



Lumen
HIGH SCHOOL

NARRATIVE FOR INNOVATION & EXCELLENCE
CHARTER SCHOOL PROGRAM

Executive Summary

The mission of Lumen High School (LHS) is to provide a top-tier education option in conjunction with a high-quality on-site early learning center to pregnant and parenting teens in the city of Spokane. LHS will offer **personalized, rigorous, and flexible instruction; service-learning; and an on-site early learning center**. The vision of LHS will be fulfilled by operating a small high school where teen parents will be empowered with the skills needed to raise healthy children, graduate, and pursue higher education and future careers.

The following elements of our school design are **essential** to meeting the needs of our students and are **non-negotiables** for our program.

- **A personalized, rigorous, and flexible curriculum** that blends life skills with traditional coursework and core academic instruction on the NewTech Network.
- **Service-learning** occurs once a week through daily Advisory groups and alongside teachers who act as mentors for the group during that time.
- **A high-quality, on-site early learning center (ELC)** provides daily care for the children of Lumen students, through a partnership with an early learning provider.

Founder Shauna Edwards has spent the last decade engaging with the Spokane teen parent population about their hopes, dreams, and needs for a school through her role as the ED of a community-based organization that serves this population. For the past 1.5 years founding principal, Melissa Pettey, has been a part of the planning alongside Shauna and Lumen's robust community engagement strategy has involved the teen parent community, local community-based organizations, the business community, and educational institutions in school design and creation.

A. Grant Project Goals

Goal #1: Lumen will provide a world class education to students by investing in curriculum, and curriculum development support and professional development.

- Objectives:
 - 70% Executive Director salary to implement and refine systems to support the development of the schoolwide academic model.
 - Professional Development contractors to support the design and development of the personalized, project-based core curriculum.
 - Student Services/MTSS implementation support and training for staff.
 - Travel costs to attend conferences and training supporting the professional development of our teachers and administrative team.
- Justification: The Teacher role at LHS is not like a typical high school teacher role. Teachers acting as mentors are expected to engage students in post-high school visioning and goal development, offer social-emotional support, design our project-based life skills coursework, and guide students through deeper learning instructional practices. Setting these systems up and preparing our teachers for their multiple roles will require substantial resources for training, onboarding, and continual coaching and feedback.

Goal #2: Lumen will furnish all students and staff with the necessary classroom supplies, furniture, and technology to fully realize the impact of Lumen's instructional model

- Objectives:
 - 1:1 student laptops and the technology infrastructure, hardware, and resources to support students accessing teaching and learning in virtual, hybrid, and in-person instruction delivery models.

- Classroom and school furniture to support our students in flexible classroom arrangements.
- Software and curricular resources to meet the needs of all learners at Lumen.
- Classroom and school supplies to support student learning in virtual, hybrid, and in-person instruction delivery models.
- School wide administrative technology to provide support of students learning.
- Purchase of books to start classroom libraries (in lieu of central library)
- Justification: Providing our teachers and students access to technology, and developing technological skills and proficiency, is necessary in a 21st century world. This is even more important in our current climate, given the circumstances of remote teaching and learning in the midst of the COVID-19 Pandemic.

Goal #3: Lumen will invest resources into setting up streamlined, efficient, and robust operational and fiscal processes to ensure fiscal stability, compliance with State and Federal regulations.

- Objectives:
 - 50% of Executive Assistant's year one duties and responsibilities related to the set up and implementation of strong systems that will provide significant positive impact on student outcomes.
 - First year audit to allow for the set-up of strong fiscal and operational procedures and record keeping.
- Justification: Setting Lumen up for operational and fiscal success will allow our staff to focus more on the implementation of the Lumen academic model to positively impact student learning outcomes.

Goal #4: Lumen will provide robust on-site wrap around supports to meet the layered needs of learners at Lumen.

- Objectives:
 - Social worker position duties to lay a foundation of supports for all learners to increase growth and student outcomes. 0.5 FTE year 1 and 1.0 years 2 through 4
 - Consultants to provide supplemental learning opportunities that increase Lumen student's soft skills and prepare them for college and future careers.
 - Equipment to provide indoor/outdoor space for student to play and participate in learning labs with children.
- Justification: Having an unconditional education approach for all students at Lumen will provide the extra support our parenting students have voiced they need to be successful and learn the skills that will propel them to future trajectories and post-secondary pathways.

B. Educational Philosophy, Instructional Practices, and Curriculum

The mission of Lumen High School (LHS) is to provide a top-tier education option in conjunction with a high-quality on-site early learning center to pregnant and parenting teens in the city of Spokane. Consistent with RCW 28A.710 and Spokane Public Schools' (SPS) stated priorities for new schools, LHS will offer **personalized, rigorous, and flexible instruction; service-learning; and an on-site early learning center** to influence another generation positively. The vision of LHS will be fulfilled by operating a small high school where teen parents will be empowered with the skills needed to raise healthy children, graduate, and pursue higher education and future careers. LHS is open to all students, with a focus on teen parents, whose wide-ranging needs are difficult to meet via traditional systems of schooling.

Program Overview

Lumen High School (LHS) is designed to offer an academically rigorous curriculum that is aligned with Washington State K-12 Learning Standards to achieve its mission and meet the education goals defined in RCW 28A.150.210. The core program has been designed to help students develop as scholars and parents as they work toward graduation and success in college and future careers.

We will do this through implementation of the following essential design elements:

-Personalized Learning

Personalized learning provides students with flexibility to adjust the academic content and learning experience to meet their needs. It develops their agency as learners and allows them to bring in and leverage their culture and life experience to enhance their learning.

There are multiple pathways to personalizing learning at LHS: (a) deeply knowing each student for who they are as a person; (b) competency-based progression; (c) flexible learning environments; and (d) personal learning paths.ⁱ

Rationale and Research

Watson and Vogel's (2016) study, which focused on educational resiliency in teen mothers, found that learning that is relevant, rigorous, and personalized for the teen mothers working towards graduation and life goals gave them increased resiliency and motivation to move forward in their education.ⁱⁱ Technology-supported academic learning that allows for self-pacing provides both flexibility and exposure to rigorous, relevant content.ⁱⁱⁱ

At similar schools across the country,^{iv} we have seen that a personalized blend of academic and life skills learning gives students a well-rounded experience and can follow them to future endeavors.^v While life skills—budgeting, handling credit, and planning for and supporting a home

for young children—are important for everyone to learn, they are immediate and critical skills for the anticipated population of LHS.

-Service-learning

Service-learning provides a form of experiential education that will allow LHS students to apply classroom knowledge in a practical setting, enhance their understanding of class concepts, and provide opportunities to deepen civic engagement by working alongside community members.^{vi}

Through Advisory class, teachers will guide students into service-learning opportunities, provide space to process the learning, and point them toward future experiences.

Research and Rationale

A multilayered, 15-month survey with 2,000 teen mothers involved in the YoungLives teen parent program found that giving teen parents opportunities to do service in their communities gave them a sense of hope, a belief that their lives have meaning and purpose, confidence that their problems are not insurmountable, and higher overall self-esteem.^{vii} Service-learning has positive effects on at-risk students in general and is a recognized strategy for keeping students in school.^{viii} By weaving service-learning into our coursework and school model, we endeavor to take the learnings from the research and give students another tool to propel them towards graduation and lifelong success.

-On-site Early Learning Center (ELC)

A high-quality, on-site ELC option is critical for the LHS model. Reliable, high-quality childcare is essential to ensuring regular school attendance at LHS and will help us realize another key component of our mission—to influence another generation positively. To secure this element of the school experience, LHS will partner with Parkview ELC for the children of LHS students. While ELC governance and management will be separate from LHS, we will require that our ELC

partner be state-licensed and in good standing at all times, operate in alignment with Washington’s Early Achievers^{ix} model,^x and provide learning experiences that prepare our students’ children to succeed in Kindergarten.^{xi}

The ELC will also provide opportunities for all students to gain hands-on, attachment-based development and parenting experiences such as recognizing key milestones, responding to verbal and nonverbal cues, and giving appropriate responses to adverse behaviors.

Research and Rationale

Lack of quality childcare is a significant barrier to school attendance for teen parents.^{xii} Because of this, students miss an average 60 days of school, making them truant or unable to stay on grade level or maintain the academic standing to remain and progress in school. In Spokane, the average cost of quality childcare is \$850 per month, which is approximately 80% of the typical teen parent’s income and the waitlists for these facilities are typically 9-12 months. This confluence of factors creates a substantial barrier to school attendance. For these reasons, LHS is committed to partnering with a high-quality ELC on or near our campus to eliminate the choice between being a good parent and being a successful student.^{xiii}

Basic Learning Environment

Lumen High School (LHS) is committed to providing the most appropriate basic learning environment for our students’ diverse learning needs. LHS students will work in classrooms of 10-15 students with one certificated teacher in each classroom. Courses will be mixed-age and determined based on students’ Individual Graduation Plan (IGP) and coursework needed to earn their diploma. Teachers, aided by the NewTech Network (NTN), will deliver high-quality instruction that prepares students for postsecondary pathways, including 2-year and 4-year college experiences. For example, an 18-year-old student on a 2-year pathway to graduation at LHS may

take Math 9 and Math 10 with the Math teacher in a year, but not take English coursework because they have completed all their English requirements for graduation. In addition to core content aligned with the Washington State K-12 Learning Standards, NTN which is partnered with the Echo platform online will host projects that engage students in working collaboratively with each other to build their critical thinking skills, communication skills, and creativity. Finally, teachers using NTN will integrate the development of deeper learning non-cognitive skills and assess progress in those skills at the same time they assess content acquisition.

Students will receive whole group instruction and also work independently on core content, guided by their Individualized Graduation Plan; during Advisory, they will work in groups on their content-related projects and service-learning projects. Teachers will provide direct instruction, small group instruction, and individual instruction to students as they work. This basic learning environment aligns with the LHS mission to provide personalized, rigorous, and flexible instruction and service-learning.

Integrated Technology

Technology will be used as a tool to personalize learning throughout the students' experience at LHS. LHS will be a 1:1 computing environment, empowering students to focus on the content that is most appropriate for their learning level. Advanced students can access a greater depth of content to push their learning beyond the requirements, while struggling students will have the opportunity to focus individually on areas of specific difficulty. Students will use computers to take NWEA MAP assessments 3 times per year and this will allow for differentiation of instruction for all students. This also allows LHS teachers to have a greater range of flexibility in designing highly effective, differentiated experiences for students and allows students to become proficient in technology skills.

Cultural Responsiveness

LHS is committed to hiring and training teachers to deliver instruction in a culturally-responsive manner to ensure student engagement. This means teachers first work to understand students' cultures, core beliefs, and experiences through student engagement and self-work. When students' cultures are respected and valued, they are empowered to learn; ultimately, this enables teachers to address students' academic and affective needs.^{xiv} Content-related and service-learning projects will be designed around culturally meaningful and relevant topics of interest to students to foster engagement with the learning environment.^{xv} As much as possible, learning will be hands-on and include project-based elements where students work collaboratively to tackle real-world problems or challenges.

Proven Methods

LHS relies on research- or evidence-based strategies for planning the curricular experience. The following frameworks have been used in schools serving similar populations with success and are embedded into the LHS instructional model:

School and Student Success Report^{xvi}: This report details the foundations of the NTN and the principles for school design rooted in the science of learning. NewTech brings together curriculum frameworks based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) and prioritizes deeper learning with skills such as communication, critical thinking, collaboration, and agency, which are deemed essential for success in college and careers by the Partnership for 21st Century Learning. The American Institutes for Research (AIR) studied the impact of New Tech Network and showed that students attending New Tech Network schools, and other deeper learning-oriented schools, demonstrate higher scores on measures of employability skills and cognitive, interpersonal, and intrapersonal competencies

compared to students in non-deeper learning schools Cognitive skills are prioritized in assessments and projects using rubrics to track growth and learning across all student work. NTN peer reviewed evidence shows that students in high-poverty communities had high levels of college and career readiness leading to 85% college attrition^{xvii}

- **Universal Design for Learning (UDL)**^{xviii} is an approach to planning and delivering instruction aimed at meeting the needs of every student in a classroom. UDL approaches instructional delivery by ensuring multiple means of representation of content, a variety of actions and expressions students can take to demonstrate understanding, and a range of ways for students to engage with content. The approach starts with the premise that learners differ and the ways they are motivated to learn may also be vastly different; no single means of engagement will be optimal for all learners in all contexts. The UDL framework provides LHS teachers with guidelines to plan instructional delivery.
- **Attachment Theory:** LHS will use the Circle of Security (COS), which is an evidence-based intervention model designated by the U.S. Department of Health and Human Services Children’s Bureau Child Welfare division.^{xix} The COS intervention program is designed to improve the developmental pathways of children and their parents. The program integrates over 50 years of early child development research. At LHS, this model will help strengthen our students’ abilities to observe and improve their caregiving skills as well as provide pathways for developing secure relationships between a parent and a child. We will do this through our Lumen Life Skills parenting class grounded in COS and by using the theory as a school-wide professional development for staff that will inform staff interactions with students in regard to their learning and parenting.^{xx}

Overview of Planned Curriculum

The core curriculum on the NTN will include coursework that meets the required Washington State high school graduation requirements. The NTN includes a comprehensive curriculum developed by teachers in classrooms and each course includes rigorous content, meaningful projects, and assessments. Each course on the NTN is made up of projects and focus areas, and all math courses offer additional concept units that focus on the conceptual understanding of math. All courses are aligned with the CCSS and other sets of standards relevant to specific disciplines. The NTN curriculum includes the following subject areas: English Language Arts, history/social sciences, mathematics, natural sciences, and language other than English.

The table below details the planned curriculum, standards alignment, and selection rationale for the courses the school will offer.

Curricular Area	Standards	Course Outcomes	Curriculum Choice	Rationale
Math	WA K-12 Math Standards	Students will demonstrate proficiency in course content (80%) or higher	NewTech Network (core content and projects) Illustrative Math (core content)	Standards-aligned; embeds assessment of non-cognitive skills necessary for postsecondary success
Science	Next Generation Science Standards	See above	NewTech Network (core content and projects)	Standards-aligned; blends online learning and experiential learning for deeper engagement
English	WA K-12 English Language Arts Standards	See above	NewTech Network (core content and projects)	Standards-aligned; embeds assessment of non-cognitive skills necessary for postsecondary success
History/ Social Studies	WA K-12 Social Studies Standards	See above	NewTech Network (core content and projects) Facing History and Ourselves Since Time Immemorial	Aligns with WA K-12 Learning Standards; embeds assessment of non-cognitive skills necessary for postsecondary success Supplements NTN with unique perspective that is culturally responsive to all students and infuses diversity, equity, and inclusion throughout the learning experience

Curricular Area	Standards	Course Outcomes	Curriculum Choice	Rationale
Spanish	WA K-12 World Language Standards	See above	Spokane Virtual Learning (core content)	Standards-aligned; embeds assessment of non-cognitive skills necessary for postsecondary success
Health and Wellness	WA K-12 Health Standards	See above	Coordinated School Health Model (CDC) ^{xxi}	Supports integration of social services, health, and nutrition; covers sexual health
Physical Education	WA K-12 Physical Education Standards	See above	LHS-developed	Supports student completion of state requirements
Lumen Life Skills	WA K-12 Financial Education WA K-12 Early Learning Standards WA CTE Standards	See above	Circle of Security ^{xxii} Taking Charge (a school-based life skills program ^{xxiii})	Promotes positive parent-child interactions
Art	WA K-12 Arts Standards	See above	LHS-developed	Aligns to P21 Framework; supports student social-emotional development
Electives (Spanish, Work Skills, Lumen Life Skills, CTE Advisory)	WA K-12 World Language Standards WA K-12 CTE Standards WA K-12 Technology Standards	See above	LHS-developed Spokane Virtual Learning-Spanish NewTech Skill Center	Promotes readiness for a variety of postsecondary pathways Life skills to provide for parenting and current life circumstances

The table above details curriculum that has already been selected. Some electives, including Lumen Life Skills, will be developed by teachers and administrators. LHS will offer a series of additional electives, which teachers and administrators will develop using vetted, existing resources, and personal resources and experience.

The instructional design team continues to research curricula for interventions in math and reading, such as Lexia and Khan Academy, to supplement the NTN curriculum.

C. Teaching and Learning

LHS recognizes that NewTech Network cannot take the place of excellent teaching. LHS will train all teachers to implement common instructional strategies across the school to support vertical and horizontal alignment in experience as students' progress, ensure a structured and organized approach to instruction, and embed best practice in the teaching methods being used.

LHS teachers will utilize a variety of instructional strategies that are considered “best practices” to create engaging, positive, culturally-inclusive environments in their classrooms. These instructional strategies are currently being used successfully in schools for teen parents, like New Legacy and Nowell Leadership Academy, just as they will at LHS. The teaching methods and instructional strategies that LHS teachers will employ to differentiate instruction are listed below.

Blended Learning

Blended instruction will be the primary mode of instruction at LHS, with students spending time in both technology-driven and teacher-driven experiences. Teachers may open up the class as a whole group and then transition to working with a small group in one part of the room while other students are working individually on content; others may be in a small group working on a project in NewTech Network. Blended learning environments at LHS will be stimulating and differentiated by the teacher so students find them engaging; they cater to different learning styles and require students to understand themselves as learners.^{xxiv} Online learning can be incorporated into individual, small, and large group instruction; can be utilized for short-term and long-term projects; and can support work at school and home.^{xxv} Blending teacher-led direct instruction and computer-based learning for core subject areas will help address gaps in foundational skills and give students exposure to 21st century tools.^{xxvi} The platform continually assesses students and

helps drive future content that is offered to them; teachers can use these data to inform their in-class instructional choices.

Small Group Instruction

Teachers will use small group instruction or tutoring with students who are working on the same standards and/or objectives in the curriculum. Small group learning with students of different ability levels and using various activities encourages positive interdependence, interpersonal skills, group processing, and individual and group accountability.^{xxvii} Students may also complete service-learning work in small groups.

Individualized Instruction

Students have several opportunities to receive 1:1 academic instruction throughout the day. During Advisory, guided by the IGP, teachers can strategically work with individual students in class while other students are engaged in online work, during Advisory. Tutoring can also occur during the Academic Support class^{xxviii}.

Large Group Instruction

Teachers may use large group instruction (a cohort of 10-15 students) to introduce concepts to students at the beginning and end of six-week unit experiences, or if a larger group would benefit from a common intervention. In addition to providing content, teachers will use the Socratic method to ask probing questions, promote dialogue, and allow students to learn from the conversation with each other and improve their listening, speaking, and reading skills.^{xxix}

Project-Based Learning (PBL)

At LHS, PBL occurs through service-learning, Lumen Life Skills classes, and through the NTN. Students spend most of their class time immersed in real-world projects and use learned content knowledge to put their cognitive skills to work. Lumen follows the Buck Institute for Education's

(BIE)^{xxx} definition of project-based learning as “a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” and will utilize BIE templates when developing projects with NewTech Network. Related definitions of deeper learning, inquiry-based learning, and student-centered learning have all informed the projects on the NTN.

Differentiated Instructional Materials

LHS will offer a variety of instructional materials so students and teachers can pick the delivery method that works best for them, based on learning style and cultural background. LHS will offer options, including printed books, multimedia, or online. Rather than relying solely on textbooks, this method allows for LHS to be multimodal in meeting the differing needs of all students and leveraging technology to decrease costs while increasing the efficiency and effectiveness of content delivery tools.

Teacher Mentorship

Creating a community where students are supported in their goals by teachers acting as mentors is key to helping students develop a sense of purpose, which influences their academic achievement. Daily Advisory at LHS will allow students to have mentorship opportunities and build self-awareness through interactions with those who hold different values, life experiences, interests, and cultural norms than their own. The focus of Advisory will be on group bonding, academic belonging, service-learning, and mentorship.

Schoolwide Response to Intervention (RTI)

Along with the specific components listed in the table above, Seneca’s version of a Response to Intervention^{xxxii} (RTI) model is the whole-school intervention model we adopt to improve educational outcomes for all students. As seen in the diagram^{xxxii}, the Unconditional Education

Multi-Tiered Model for Intervention includes not only the academic and behavioral interventions, but the social-emotional interventions as well. If RTI is being implemented effectively, students will not be tested unnecessarily or misidentified for special education services. With RTI, there is a continuum into which students fall based on the number and level of intervention they need to be successful both academically and behaviorally. The three tiers of the triangles are designed to be fluid. With all three tiers, teachers are constantly gathering data via the echo platform and interim assessments to determine whether interventions are successful or whether new strategies should be used.

Unconditional Education Supports at LHS

Tier	Academic	Behavioral	Social-Emotional
Universal	NTN; adaptive learning literacy/numeracy skill-building platforms	Positive, inclusive, student-driven culture; restorative practices	Attachment-based parents' course; Advisory mentorship and cohorts
Targeted	Tutoring and small group instruction in Academic Support Block	Student-family-advisor conference for behavior support planning	Social skills and therapy groups led by contracted service providers
Intensive	Specialized instruction	Behavior Intervention Plans (BIPs)	Therapy services

LHS's special education teacher will be trained in the RTI model and, in turn, will provide ongoing support for all LHS's general classroom teachers.

Tier	Intervention	Accountability
Tier 1 Universal At and above (80%)	-Classroom differentiation -Daily Academic Support -NTN data-driven content	-NTN Echo platform progress tracker -Adaptive online programs -Quarterly course completion reports
Tier 2 Targeted Below (15%)	Tier 1 plus: -Small group instruction -Case management to identify external factors -Supplemental materials	Tier 1 plus: Weekly check-in with appointed staff
Tier 3 Intensive Significantly below (5%)	Tiers 1 and 2 plus: -1:1 instruction -Diagnostic assessments to determine barriers	Tier 1 and 2 plus: -Quarterly course completion reports and review of interventions

D. Student Academic Achievement Standards

Lumen High School's (LHS) achievement standards are based on the standards set forth by the Office of Superintendent of Public Instruction (OSPI). The Washington State K-12 Learning Standards (WSLS) incorporate the CCSS for English Language Arts (ELA) and mathematics and the NGSS for science and define what all students need to know and will be able to do in each content area. LHS will also use the WSLS for Social Studies (SS) and world language and the OSPI standards for physical education and health/wellness. Lumen will provide Common Core-aligned assessments that ensure students are meeting the standards.

Mastery on the Cognitive Skills Rubric as well as the State Standards is the goal of LHS students, and the NTN provides ongoing assessment and facilitates teacher monitoring of student progress. The following table provides an overview of how LHS will evaluate student progress towards mastery of standards through baseline, formative, and summative assessments in all core subjects. Assessment at LHS will also include assessment of projects and performance in elective courses based on teacher-created rubrics. These rubrics will incorporate evaluation of student work presented through Capstone Projects,^{xxxiii} Student Expo Night presentations,^{xxxiv} evaluation of student-led conferences, mentor check-ins, and peer-to-peer assessments.

Finally, assessment of the IGP will be an ongoing part of student assessment at LHS. Teachers and students will review progress on the NTN every two weeks to ensure consistent progress toward goals for school work and beyond.

LHS Subjects and Standards	Baseline Assessments	Formative Assessments	Summative Assessments
English Language Arts WSLS ELA	NWEA MAP NTN-based content diagnostic	NTN-based content assessment	NTN-based end-of-course assessment Smarter Balanced ELA (10th grade) ACT/SAT Capstone Project
Math WSLS Math	NWEA MAP NTN-based content diagnostic	NTN-based content assessment	NTN-based end-of-course assessment Smarter Balanced Math (10th grade) ACT/SAT
Social Studies or Humanities WSLS SS	NTN-based content diagnostic	NTN-based content assessment	NTN-based end-of-course assessment Capstone Project
Science WSLS Science	NTN-based science diagnostic	NTN-based content assessment	NTN-based end-of-course assessment Washington Comprehensive Assessment of Science (11th grade)
World Language Elective WSLS World Language	NTN-based science diagnostic	NTN-based content assessment	NTN-based end-of-course assessment
Health/PE WSLS Health/PE	Curriculum-based assessments	Instructor-created	Instructor-created
Lumen Life Skills Elective: ex. Financial Literacy WSLS Financial Education	NFEC's Financial Literacy Assessment	Financial Foundations Decisions Assessment	NFEC's Advanced Financial Education Assessment Expo Night Presentations
Arts WSLS Arts	Art concepts baseline demonstrations	Projects Unit assessments on content	Final art project including art concepts
Electives: ex. Attachment-Based Parenting, Financial Literacy	Curriculum-based assessments	Instructor created	Instructor created Expo Night Presentations
Career Technical Education: Vocational Exploration	Curriculum-based assessments	Instructor-created	Instructor-created

Proposed Learning Standards

LHS serves only one division (high school). LHS students will be grouped by date of anticipated graduation rather than by grade levels. This difference in classification and terminology was decided after feedback from former teen parents and research that showed the stigmatizing effects for students who are credit-deficient to be placed in a grade they perceive to be for younger-aged students.^{xxxv} Placement in a cohort group is determined by the number of credits earned to date that can be transferred to and accepted by LHS. For example, if a 17-year-old student enrolling in 2020 has to complete six credits, she would likely be placed in the cohort with an anticipated graduation date of 2021. Another 17-year-old student enrolling at the same time with 16 credits to complete would be placed in the 2023 cohort. All students, regardless of year they graduate, will attain the same credits and requirements.

E. Student Demand and Community/Local Support

Family and Community Involvement

The idea for Lumen High School (LHS) came to the founder after a decade of working with teen parents and their families in the city of Spokane. After hearing repeatedly that a school designed for teen parents with a place for their children to learn and individualized learning for the parent was needed in the community, the founder embarked on a process of community co-creation to design such a school. Input from stakeholders including families of teen parents, school counselors, administrators of comprehensive high schools, and teen parents informed the development of this proposal.

Community Stakeholders and School Design

Since the Fall of 2017, we have been holding focus groups attended by approximately 65 teen parents and their families to inform the school design and practices. Using the Pomegranate

Method^{xxxvi} to guide discussion, we initially engaged teen parents and their families with open-ended questions and have used their feedback to inform all aspects of the design, including facilities, transportation, culture, course offerings, and extracurricular activities. We asked the question, “What would your ideal high school look like to meet your needs as a parent and student?” LHS received and integrated the community feedback listed below into the school design in the following ways:

Feedback	Incorporation in Model
A high-quality on-site early learning center (ELC)	Co-location with an ELC
Flexible learning pathways to meet individual needs	Use of NewTech Network (NTN)
Opportunities to be involved in creating school culture	Creation planned for student orientation prior to school starting in August
Components like prom, clubs, and service-learning	Traditional high school milestones, such as prom, included in annual calendar; service-learning requirement
Rigorous academic learning in small class settings	Graduation Cohorts with NTN content and projects utilized by teachers
Coursework that ties together academics and student’s role as a parent	Attachment-based course through ELC partnership
Opportunities for learning basic work and life skills	Lumen Life Skills courses, such as Financial Literacy
Resources for enrolling in postsecondary pathways and careers	IGP and HSBP goal setting for future pathways and continuous check-in with Advisory
On-site service such as mental health, medical, and state resources	Wraparound services partnerships to bring appointments on-site

Each month, the design team and interested stakeholders meet to develop the school model, and then every three months we will hold open houses with community stakeholders (teen parents and their families) to present the developing ideas and gather more feedback to further tune the model. We anticipate doing this until July 2020 and then transitioning that stakeholder group into a community support committee for LHS that will provide continued feedback as well as involvement in the school.

LHS has enacted a comprehensive student recruitment and engagement campaign that started in November 2019 and is ongoing.

Ongoing Family Engagement

At LHS, teen parents and their families are critical partners in designing the school and making sure the school can support the unique learning needs of its students. There are no requirements for families to engage in their students' educational experience because we recognize that a small subset of teen parents may not have relationships with parents or guardians, and we do not want to create any barriers to participation for those students. However, the families of teen parents have often supported and bolstered them through their educational and personal experiences, and we view them as valued partners. Engagement strategies for family-school partnerships include:

- A home visit with every family prior to opening to discover student/parent/guardian interests and concerns for themselves and their children, and to build a connection between staff and families
- Recruiting and retaining staff from our target communities (teen parents and economically disadvantaged families) to ensure diversity of perspectives in planning and implementing activities
- Establishing a family resource room where family members can access materials and resources and have access to technology and educational options as well as a virtual resource room and school report page on the Lumen website.
- Involvement and participation in monthly LHS community meals and events designed and led by students
- Twice-annual conferences where students sit down with their counselors and parents to review IGP progress

- PowerSchool communication and progress updated in real time for parents to check in on
- Regular social media updates via Instagram and Facebook, as well as monthly email newsletter communications that are also posted on the website
- Volunteer opportunities at LHS and in the ELC

We plan to provide childcare, meals, and transportation as needed at all school events. LHS also hopes to hire a Family and Community Engagement Coordinator in our planning year, who will play a key leadership role in establishing norms to engage families and provide guidance for future engagement. We will write grants to keep this position after the school opens, and if grant funding is not available, the social worker and counselor will work with the Principal to provide opportunities for family engagement.

Demand and Engagement

In 2018, the Spokane Regional Health District reported 262 live births to teen mothers ages 13-19. Currently, there is no educational option for parents and their children to attend school together; teen parents across the region have told us that is a major barrier to attending school. School counselors regularly contacted the founder of LHS, Shauna Edwards, in her role as a former director of a teen parent nonprofit, inquiring about where pregnant and parenting students could attend school. With limited options and further conversations with school administrators, counselors, and the students themselves, the idea for LHS formed. The applicant also met with the Superintendents Cohort for Spokane County led by Mike Dunn at ESD 101 and presented the school idea in May 2018. It was met with unanimous support because while the districts do have numerous alternative options, none of them meet childcare needs for teen parents.

Enrollment Summary

Grade Level ^{xxxvii}	Year 1-2020	Year 2-2021	Year 3-2022	Year 4-2023	Year 5-2024 (at capacity)
Cohort-2021	10				
Cohort-2022	15	15			
Cohort-2023	15	20	25		
Cohort-2024	20	25	30	35	
Cohort-2025		15	20	25	35
Cohort-2026			15	20	30
Cohort-2027				20	30
Cohort-2028				5	20
Cohort-2029					5
Total Enrollment	60	75	90	105	120

Because the Lumen program is highly personalized and each student’s needs will be truly unique, we anticipate serving small cohorts of students. This is consistent with other successful schools serving teen parents. Because we plan to use rubric based competencies aligned to standards to determine credits, the anticipated graduation date for students, rather than age-aligned grade levels, will define our cohorts. In Year 1, we will serve up to 60 full-time students and group them into their cohorts based on evaluation of current credits, academic level, graduation timeline, and postsecondary plan. Because of need, we anticipate a greater demand than 60 students, so we plan to grow by 15 students per year until we reach our school capacity of 120 students.

F. Effectively Serving All Students

Lumen High School (LHS) is committed to ensuring that all students who enroll have equal opportunities to succeed both academically and non-academically and is designed with a personalized model for all learners, including but not limited to students with IEPs and 504 plans, students learning English (ELLs), students at risk of academic failure, and highly capable students. LHS will provide all students with a free appropriate public education (FAPE) and comply with all special education laws. We are also committed to serving students in the least restrictive

environment (LRE), providing as much push-in support as possible to meet students’ needs. We follow the requirements of federal laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). We also follow the requirements of RCW 28A.155 and WAC 392-172A.

Expected Special Populations

Following our current enrollment trends, LHS anticipates a special education population around 15%, or approximately 12 students in Year 1. Projections for other special student populations, as compared to local schools, are:

District/School	FRL%	SPED%	ELL%	Homeless%/Foster Care %
Lumen High School	92	15	7	10
Rogers High School	79	19	9	6
Dishman High School	70	14	4	4

To institute a research-based inclusion model for all, LHS will also partner with the True Measure Collaborative a leading innovator in the field of trauma-informed practices centered on inclusion, to meet the requirements of our special populations and make sure we are tailoring our program to meet individual needs. Elements inherently built into our school model support our commitment to inclusion for all students and are listed below:

Supports and Strategies	How Meets/Adjusted
Individual Graduation Plan	Guides individual student progress, pace adjusted based on student mastery of grade-level goals and skills
NewTech Network Course Scope and Sequences	Allows students to progress at their own pace, and presents content through visual, textual, and audio formats to support multiple learning styles
Mentoring Component	Supports individual growth and learning on the NTN, through Advisory
Daily Schedule	Builds in daily academic support time, permitting extra time as needed for tutoring/tailoring work to students’ level; ensures interventions are implemented

Weekly Schedule	Allows for student remediation or acceleration during daily academic support
Staffing	Includes special education-certified teacher and English Language-learned-endorsed teachers; collaboration to continually inform staff of students' needs
On-site Services (contracted: speech, OT, mental health)	Provides wraparound supports through specialized services for all students in need
Response to Intervention (RTI)	Multi-tiered approach to vary instruction and target students (see below)
Student Support Team	Cross disciplinary supports that identify and address students' needs and plan extra help and supports
Technology Integration	Provides a means for personalizing learning and gives opportunities for exposure to technology
Small Group Learning	Collaborative learning with peers, leveled groupings as needed, allows for teacher to meet one-on-one with other students
Individualized instruction	Provides opportunities for remediation and acceleration based on students' needs
1:1 Support	Individualized instruction to meet academic needs during academic support
Adaptive Learning Programs	Reinforces, remediates, and accelerates core literacy and numeracy skills through online programs
Data-driven decision making (formal/informal assessments)	Illuminates progress for individuals, cohorts, and subgroups and drives future modifications
Attachment-based parenting classes and staff PD	Attunes teachers and students to social/emotional well-being and provides a pathway to mental health services if needed
NWEA MAP Testing	Four times per year interim assessment

Programs and Strategies

In full compliance with the Individual with Disabilities Education Act (IDEA), LHS is committed to providing a continuum of services in the least restrictive environment (LRE) that is appropriate to individual student needs. This means that students are kept in the mainstream classroom as much as possible. The special education teacher works with general classroom teachers during Friday professional development time or during prep, so they know how to provide effective accommodations and modifications for students. The special education teacher might work with general education teachers for inclusion support, co-teaching, support in designing instruction, and more.

Some students do require pull-out support or alternative placements and, in these situations, the student works with the special education teacher individually or in a small group. The instructors



use a variety of tools to support students' learning needs, depending on the disability and identified strategies. Pull-out support might also come from other itinerant service providers such as occupational, physical, and speech therapy.

Nutrition

Lumen participates in the National School Lunch program and has been working to get CEP certification based on the high percentage of our students who are at or below the federal poverty level and receive basic food benefits through TANF. With the CEP certification we will offer meals to all students free of charge so no student will go hungry at Lumen.

Transportation

All students who attend Lumen will receive an STA bus pass, which will provide access to monthly public transportation during the school year. Lumen is located directly across the street from the STA bus plaza where all busses hub providing convenient access for all students. Students who are considered homeless, in foster care, and/or students with disabilities that require door-to-door transportation, will be provided this by para transit services through STA.

G. Staffing and Professional Development Plan

The relationship between Lumen High School's senior leadership team and the rest of the staff will be collaborative. The school's senior administrative team will consist of the Executive Director, Principal, Director of Finance and Director of Early Learning. Part or all of this team will meet with the staff biweekly during professional development time. The teaching staff is made up of 4 core content teachers; Math, History, English, and Science. We also have a Special Education/ELL teacher, a school counselor, 2 student support specialists- focused on aiding instruction and student's wrap around support needs, an executive assistant, a .03 kitchen manager and a part time social worker.

Staff Ratios

Calendar Year	Year of Operation	Number of Students	Number of Teachers	Teacher: Student Ratio	Total Number of Staff	Adult: Student Ratio
2020-2021	1	60	6	1:10	13.8	1:4
2024-2025	5	120	7.5	1:16	17.5	1:7

Professional Development

Lumen High School’s (LHS) ability to achieve its ambitious mission is dependent on the school’s ability to create a high-quality professional culture. Our staff will be our greatest resource and investing adequately in them ensures ongoing success for LHS and its students. The Principal will measure all professional development (PD) quality on the academic success of our students and the growth of our teachers through the 5D+ Rubric. Our year-end evaluation and analysis of student outcomes will be the largest driving factor behind our annual PD schedule.

Party Responsible	Year-long PD Strand for LHS Staff
Principal	Trainings related to core and elective curriculum, instructional practices, 5D+ implementation, interventions, student data analysis, and PBIS
Early Learning Director (contracted)	Training for staff on <i>Circle of Security</i> Attachment-based theory
Director of Finance and Operations	Trainings related to school schedules, systems, and transitions
Executive Director	Cross-organizational trainings (campus safety, etc.) between LHS and ELC
Social Worker/Counselor	Student discipline data analysis and interventions (restorative practices)
Assessment Coordinator	Trainings related to ELPA21, SBAC, WCAS, and MAP
True Measure Collaborative	Trainings related to Special Education services, English Language Learner supports, Universal Design for Learning, and Diversity, Equity, and Inclusion
Designated Civil Rights Coordinators	Trainings related to Foster Care, McKinney-Vento, 504s, and other civil rights supports and requirements

The Principal will use the Center for Educational Leadership’s^{xxxviii} 5D+ Rubric to determine responsive PD that will be delivered during teacher coaching debriefs and Friday PD time. Staff

surveys, upcoming assessments and events, and any needed operational procedural practices will also drive PD content.

Professional Growth Plans and Individualized Coaching

In the same way that each student will develop an Individual Graduation Plan (IGP) for differentiated instruction, each teacher will create a Professional Growth Plan (PGP) within one month of school opening to guide differentiated support. The PGP is based on a conversation between the Principal and each teacher about how the teacher hopes to advance his or her practice and includes professional growth goals and a plan for meeting those goals. It is benchmarked against the teacher evaluation tool 5D+, which is used during formal and informal classroom observations to monitor teacher progress on their PGP.

H. Financial Management and Monitoring Plan

See provided attachments related for financial management and facilities.

I. Board Capacity and Governance Structure

From the beginning, the need to maintain a clear governance/management line is vitally important. Our Board believes that the most important criterion for a Board member to possess is a level of objectivity that avoids intrusion on daily management work. To maintain this line, and still connect and engage with stakeholders such as parents, teachers, and students, the Board will work with the Executive Director (ED) to establish stakeholder input and engagement goals, and progress towards these goals will be measured twice a year using anonymous stakeholder surveys. The survey data will be shared with the Board and used to inform future goals around stakeholder engagement. The Board of Directors meets monthly, and meetings are fully open to the public and conducted in adherence to the Washington Open Public Meetings Act.

LHS will be governed by an odd number of Board members consisting of between 5 and 9 members. The Board will bear the final responsibility for LHS's academic success, organizational viability, and faithfulness to the terms of the charter. Diversity both in skills/experiences and race are priorities for the Lumen board and recruiting efforts of the board match this priority. Board members have a range of experiences in education, law, finance, community leadership, previous governance experience, early learning, and human resources. The Board structure will include Chair, Vice-Chair, Secretary, and Treasurer.

Board members will serve one 2-year term at a minimum and may serve up to 5 terms or 10 years at a maximum. Each Board member will serve on one of the following committees: governance, finance, development, academic excellence, and Executive Director support and evaluation. The expectations of the LHS board are as follows:

- an unwavering commitment to seeing our students prepared to graduate high school and continue to college or future careers as successful parents and citizens;
- a set of personal and professional skills which will further this effort;
- acceptance and support of decisions made in accordance with the bylaws;
- capacity to give time and energy to the school;
- a willingness to provide access to resources, both financial and in-kind, to support and strengthen the school;
- set policies and procedures to support the mission of Lumen;
- monitor and ensure legal and regulatory compliance of policies and programs within the law and with state regulations;
- engage in DEI training annually, supported by WA Charters and Seneca Family of Agencies;

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- assess its own performance in holding the organization accountable to achieving its mission and efficiently allocating its resources;
 - review and approve the school’s budget and funding plan and will hold the ED accountable for its effective and efficient management;
 - hire, support, and assess the performance of the school’s ED to hold him/her accountable to the job description and performance criteria upon which they mutually agree.

The Board of Directors receives ongoing training and coaching from WA Charters related to the Open Public Meetings Act and Open Records Law, governance and management, fundraising, and Executive Director evaluation. Taking on the responsibility of looking out for the best interest of Lumen students and assuring millions of taxpayer dollars are well spent are responsibilities the Board of Directors take very seriously.

J. School Leadership and Management

Lumen High School (LHS) is led by a committed, competent, and experienced leadership team. School founder and ED, Shauna Edwards, has 10 years of experience as the executive director of a non-profit and 5 years of experience in education. Founding Principal, Melissa Pettey, has 20 years of experience in district and charter schools as a counselor, director and administrator. Founding Director of Finance and Operations, Jared Schatz, has 30 years of experience in finance, accounting and operations in both the business world and local education systems. The capacity of these leaders is supported by the Washington State Charter Schools Association, Washington Charter School Development (WCSD), ESD 101, and Spokane Public School. Lumen also contracts with Joule Growth Partners for CFO support and third-party oversight. The table below outlines the roles and responsibilities:

	Org Leaders hip, Admin, Governance	Curriculum, Instruction, Assessment	Family & Community Engagement	Operations	Finance	Perf. Mgmt.	Cultural Competence & Inclusion	Special Populations
Shauna Edwards, ED	•		•	•	•	•	•	•
Melissa Pettey, Principal		•	•	•		•	•	•
Jared Schatz, DFO				•	•	•		•
Joule Growth Partners, CFO					•	•		

The Lumen Board of Directors evaluates and provides feedback to the ED and Principal on an annual basis using the 5D+ Framework and the 360 evaluation tool. The leadership team and the Board recognize the challenging school environment with COVID-19 and the impacts that has on opening a school. The Leadership team has been planning for the past two months for what the opening model will be at Lumen in the fall and has collectively attended regional ESD and Superintendent meetings, webinars, Spokane Public Schools board meetings and combed through several district and statewide reopening plans. Lumen has prepared a contingency plan for the fall and has joined the statewide PPE bid for ordering the items Lumen will need to successfully open and meet the requirements.

Footnotes for References

- ⁱ Morin, A. (n.d.). Personalized learning: What you need to know. Retrieved October 15, 2018, from <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/personalized-learning-what-you-need-to-know>
- ⁱⁱ Vogel, L., & Watson, L. L. (2017, January 16). Educational resiliency in teen mothers. Retrieved November 05, 2018, from <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1276009>
- ⁱⁱⁱ While technology is not always necessary to support a personalized learning experience, LHS will use both rich relationships and technology to provide a personalized experience.
- ^{iv} Two articles around personalization leading to success: Adams, T. (2015, September 15). New Legacy charter school gives pregnant and parenting students support for success. Retrieved November 10, 2018, from <https://www.publiccharters.org/latest-news/2015/09/18/new-legacy-charter-school-gives-pregnant-and-parenting-students-support>. North, D. (2018, June 18). Inside the RI high school keeping teen parents on track. Retrieved November 11, 2018, from https://www.wpri.com/back-to-school/inside-the-ri-high-school-keeping-teen-parents-on-track_20180314130944287/1044305767
- ^v Vogel, L., & Watson, L. L. (2017, January 16). Educational resiliency in teen mothers. Retrieved November 05, 2018, from <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1276009>
- ^{vi} Although this site is referencing service-learning at a college level, we feel these same Why's fit with Lumen. Why service-learning? (n.d.). Retrieved December 13, 2018, from <https://www.washington.edu/carlson/faculty/faculty-service-learning-logistics/why-service-learning/>
- ^{vii} Page 7 of this reference: YoungLives Impact Report. (n.d.). Retrieved December 13, 2018, from http://resourcesandsupplies.younglife.org/v/vspfiles/Product_PDFs/YLivesImpactReport.pdf
- ^{viii} Service-Learning. (n.d.). Retrieved December 13, 2018, from <http://dropoutprevention.org/effective-strategies/service-learning/>
- ^{ix} Early Achievers. (n.d.). Retrieved January 26, 2019, from <https://del.wa.gov/earlyachievers>
- ^x Early Achievers' high-quality range is levels 4 or 5 and is given to facilities that have achieved a quality level of excellence. These facilities have demonstrated quality through an on-site assessment focused on the learning environment and interactions between teachers and children.
- ^{xi} The ELC will use the 21st Century Learning Framework for Early Childhood to support the child's development in and out of learning environments. This will provide common language and understanding between the high school and ELC as well. The framework does not replicate existing early learning standards but provides practical guidance and specific examples of 21st century skills for early learners all in one place. Leading Together. (n.d.). Retrieved January 26, 2019, from <http://www.p21.org/our-work/elf>
- ^{xii} Mollborn, S., & Blalock, C. (2011, November). Consequences of teen parents' child care arrangements for mothers and children. Retrieved December 12, 2018, from <https://pdfs.semanticscholar.org/3610/accbfa7461ee53e0e8053144143e980c8c13.pdf>

^{xiii} Teen parents and their educational attainment. (n.d.). Retrieved January 26, 2019, from <http://www.sedl.org/txcc/resources/briefs/number5/>

^{xiv} The National Center for Culturally Responsive Education Systems (n.d.) explained, “Culturally responsive teachers make connections with their students as individuals while understanding the socio-cultural-historical contexts that influence their interactions and practices.” In Cultural considerations and challenges in Response-to-Intervention models. Retrieved January 10, 2019, from <https://www.isbe.net/Documents/cultural-consid-rti.pdf>

^{xv} Students researching a law that negatively affects them as teen parents or marginalized populations, then creating and implementing a plan for listening in their communities, and afterwards meeting their legislative representative to explain the issues and propose changes to the law is one example of a multidisciplinary and culturally responsive project.

^{xvi} <https://32dkl02ezpk0qcqvqmlx19lk-wpengine.netdna-ssl.com/wp-content/uploads/2019/09/ntn-school-and-student-success-report-2019.pdf>

^{xvii} Stocks, E., Odell, M., & Culclasure, B. (2019, April). The Effect of the New Tech Network Design on Students’ Academic Achievement and Workforce Skills. Paper presentation at the annual conference of the American Educational Research Association, Toronto, Canada.

^{xviii} Rawe, J. (n.d.). Universal Design for Learning fact sheet. Retrieved February 17, 2019, from <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-fact-sheet>

^{xix} Circle of Security (n.d.). Retrieved February 18, 2019, from <https://www.circleofsecurityinternational.com/research-information>

^{xx} Research has shown that individuals with secure attachment skills have increased empathy, greater self-esteem, and better relationships with parents and peers; they, enter school more ready to learn and are able to handle their emotions. Bergin, C., & Bergin, D. (2009, May 21). Attachment in the classroom. Retrieved February 18, 2019, from <https://edsources.org/wp-content/uploads/old/ClassroomAttachment.pdf>

^{xxi} Coordinated School Health. (n.d.). Retrieved January 10, 2019, from <https://catchinfo.org/coordinated-school-health/>

^{xxii} Circle of Security International. (n.d.). Retrieved January 10, 2019, from <https://www.circleofsecurityinternational.com>

^{xxiii} (n.d.). Retrieved January 10, 2019, from <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195172942.001.0001/acprof-9780195172942>

^{xxiv} Giarla, A. (2017, August 29). The benefits of /blended learning. *TeachThought*. www.teachthought.com/technology/the-benefits-of-blended-learning/

^{xxv} Harris, L. (2017). Blended learning benefits academic growth. Retrieved January 10, 2019, from <https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1031&context=writ>

^{xxvi} Norbeg, A. (2011). A time-based blended learning model. *On the Horizon*, 19(3), 207-216.

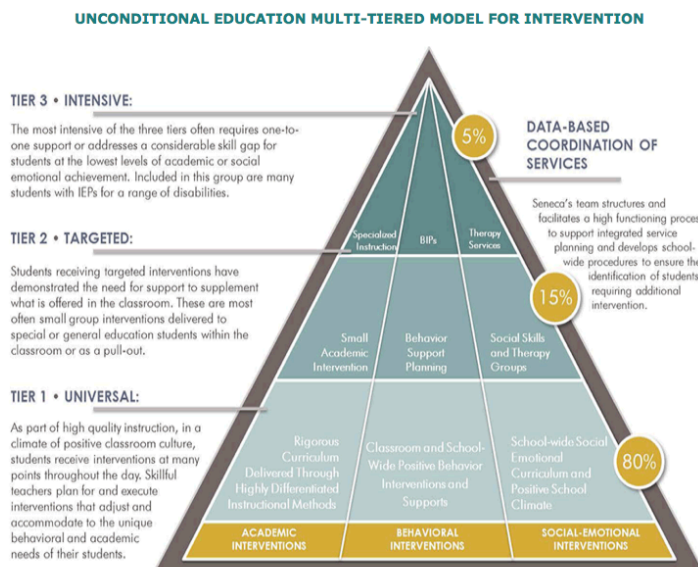
xxvii Slavin, R. (2012). Classroom applications of cooperative learning. In *APA educational psychology handbook* (Vol. 3, pp. 359-378). Washington, DC: American Psychological Association.

xxviii Tutoring is cited in the Fryer Study as being strongly correlated with high-performing student outcomes. Fryer, R., & Dobbie, W. (2012, December). Getting beneath the veil of effective schools. Retrieved January 10, 2019, from https://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf

xxix Copeland, M. (2005). *Socratic circles fostering critical and creative thinking in middle and high school*. Portland, ME: Stenhouse.

xxx Buck Institute of Education. (n.d.). Retrieved January 10, 2019, from http://www.bie.org/about/what_pbl

xxxi What is RtI. (n.d.). Retrieved January 10, 2019, from <http://www.rtinetwork.org/learn/what/whatisrti>



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xxxiii Capstone Projects: In May of each year, students will prepare one of their individual projects from the year as a Capstone Project, which they will present to their Advisory Groups as a way of learning from one another. Students can choose which project from which course they would like to prepare and present. Students will be asked the question, “What is important for my classmates to learn that I learned this year?” to guide them in their selection process. The presentations will be done orally with the use of technology and will have a written component as well.

xxxiv Student Expo Night presentations: In June of each year, LHS will host a Student Expo Night where the community will be invited to an open house to hear small groups of students present one group project they completed during the year. These may include Lumen Life Skills projects or service-learning projects. Students will be asked the question, “What did you learn experience through Life Skills or service-learning projects this year that the community needs to know about?” Students will create presentations with technology and utilizing written materials as well as giving verbal presentations. While we cannot predict their final product, students will be encouraged to connect the learnings from their core content courses to the Expo Project Night.

^{xxxv} “These students are also less likely to receive a diploma by age 20 and be enrolled in post-secondary education, and they are more likely to be paid less per hour and receive poorer employer competence ratings as compared to lower-achieving students who were promoted with their same age peers.” Failing in-grade retention. (2018, May). Retrieved February 23, 2019, from [http://www.idra.org/wp-content/uploads/2018/05/eBook-Failing-In-Grade-Retention-IDR A-2018.pdf](http://www.idra.org/wp-content/uploads/2018/05/eBook-Failing-In-Grade-Retention-IDR-A-2018.pdf)

^{xxxvi} A collaborative community engagement model whose methods truly rely on the community engagement to drive the design of a project: About Pomegranate Center. (2018, September 18). Retrieved January 18, 2019, from https://pomegranatecenter.org/about_pomegranate_center/

^{xxxvii} Students, regardless of age, who are likely to graduate within 4 years of enrollment at LHS based on the number of completed credits they have when they enter, will be in Cohort 1. Each cohort will include students who are within a given range of credits to be completed and likely to graduate in the same year. The concept of no grade levels and individual graduation plans comes largely from Phoenix Charter Academy (PCA) in Boston, Massachusetts. PCA is a successful alternative school that works to graduate previously-disengaged students who are college-ready. PCA does not use traditional grade levels to avoid the negative stigma students might feel if they have dropped out and are coming back to school a year or two later. Impact. (n.d.). Retrieved January 25, 2019, from <http://phoenixcharteracademy.org/impact/mcas/>

^{xxxviii} Washington State Charter Association (n.d.). Retrieved January 13, 2019, from <https://wacharters.app.box.com/s/qlni91on0tdx67dvigprktus8cvbth9o/file/337354070540>