The curriculum had moved on since the Common Core had been introduced 15 years ago. Not that the Common Core had been replaced; rather it had been extended and deepened. Contrary to received opinion back then, it turned out that excellent teaching combined with inspiring online materials ensured that pretty much every student could, in time, master the Algebra 2. Some students came to it from a theoretical perspective; others from an applied or vocational perspective, depending on their preferences. In addition to the core subjects, high school students could study a much wider range of vocational and academic elective options too. Many of these options were now available through online courses. The school had become an orchestrator of educational options as much as a provider. This meant the faculty had to be aware of what options were available, but the key was for them to know the students well as individuals, and to provide constant challenge and encouragement as students took on ever more difficult assignments. The most talented students were assembling university-level courses in their learning profiles; others were mastering vocational skills, such as coding, plumbing or customer service. Their learning profiles described not just their progress on these outcomes but their progress too in learning the leadership, interpersonal and team working skills that the economy valued so highly.

Since 2015 many school buildings had been redesigned with some of the old classrooms being let as design studios, startup incubation spaces and offices. Increasingly as students moved towards graduation, the school was a place where learning and work seemed to merge, just as in workplaces across the country work and learning were becoming synonymous.