w/ I-L	Guided Reading w/ M and up		
K-2 Math		Whole Group Inquiry Lesson w/ K	Whole Group Inquiry Lesson w/ 1	Conference w/ K	Conference w/ 1		
K-2 Math		Whole Group Inquiry Lesson w/ 2	Whole Group Inquiry Lesson w/ 3 and up	Conference w/ 2	Conference w/ 3 and up		
6 Reading/ELD		Mini- Lesson w/ P-S	Mini- Lesson w/ T and up	Conference w/ P-S	Conference w/ T and up or ELD		
6 Math		Whole Group Inquiry Lesson w/ 4-5	Whole Group Inquiry Lesson w/ 6	Whole Group Inquiry Lesson w/ 7 and up	Conference w/ 4-6		
Instructional Aide		Staff Lab, Support with Centers and Tech					
Instructional Aide		Administer Benchmarks and Record Scores					

*notes:

- “Levels A-Z” refer to the Fountas and Pinnell reading levels, which students will cycle through via opt-in benchmarks.
- Levels K-12 refer to the skills associated at each Common Core math (grade) level.
- Reading lessons include work with phonics, word study, and direct instruction in addition Common Core ELA standards.
- This schedule is a sample of one day’s pulls. Other days may look very different depending on what the data suggests students need.
- When students are not in a small group pull, they are working independently on their ILP goals via work on their chromebooks or in the work bins (activities that would have been shared during that morning’s mini-lesson or a prior mini-lesson).

Appendix 5: Year Zero Planning Outputs

Model Component:	Activities:	Outputs:
Overall Model Design	<ul style="list-style-type: none"> -Interviews with Lighthouse students, staff, and families (Spring 2015) -School visits (ongoing) -Professional development opportunities (ex. El Education National conference and Expedition trainings, Responsive Classroom Leadership Conference, Readers Workshop training, FabLearn Conference, EdSurge Conference - Ongoing) -Thinking protocols and honing with various teams and stakeholders (ongoing) 	<ul style="list-style-type: none"> -Finalized model components (Oct 2015) -Model student schedules (Oct 2015) -Teacher schedules (Oct 2015) -Staffing structure (Completed) -Graduate profile (Nov 2015) -School-wide assessment plan (Completed) -Learning Management System identified and procured (Nov 2015)
Personalized Literacy and Math Instruction	<ul style="list-style-type: none"> -Research various literacy and math approaches (ex. Readers and Writers Workshop, EL Modules, math CCSS wiring diagrams) (Nov 2015) -School visits (ongoing) -Consult with experts and various stakeholders (Nov 2015) 	<ul style="list-style-type: none"> -K-12 Vertical plan for literacy/math standards and assessments (completed) -Interim assessment calendar and content (Oct 2015) -Foundational curricula identified (Ex. Readers and Writers Workshop Units of Study) (Nov 2015) -Supplementary technology programs selected and procured (Jan 2016) -Sample unit plans/lesson plans (Mar 2016)
Inquiry Arc (Learning Expeditions integrated with Making/Art)	<ul style="list-style-type: none"> -EL Education Expedition training (Oct - Nov 2015) -Research local experts, organizations to serve as authentic audiences and resources for expeditions (ongoing) -Making PD opportunities including East Bay Maker Arc (ongoing) -Collaboration with Lighthouse Creativity Lab (ongoing) 	<ul style="list-style-type: none"> -K-12 vertical plan for standards covered in inquiry arc (Dec 2015) -Curriculum maps (Jan 2016) -Sample collaborative products between expedition and making / art (Feb 2016) -Sample unit plans/lesson plans (Mar 2016)

Model Component:	Activities:	Outputs:
School Culture (Including Crew)	<ul style="list-style-type: none"> -Professional development (Responsive Classroom, Restorative Justice, mindfulness and education, EI Education - ongoing) -Interview key stakeholders at Lighthouse and other schools (Oct 2015) -Research CASEL SElect programs (Oct 2015) -Write and revise values and code of conduct with various stakeholders (Dec 2015) 	<ul style="list-style-type: none"> -Named school values (Oct 2015) -Code of conduct (Dec 2015) -Restorative justice practices (Jan 2016) -Explicit vertical alignment and curriculum map for SEL skills, character and mindset work, health and wellness -Shared understanding among staff of responsive classroom proactive discipline policies (Summer 2016) -Calendar for school-wide rituals (Nov 2015) -Proactive plans to support vulnerable communities (Jan 2016) -Structures for peer mediation (Jan 2016) -Structures to support students with individualized behavior plans (Feb 2016)
Staffing and Professional Development	<ul style="list-style-type: none"> -Match staffing positions to fit school model (completed) -Write and workshop job descriptions (completed) -Recruit widely (ongoing through Feb 2016) -Screen and hire founding staff (Feb 2016) 	<ul style="list-style-type: none"> -Staffing structure and job descriptions (completed) -Hired founding staff (Feb 2016) -Staff onboarding and training to support new model (Summer 2016 and ongoing)
Family and Community Engagement	<ul style="list-style-type: none"> -Informational sessions (completed and ongoing) -Model information/input sessions (completed and ongoing) -Outreach to founding families (completed and ongoing) -Outreach to community and interested families (completed and ongoing) -Partner with families to lift the school (ongoing!) 	<ul style="list-style-type: none"> -Family input on model and school-design (Completed and ongoing) -Family engagement in lifting the school (completed and ongoing) -Diverse group of founding students (Mar 2016) -Plans for family onboarding and communication with families (ongoing)
Finance and Operations	<ul style="list-style-type: none"> -Work by our strategic development team and operations (Ongoing) 	<ul style="list-style-type: none"> -Facility -Budget -Calendar -Operations plan -Food distribution -Emergency plans -Communication systems -Procurement -Technology -Employment conditions -Uniform