

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Lighthouse Community Charter High School

Action Requested and Recommendation

Adoption by the Measures N and H -
College and Career Readiness
Commission of the 2025-2026 Education
Improvement Plan and Assessment for
Lighthouse Community Charter High
School as "Approved," for a total amount
not to exceed \$222,700.00.

Background *(Why do we need these services?
Why have you selected this vendor?)*

N/A

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Lighthouse Community Public School

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

| Category | Comprehensive Analysis | Developing Analysis | Emergent Analysis | Unclear Analysis |
|--|---|---------------------|-------------------|------------------|
| Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards | 4 | 3 | 2 | 1 |
| Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of: | FEEDBACK: Provide feedback only if the site receives a score of 3 or below. | | | |
| <input checked="" type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway) | | | | |
| <input checked="" type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions | | | | |
| <input checked="" type="checkbox"/> Evidence of progress toward pathway programs' quality standards | | | | |
| Score: 3 Rationale: <p>Despite facing leadership turnover, the staff implemented a structured scope and sequence of activities across grades 9–12, including career fairs, job shadowing, and internships. WBL efforts were expanded based on focal student group interest. The school is on track to meet its three-year goal of 80% of graduates earning college credit and 50% earning more than 6 units.</p> | Suggestions for 25-26 Continued Progress Monitoring: <p>Based on the 2025–2026 EIP, associated deliverables, and presentation materials, it appears that Lighthouse offers only half-year CTE courses. Consequently, most students seem to complete the equivalent of just 1.5 years of CTE pathway coursework, falling short of the full three-year sequence of year-long Introductory, Concentrator, and Capstone courses typically expected in Linked Learning pathways. This represents a concern regarding pathway depth and alignment with Linked Learning standards.</p> | | | |

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
|---|--|--------------|------------------|----------------|
| Strategic Actions | FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i> | | | |
| <input checked="" type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrated Program of Study <input checked="" type="checkbox"/> Work-Based Learning <input checked="" type="checkbox"/> Integrated Student Support | | | | |
| <input checked="" type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals | | | | |
| <input checked="" type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions | | | | |
| Score: 3 Rationale: The school is piloting work-based learning (WBL) elements in 10th grade, such as resume writing and mock interviews. A-G completion rate remains high, and the school is investing in Dual enrollment growth. | Suggestions for 25-26 Continued Progress Monitoring: The school implemented one successful interdisciplinary project with high student engagement but fell short of its goal to complete three. Site must continue the progress made in laying the foundation for future interdisciplinary work through common planning time and professional development. Lighthouse needs to involve key stakeholders in understanding and taking ownership of the Linked Learning Gold Standards. Continue the proactive outreach to families and students for dual enrollment. | | | |

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

| Category | Strategic & Aligned 4 | Partially Strategic & Aligned 3 | Unclear Strategy & Alignment 2 | Missing or Non-Compliant 1 |
|--|---|--|---|----------------------------------|
| <p>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026</p> | <p>FEEDBACK: Provide feedback only if the site receives a score of 3 or below.</p> | | | |
| <p><input checked="" type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</p> | | | | |
| <p><input checked="" type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning</p> | | | | |
| <p><input checked="" type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</p> | | | | |
| <p>Score: 4 Rationale:</p> <p>The budget line items and justifications are well-aligned with the three domains of Linked Learning, showing a clear connection between budget expenditures and strategic actions.</p> | <p>Suggestions for 25-26 Continued Progress Monitoring:</p> | | | |

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

Strengths:

- ☐ Staff is committed to improving Work-Based learning and Dual enrollment experience despite challenges
- ☐ Focal student population performance remains strong.

Key Questions:

- ☐ How will Lighthouse ensure that all students are successfully enrolled in a full three-year sequence of CTE courses as part of their pathway integrated program of study?
- ☐ As Lighthouse adds a new pathway, how will the master schedule best support integrated programs of study in two distinct pathways - one in Health, one in Product Design and Development?

Budget Feedback:

- ☒ n/a The budget line items and justifications are well-aligned with the three domains of Linked Learning

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Next Steps (for Conditionally Approved Sites) - add rows as needed

| What | Suggested Lead | Deliverable | Date |
|--------------------------------|----------------|-------------|------|
| n/a not conditionally approved | | | |

| Criterion 4 Evidence of Progress and Linked Learning Implementation | |
|---|--|
| Category to be completed by High School Linked Learning Office | |
| <i>Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.</i> | |
| <input type="checkbox"/> Program of Study | Explore the development of <i>partnerships</i> with four-year colleges to support planning and transition to four-year colleges in addition to two-year colleges. To what extent do pathway teachers design and progress monitor personalized student supports? |
| <input type="checkbox"/> Work-Based Learning Plan | To what extent do the listed activities reflect experiences <i>with</i> industry? Some experiences might be <i>college and career preparatory</i> but not involving industry partners. |
| <input type="checkbox"/> Master Schedule | Clear representation of which classes are cohorted and integrated. Thank you! |
| <input type="checkbox"/> EIP Presentation | It was a pleasure to hear from the students through zoom |

| | | | | | | | | | | |
|---|--|--|---------------------|-------------------|--------------------|-----------------------|---------------------|----------------------|-----------------------|----------------------------|
| School Name: | | Lighthouse Community Charter High School | | | | | Site #: | 9127 | | |
| Pathway Name(s): | | Product Design | | | | | | | | |
| School Description | | | | | | | | | | |
| Lighthouse was founded in 2002 in response to the achievement gap for low-income students and children of color in Oakland. Lighthouse has grown from serving 92 students in grades K and 6 in its first year, to now serving more than 800 students across all grades K – 12 and graduating more than 500 12th grade students. Lighthouse Community Public Schools operates two schools: Lighthouse and Lodestar. Lighthouse consists of Lighthouse Community Charter School (LCCS), a K–8 charter, and Lighthouse Community Charter High School (LCCHS), a 9–12 charter. For the purposes of WASC, Lighthouse is one entity. | | | | | | | | | | |
| All students at Lighthouse Community Charter High School participate in our Product Design Pathway. In this pathway, students learn how to use the design process to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work, and collaborate with industry professional and real world clients. Students take 2D Design in 9th grade, 3D Design in 10th Grade, Graphic Design in 11th grade, and Advanced Design in 12th grade. Students can also opt to take one of our CTE electives, digital photography or CAD. All of these courses are aligned to the CTE Standards for Product Innovation and Design and provide students with the knowledge, skills and resources to engage in hands-on, project-based learning. | | | | | | | | | | |
| School Mission and Vision | | | | | | | | | | |
| At Lighthouse Community Public Schools we believe that all young people have the potential to become lifelong change-makers who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the community, leading to a healthier, more joyful world. We are an innovative model for public education that puts each child at the center of their own learning. The LCPS community is equal parts love and rigor where children discover their unique light within. | | | | | | | | | | |
| School Demographics | | | | | | | | | | |
| 2023-2024 Total Enrollment Grades 9-12 | | | 302 | | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe | |
| | 49.7% | 50.0% | 88.4% | 85.1% | 29.5% | 15.2% | 1.3% | 14.6% | NA | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported | |
| | 7.3% | 0.0% | 0.7% | 86.8% | 0.3% | 0.7% | 3.3% | 0.3% | 0.7% | |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | Male | | | | |
| SCHOOL PERFORMANCE GOALS AND INDICATORS | | | | | | | | | | |
| Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools | | | | | | | | | | |
| Whole School Indicator | | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | | 97.3% | 92.4% | 97.0% | 89.6% | N/A | 97.0% | | | 97.0% |
| Graduation Rate: Non-Cohort (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| Four-Year Cohort Dropout Rate | | 1.4% | 6.3% | >3% | 6.5% | N/A | >3% | | | >3% |
| A-G Completion - 12th Grade (12th Grade Graduates) | | 85.0% | 90.4% | 87.0% | 93.3% | N/A | 88.5% | | | 90.0% |
| Course Completion Rate (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| On Track to Graduate - 9th Graders | | 92.0% | 97.0% | 93.0% | 97.0% | N/A | 94.0% | | | 95.0% |
| 9th Graders meeting A-G requirements | | 92.0% | 97.0% | 93.0% | | N/A | 94.0% | | | 95.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | 20.0% | 20.0% | 40.0% | 28.9% | N/A | 60.0% | | | 80.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | | 36.0% | 57.0% | 50.0% | 46.0% | N/A | 62.5% | | | 75.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | | 100.0% | 100.0% | 100.0% | 100.0% | N/A | 100.0% | | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | | 91.0% | 95.0% | 92.0% | 92.8% | N/A | 93.0% | | | 94.0% |
| CTE Participation (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | | 32.0% | 19.0% | 35.0% | TBD | N/A | 37.5% | | | 40.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | | 50.0% | 64.0% | 50.0% | TBD | N/A | 50.0% | | | 50.0% |
| Focal Student Population Indicator | | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | | 97.1% | 93.8% | 97.0% | 94.7% | N/A | 97.0% | | | 97.0% |
| Graduation Rate: Non-Cohort (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| Four-Year Cohort Dropout Rate | | 0.0% | 6.3% | >3% | 5.3% | N/A | >3% | | | >3% |
| A-G Completion - 12th Grade (12th Grade Graduates) | | 80.0% | 90.0% | 83.0% | 89.0% | N/A | 86.0% | | | 90.0% |
| Course Completion Rate (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| On Track to Graduate - 9th Graders | | 95.0% | 94.0% | 93.0% | 97.0% | N/A | 94.0% | | | 95.0% |

| | | | | | | | | |
|---|--------|--------|--------|--------|-----|--------|--|--------|
| 9th Graders meeting A-G requirements | 95.0% | 94.0% | 93.0% | 97.0% | N/A | 94.0% | | 95.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 17.0% | 13.0% | 35.0% | 9.0% | N/A | 55.0% | | 80.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 32.0% | 53.0% | 45.0% | 44.0% | N/A | 60.0% | | 75.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 100.0% | 100.0% | 100.0% | N/A | 100.0% | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 80.0% | 90.0% | 85.0% | 86.0% | N/A | 90.0% | | 95.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 27.0% | 23.0% | 32.0% | TBD | N/A | 36.0% | | 40.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 41.0% | 52.0% | 44.0% | TBD | N/A | 48.0% | | 50.0% |

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i> | Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> |
|--|--|---|
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together) | * Prioritizing strong relationships with students and families and providing a network of support to help struggling students | * Students with IEPs are more likely to dropout than other students * The credit recovery system we use (Apex) is not engaging |
| A-G Completion - 12th Grade | * Lighthouse's graduation requirements exceed A-G requirements; this helps ensure that most students clear this bar | * Some newcomers and students with IEPs or 504s are able to earn a diploma if they meet the CA state diploma requirements rather than A-G. |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | * We have a strong 9th grade team; it's a real benefit to have experienced, impactful teachers working with 9th graders * Success is expected; there is a longstanding college-going culture at our school | * Many students struggle with the transition from middle school to high school * High school graduation and college feel very distant to most 9th graders |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | * Students are exposed to a diverse array of post-secondary options and are applying broadly * Approximately 90% of the Class of 2022 were accepted into 4-year colleges | * College enrollment numbers have dropped since the pandemic (this is true nationwide) * Many community college courses are still online * Summer/fall melt - some students who enroll in college during their senior year fail to show up for classes in the fall. |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | * We have longstanding partnerships with several established internship programs including Genesys Works, YR media, HEAL, TEAM Inc and many more. Many students are taking advantage of these opportunities. * We have started to develop internal internships at Lighthouse including opportunities to work in Finance, Development and Afterschool Program Administration | * Internship data hasn't been tracked consistently over the past 3 years. Prior to the pandemic all 11th grade students participated in an internship. Post-COVID, we have not yet figured out how to revise/refresh this expectation and fully define/track participation in the range of internship opportunities students are engaging in. |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | * We have greatly expanded Dual Enrollment opportunities on our campus in the past two years and now have a full-time Dual Enrollment Coordinator. * Having CCAP agreements with both Peralta and Chabot increases odds of identifying high-quality dual enrollment professors | * 10-20% of students who start the semester in Dual Enrollment classes withdraw before earning a final grade * African-American students and students with IEPs are underrepresented in Dual Enrollment classes. |
| Percentage of 10th-12th grade students in Linked Learning pathways | * Pathway participation is an expectation for all students at our high school | * Lack of choice in Pathway selection, means that it takes many students some time and convincing to buy-into the Pathway |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | * Most 12th grade students really bought into our capstone project (bookshelf design) last year and this helped with course outcomes. | * If students fail a concentrator course, should they be allowed to move to the Capstone course? To date, we've kept students with their cohort but this sends mixed messages to students and parents. |

PATHWAY QUALITY ASSESSMENT

| | | | |
|---|------------------------------|-------------------------|---|
| Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category | Evidence of Strengths | Areas For Growth | Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i> |
|---|------------------------------|-------------------------|---|

| | | | |
|--|--|--|--|
| Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | <ul style="list-style-type: none"> * 100% of students (including ELLs and students with IEPs) are enrolled in Pathway * Students provided with multiple opportunities to demonstrate mastery in all subjects * All students have access to AP, Honors, and Dual enrollment courses * Advisory Board has both industry and post-secondary partners and contributes ideas for Pathway growth and development * Students regularly get feedback from teachers and peers * Project-based learning in many subject areas * Equitable access provided through individual student support in class and during office hours | <ul style="list-style-type: none"> * More inclusion of industry professionals in the learning process * More interdisciplinary projects across content-areas needed * Portfolio process not fully developed (example: we need a portfolio rubric) * Need more alignment around presentation expectations, reflection and feedback * Capstone project needs to be more clearly defined | <p>Interdisciplinary projects - this has been an ongoing priority for several years but for many reasons, most notably staff transitions and the pandemic, integration between CTE and core classes has been haphazard. We are now naming that CTE integration will take place in Social Science, Science and Language classes and building planned collaboration into our curriculum map and instructional expectations.</p> <p>More industry participation in the learning process. We believe that this will make learning more relevant and meaningful for our students, especially in their Pathway classes. Now that we have some solid industry partners, an Advisory Board that meets regularly, and a Work-Based Learning Coordinator, we aspire to have all students interact in meaningful ways with industry professionals at least 2X per semester.</p> |
| Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness | <ul style="list-style-type: none"> * All students provided equitable access to a range of high-quality WBL experiences across the WBL continuum * WBL plan informed by input from students, staff and industry partners * Extensive partnership with Enlisted Design, a full service design agency with about 200 employees spread across Oakland and Salt Lake City. This year, they've hosted several hands-on participatory workshops for our students at their office that allow students to apply skills they've learned at school in a professional setting and with mentorship from folks in the industry. | <ul style="list-style-type: none"> * We need to better articulate and promote WBL continuum and rationale * Students do not consistently get feedback from industry professionals and community partners after participation in WBL activities * WBL continuum still in flux - need to figure out how to connect the range of experiences we offer to different classes, grade levels, programs, grad profile * Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences) | <p>WBL opportunities need to be better articulated, promoted, codified, tracked, and measured.</p> |
| Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation | <ul style="list-style-type: none"> * College/career support integrated into school day for all students through advisory and College/Career Seminar in Grades 11/12 * Partnership with One Goal (college/career curriculum, additional support for students in first year after high school) * Expanded dual enrollment opportunities; more than 50% of students will graduate with college credit this year * Post-secondary visits at every grade level * 90%+ college acceptance and FAFSA completion; 80%+ enrollment in post-secondary program * Triennial student-led conferences help with progress monitoring and goal setting * In the process of putting a MTSS system in place to help ensure we meet the needs of more students and families (wrap-around services) | <ul style="list-style-type: none"> * Peer mentoring is not formally structured - this feels like a missed opportunity * Need to refine how we deal with credit recovery (better progress monitoring and communication with families) * More student input and leadership needed * Need to continue to promote dual enrollment enrollment program to students, families and teachers in order to get a broader group of students to participate. | <p>Continue expanding and improving the quality of our dual enrollment program until it becomes a seamless and integral part of the student experience at Lighthouse</p> |
| 2023-2024: YEAR ONE ANALYSIS | | | |
| Pathway Strategic Goals | | | |
| <p>Pathway Quality Strategic 3 Year Goals</p> <p>Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</p> | | | |

| | |
|---|--|
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. |
| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience |
| Goal #3: By 2026 | More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit |
| Pathway Strategic Actions | |
| Strategic Actions for 2023-24 | |
| <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i> | |
| Strategic Actions for Goal #1 | Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that the Design process is a common reference point across all classes and subject areas. |
| | Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. The school designer works directly with teachers to plan curriculum.) |
| | When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects. |
| | Work with our Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals |
| Strategic Actions for Goal #2 | Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels |
| | Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum |
| | Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement. |
| | Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences |
| Strategic Actions for Goal #3 | Have teachers nominate and encourage students to take Dual Enrollment classes |
| | Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success |
| | Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw |
| | Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school |

Budget Expenditures**2023-2024 Budget: Enabling Conditions Whole School**

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|--|-------------|--------------------|--------------------------------|-----------------------|------------|-------------------------------------|
| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | | | | | | |
| | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
| Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners. Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | \$82,000.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher | \$20,500.00 | 3000 | Employee Benefits | | | Product Design and Innovation |

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|--|-------------|------|-----------------------|---------------------|---------|-------------------------------|
| Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as a CTE Pathway elective, Digital Photography. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners. Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | \$74,500.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher | \$18,625.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| Pathway Coordinator: Salary for .20 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others. The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students. | \$24,000.00 | 1300 | Certificated Salaries | Pathway Coordinator | .20 FTE | Product Design and Innovation |
| Benefit Costs associated with the Pathway Coordinator position | \$6,025.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| Consultant Contract with OneGoal The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools. The program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates. | \$20,000.00 | 5822 | Consultant Services | | | Product Design and Innovation |

2024-2025: YEAR TWO**Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

| | | |
|--|--|---|
| We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | | Significant leadership and staff changes (a new high school Principal and a new 2D Design Teacher among others) prevented us from realizing this goal, however, we have made some steps in the right direction. Most notably, we have started to explicitly identify how/where interdisciplinary collaboration will take place in our high school. This will allow us to focus our efforts in creating common planning time and administrative support moving forward. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). This semester we are piloting some integration of environmental science concepts in Advanced Design by having students assess the sustainability of the materials they are using for their capstone projects. Environmental Science students also had the opportunity in Semester 1 to attend the Headwaters Science Institute, in which they used design principles and the scientific method to implement and present their own scientific research project. |
| All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience | | <p>Passage was de-emphasized this year due to leadership and staff transitions, but led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science and Pacific Charter School Development partnership in CAD class.</p> <p>Funding for our Work-Based Learning Coordinator position is set to run out at the end of this school year. We are currently applying for other grants to fund this role as well as a Service Learning Coordinator position. If neither of these roles is funded, we will need to figure out who will lead our WBL work.</p> |
| More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit | | <p>In 2023, 57% of 12th-grade students graduated with some college credit with 30% of seniors earning at least 6 units. We are estimating similar numbers this year. These outcomes show the tremendous growth in our dual enrollment program over the past few years, but to get to 80% of students earning college credit and more than 50% earning more than 6 units of credit, we likely need to add another dual enrollment class to our master schedule and continue working to find ways to incentivize, promote and support dual enrollment.</p> <p>Ongoing partnership with the Peralta Summer Institute has also helped us to increase dual credit opportunities for students.</p> |
| Pathway Strategic Actions Reflection | | |
| 2023-2024 Strategic Actions | | Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
| 23-24 Strategic Actions for Goal #1 | Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that the Design process is a common reference point across all classes and subject areas. | With a new principal and many new teachers in our high school this year, we have not yet conducted a professional development session on the Design process for all high school staff. As we plan for next year, this should be prioritized during our summer PD, or early in the fall. |
| | Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. The school designer works directly with teachers to plan curriculum.) | Our EL School Designer worked primarily with school leaders this year so our Pathway Coordinator tried to support interdisciplinary collaboration. One learning we had here is that this sort of planning works best when partnerships are identified ahead of time so that collaboration can be carefully planned and structured. That said, even though we did not meet our goal of implementing 2+ interdisciplinary projects per grade level, we did identify how/where interdisciplinary collaboration will take place at each grade level. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). Identifying these interdisciplinary partnerships in advance will allow us to structure common planning time and administrative support for these endeavors into our plans for next school year. |
| | When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects. | Some but not all CTE classes have meaningfully incorporated industry professionals this year. For example, all students in our CAD class are working with architects and project managers at Pacific Charter School Development Group to see how building renovations are designed and actualized. Our CTE teachers also worked with Enlisted Design to plan immersive workshops at their design studio for students in grades 9 and 12 later this spring, but these workshops are currently on hold due to staffing changes at Enlisted. It can be hard to get working professionals into classes or to get whole classes/grade levels of students to visit industry professionals at their workplaces. One strategy we may need to employ more regularly is to have professionals speak to students on zoom. |
| | Work with our Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals | |
| 23-24 Strategic Actions for Goal #2 | Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels | Passage was de-emphasized this year due to leadership and staff transitions, but... |
| | Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum | Led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science. |
| | Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement. | We developed a working draft of what it means to complete an internship or personal/professional growth experience: Internships or equivalent personal/professional growth experiences take place for a minimum of 40 hours and provide students with structured opportunities to develop, practice, and demonstrate marketable skills. These experiences may be paid or unpaid, but must be actively supervised by a professional mentor who can ensure that students receive the training, support, and feedback they need to successfully engage in hands-on activities that foster personal/professional growth. |
| | Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences | We conducted informal focus groups with young men which indicated that they'd like more WBL experiences related to the construction/building trades. Automotive technology is another popular field of interest among the young men in our community. Based on this data, we took the following actions: (1) sent a group of young men to OUSD's Manufacturing Day to learn about opportunities in the construction/building trades; (2) partnered with Local 104 to make their union apprenticeship training center one of our sites for our 10th grade Job Shadow Day, and sent a mostly male group of students there; (3) collaborated with Pacific Charter Schools Development Group to create some WBL opportunities for students to get involved with upcoming building renovations at our school sites; (4) Partnered with the MESA program at UCSF to offer hands-on inquiry-based engineering projects to students after school (5) signed on as a collaborative partner in ACOE's Green Careers Guidance Initiative. This will provide students with additional info and opportunities about the skilled trades over the next two years. |
| 23-24 Strategic | Have teachers nominate and encourage students to take Dual Enrollment classes | The number of students taking and completing dual enrollment classes has increased significantly this year. |
| | Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success | <p>We've made a conscientious effort to better promote the dual enrollment program to students, families, and staff. This included our first Dual Enrollment Info Night for families at the beginning of the year.</p> <p>We didn't have students sign a contract but have made the expectations of dual enrollment very explicit to students before they enroll and reiterated these during the first few weeks of</p> |

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| Strategic Actions for Goal #3 | Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw | We didn't have students sign a contract but have made the expectations of dual enrollment very explicit to students before they enroll and reiterated these during the first few weeks of class. This seems to have been effective. Very few students (<5%) dropped dual enrollment courses this year. | |
| | Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school | | We drafted an honors diploma policy for students who complete more than 6 units of college credit which is awaiting approval from our Board. |
| | | | We also solicited input from students about what dual enrollment classes they were most interested in taking and used this input to inform our selection of dual enrollment classes. |
| Pathway Strategic Actions 2024-2025 | | | |
| 2024-2025 Strategic Actions | | | |
| Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals? | | | |
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | <div>New or Revised Strategic Actions for Goal #1</div> <div>Embed interactions with industry professionals in our 9-12 curriculum map based on course content. For example, 11th graders in Graphic Design class will interface with professionals in the graphic design and fashion industries.</div> <div>When building our master schedule for 2024-25, ensure that our 2D Design/Graphic Design teacher shares a common prep with the US History teacher and the Ethnic Studies teacher, and the 3D Design/Advanced Design teacher shares a common prep with our Environmental Science and Biology teachers. The Pathway Coordinator and administrative team will help support this collaboration.</div> <div>Provide a small stipend for teachers to plan interdisciplinary projects and/or participate in summer externships; this would cover 1-2 summer planning days as well as the extra time needed during the school year to fully implement interdisciplinary lessons. Summer externships could also help us identify/solidify industry partners.</div> <div>Organize at least one professional development workshop for all high school teachers about Design Thinking and the Design Cycle; this will help ensure that all teachers are familiar with key concepts in our Pathway and may also provide inspiration for other integrated projects</div> | |
| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience | <div>New or Revised Strategic Actions for Goal #2</div> <div>Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else</div> <div>Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews.</div> <div>Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes.</div> <div>Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners</div> <div>Pathway team will identify and participate in at least 2 events for local design professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities.</div> | |
| Goal #3: By 2026 | More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit | <div>New or Revised Strategic Actions for Goal #3</div> <div>Explore and potentially pilot adding a 4th dual enrollment block in the Master Schedule; increase the number of students participating in the Peralta Summer Institute and other summer opportunities that lead to college credit</div> <div>Start awarding honors diplomas to students in the class of 2025 who have completed 6+ units of college credit</div> <div>Continue promoting dual enrollment opportunities to students, parents, and staff with clear communication around academic expectations</div> <div>Form a Student Pathway Leadership Team composed of 3-5 students who meet at least once per grading cycle (6 times per year) and can provide staff and Advisory Board with feedback on learning opportunities and student support systems.</div> <div>Work with MTSS coordinator and our school counseling team to better understand and reduce chronic absenteeism, especially among high school boys</div> | |

Budget Expenditures*Effective July 1, 2024 - June 30, 2025***2024-2025 Budget: Enabling Conditions Whole School**

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|--|-------------|--------------------|--------------------------------|-----------------------|------------|-------------------------------------|---|--|
| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i> | | | | | | | | |
| | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |

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|---|---|------|-----------------------|---------------------|---------|-------------------------------|----------|--|
| Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners. | \$91,256.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation | Approved | |
| Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | | | | | | | | |
| Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher | \$22,814.00 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | |
| Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as Pathway electives such as Digital Photography and Screenprinting. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners. | \$81,644.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation | Approved | |
| Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | | | | | | | | |
| Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher | \$20,411.00 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | |
| Pathway Coordinator: Salary for .10 FTE Role includes coordinating Pathway development and documentation in accordance with our Measures N and H plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others. | \$13,500.00 | 1300 | Certificated Salaries | Pathway Coordinator | .1 FTE | Product Design and Innovation | Approved | |
| The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N/H goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students. | | | | | | | | |
| Benefit Costs associated with the Pathway Coordinator position | \$3,375.00 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | |
| Stipends for teachers to plan and implement interdisciplinary projects (8 x \$500) | \$4,000.00 | 1103 | Teacher stipends | | | Product Design and Innovation | Approved | |
| Benefit Costs associated with teacher stipends | \$1,000.00 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | |
| 2025-2026: YEAR THREE | | | | | | | | |
| Pathway Strategic Goals | | | | | | | | |
| Pathway Quality Strategic 3 Year Goal | Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year? | | | | | | | |

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| We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | We implemented one exemplary interdisciplinary project in 2024-25 and were on track to implement a second one before our 2D/Graphic Design teacher quit in early February. Student engagement in the one interdisciplinary project we did complete this year was high. While we are not on track to meeting our goal of 3 interdisciplinary projects this year, notable progress has been made in establishing the conditions that make interdisciplinary collaboration possible - common planning time, teacher stipends, and professional development. If we can retain most of our staff and leaders next year, there is a good chance we can implement 4 integrated projects over the year and accomplish our 3-year goal. |
| All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience | <p>With a brand new administrative team and many new/inexperienced teachers, passage requirements have been de-prioritized this year in lieu of more fundamental instructional practices and needs. That said, we are looking to pilot some work-based learning processes in 10th grade passage this year including resume development and mock interviews. If this goes well, we could solidify this practice in Grade 10, and work on building out similar experiences at other grade levels in 2025-26. Given where we are at, a realistic goal is to commit to including work-based learning requirements in our passage process for at least two grade levels next year.</p> <p>In terms of internships, we've done our best to maintain and develop relationships with community partners in 2024-25 while also exploring avenues to secure more attainable and sustainable work-based learning opportunities. Unfortunately, our advisory board has not produced many internship opportunities, and without a Work-Based Learning Coordinator, our bandwidth to form and nurture new industry partnerships has been limited. For the most part, we've simply been trying to sustain some of our existing connections with partners such as PCSD, Galaxy Explorers, Headwaters Science Institute, Genesys Works, and others. However, given that these opportunities are limited, we've also invested in some educational platforms (Willow, Pilot City) that allow students to access work-based learning and internships on their computers. While these are inferior alternatives to in-person, industry experiences, we believe that they still have value and are worth exploring. Looking ahead to next year, we are excited to implement some more school-based internships and hire another Work-Based Learning Coordinator, while continuing to put effort into growing industry partnerships.</p> <p>Given this reality, it doesn't feel realistic to expect 100% of our seniors to complete an internship or personal/professional experience by 2026. When we set this goal, we didn't anticipate a gap in available funding for a Work-Based Learning Coordinator, that "working from home" would become the new normal for many professionals (making in-person internships harder to coordinate), or that securing design-related internships would be so challenging. All that said, for next year, we believe a realistic goal is that at least 50% of our seniors will graduate having completed an internship or similar personal/professional development experience.</p> |
| More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit | <p>Our intensive focus on dual enrollment over the past three years has led to tremendous growth in this area. Among this year's senior class, 45 of 73 students (62%) have already earned college credit, with several more currently enrolled in college classes. Moreover, many of these students are graduating with at least a full semester (12+ units) of college credit.</p> <p>Although our 3-year goal is ambitious, looking at current data for the class of 2025, we are close to meeting or exceeding our targets of having 80% of graduates earn college credit and at least 50% of students graduate with more than 6 units of college credit. As of right now, 73% of students in the Class of 2026 have earned college credit and 43% have earned more than 6 units of college credit. One potential obstacle to reaching our goal is that Merritt and Laney are cutting their dual enrollment classes with charter schools next fall. We are currently exploring options for replacing these partnerships, such as working with Berkeley City College, College of Alameda and Las Positas College.</p> |
| Pathway Strategic Actions Reflection | |
| 2024-2025 Strategic Actions | |
| 24-25 Strategic Actions for Goal #1 | <p>Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
| | <p>Common preps between CTE teachers and other staff were strategically built into the Master Schedule in 2024-25. This led to a stellar collaboration between our 3D Design teacher and Biology teacher in fall 2024 in which all 70 of our 10th-grade students created models showing the evolution of different species over time, including representations and explanations of future species. We had another collaboration between 2D Design and Ethnic Studies planned for this spring, but our 2D Design teacher quit in early February. Collaboration was also facilitated this year through stipends of \$500 per teacher per approved interdisciplinary project. Our new MESA (Math Engineering Science Achievement) elective is also integrating elements of the Design Thinking process into the curriculum.</p> <p>We did not send any teachers on externships in summer 2024, but are currently looking for 1-2 teachers to attend a one- week externship with EBMUD in summer 2025 around <i>designing</i> sustainable water systems.</p> <p>We have a professional development session planned for all Lighthouse teachers in grades 6-12 with someone from the Stanford d.school on April 23 focused on design thinking. Many of our teachers are new to Lighthouse within the past few years and have limited understanding and connection to our Pathway. Our hope is that this professional development session will increase buy-in and collaboration within the Pathway across content areas and grade levels, leading to a more robust program.</p> |
| | <p>With many new teachers and a new administrative team at Lighthouse High this year, the planned integration of industry professionals into course content has been limited. In most classrooms, we are dealing with much more fundamental issues - teacher attendance, classroom management, student-centered lesson plans, and standards-based assessments. Hopefully, we can retain and develop more teachers this year and have the capacity to actualize some of these more ambitious but important goals.</p> <p>Another action we've taken this year to promote the visibility and importance of our Design Pathway is to create a permanent gallery space in our high school to show student work.</p> |
| | <p>Unfortunately, we were not able to hire a Work-Based Learning Coordinator this year because we didn't receive any of the grants we applied for to fund this position. So, for 2024-25, this job has been shared across our College and Career team. With our limited bandwidth, we have tried to maintain as many WBL practices and experiences as we can, while also</p> |

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| 24-25 Strategic Actions for Goal #2 | Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews. | exploring ways to implement work-based learning that are less time-consuming such as through online platforms. Two of the online WBL platforms we are experimenting with this year are Willow Education and PilotCity . Before the end of the year, we will administer some staff and student surveys to measure the impact of these partnerships and decide whether either is worth continuing and/or expanding. In 2025-26, with funds from our latest Strong Workforce grant, we should have a Work-Based Learning Coordinator again, though it is important to ensure that the WBL structures we build are designed to survive the ebb and flow of soft money. | |
| | Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes. | While we have steadily increased the number of students participating in internships over the past three years, we have not added enough internship partners to move forward with making this a graduation requirement. Among this year's seniors, 27 of 73 (37%) have completed a school-approved internship. For next year, we are looking into adding an internship elective at Lighthouse in which participating students would be tasked with completing design projects for the LCPS community and partner organizations. This could add another 25-50 internships per year (classes of 25 X 2 semesters). We are also hopeful that adding a Health Pathway and second Advisory Board will expand our professional network and potential access to internships at Lighthouse. | |
| | Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners | This year, we have begun to incorporate work-based learning into our passage process. For passage this year, our 10th graders will be creating resumes and participating in mock interviews with local professionals. 12th graders will be presenting their capstone projects to an audience that includes at least one individual from the Design industry. | |
| | Pathway team will identify and participate in at least 2 events for local design professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities. | Our Design Pathway Advisory Board meets 1-2 times per year and has helped cultivate some but not many WBL partnerships. Our Pathway Lead Teacher, Lillian Ortiz attended the FOG Design Fair in January 2025 and we are collectively looking to attend at least one more event for design professionals this spring. Pathway Coordinator Joshua Weintraub is attending the Educating for Careers Conference in March, 2025. | |
| 24-25 Strategic Actions for Goal #3 | Explore and potentially pilot adding a 4th dual enrollment block in the Master Schedule; increase the number of students participating in the Peralta Summer Institute and other summer opportunities that lead to college credit | We did not have the staffing to add a 4th dual enrollment block in the master schedule but have increased the number of students taking dual enrollment, the percentage of students passing dual enrollment, and the number of students participating in the Peralata Summer Institute. This year, more than 60% of our seniors will graduate with some college credit and we are planning to honor students at graduation who've earned more than 6 credits. This spring, we also hosted our first Dual Enrollment Awards night where we celebrated all students who have completed at least one college class with a special dinner, certificates, and some speeches. | |
| | Start awarding honors diplomas to students in the class of 2025 who have completed 6+ units of college credit | In order to encourage student buy-in and leadership, we formed a Student Pathway Leadership team in 2024-25. This team meets once per month to give input on Pathway plans and developments including this EIP document. The students on our Leadership Team are also helping plan and implement some beautification projects and are hoping to sponsor a design competition for students before the end of the year. Students are paid a small stipend for their participation in the leadership team. | |
| | Continue promoting dual enrollment opportunities to students, parents, and staff with clear communication around academic expectations | With help from our MTSS Coordinator, Program Specialist, and other support staff, we have marginally reduced chronic absenteeism at our high school this year (from 30.9% to 28.8%), though it remains a significant challenge. | |
| | Form a Student Pathway Leadership Team composed of 3-5 students who meet at least once per grading cycle (6 times per year) and can provide staff and Advisory Board with feedback on learning opportunities and student support systems. | One new initiative that we are piloting this year to combat absenteeism and disengagement is a group for young men (our student focal group) facilitated by Youth Alive. This group called Unity Crew is composed of 10 young men and meets 2 x per week during our advisory time. Through pre and post-surveys as well as indicators such as attendance, grades, and behavioral referrals we strive to measure the effectiveness of this group. | |
| Work with MTSS coordinator and our school counseling team to better understand and reduce chronic absenteeism, especially among high school boys | | | |
| Pathway Strategic Actions 2025-2026 | | | |
| 2025-2026 Strategic Actions | | | |
| Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026? | | | |
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | New or Revised Strategic Actions for Goal #1 | Build on collaboration between 3D Design/Biology to implement another interdisciplinary project for 10th graders in 2025-26 |
| | | | Plan and implement interdisciplinary projects: in 2D Design and Ethnic Studies for all 9th graders and in Graphic Design and U.S. History for all 11th graders; still TBD for how to run an interdisciplinary project for all 12th graders |
| | | | Explore the possibility of an interdisciplinary project (Chocolate Making, Molding, and Packaging) between Model Making, Chemistry, and Graphic Design - this project would impact a cross-section to students in grades 9-12. |
| | | | Codify components of a successful interdisciplinary project and connect these to stipends so that teachers clearly understand what's expected |
| | | | Our admin team will also provide targeted bi-weekly support to teachers implementing interdisciplinary projects during their common planning time |
| | | | Survey/interview students about interdisciplinary projects to gauge impact |
| | | | Encourage teachers to add the role of Designer to all group projects in high school |
| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience | New or Revised Strategic Actions for Goal #2 | Work-Based Learning Coordinator will work with CTE, Science and Social science teachers to integrate work-based learning, especially interaction with industry professionals, into interdisciplinary projects. Work-Based Learning Coordinator will connect with teachers over the summer to identify relevant careers, speakers, activities for their classes and then do the legwork to coordinate these experiences. |
| | | | Build on what we accomplished and learned in 2024-25 to incorporate working-based learning into passage requirements for grade 10 and one other grade level. |
| | | | In collaboration with our Administrative Team, our Work-Based Learning Coordinator will lead a professional development session for all 6-12 staff around work-based learning. Through 1-1 coaching, our admin team will then help at least 3 teachers implement work-based learning in their classes. |
| | | | Add an internship elective class at Lighthouse where students can complete work for the school, the local community, and/or work on their own project/business ideas |
| | | | Using surveys from 2024-25 and feedback from students and staff, the Work-Based Learning Coordinator will work with our administrative team to refine our work-based learning continuum for 2025-26 and beyond, honing in on experiences that are both impactful and sustainable |

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| Goal #3: By 2026 | More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit | New or Revised Strategic Actions for Goal #3 | In order to create an accessible on-ramp into dual enrollment for 9th and 10th grade students, we will at least one Counseling (PSCN) class per year with Chabot College such as Career and Educational Planning (PSCN 10), Study Skills (PSCN The College Experience (PSCN 20). These are engaging 2 unit classes that are not as demanding or time-intensive as other college courses. |
| | | | Continue to ask teachers to nominate students for the dual enrollment program and encourage promising students without any college credit to try a dual enrollment class. We will also host another Dual Enrollment Awards Dinner in Spring 2026 to celebrate student success and promote our dual enrollment partnerships. |
| | | | Improve consistency among staff in response to student behavior dysregulation. This helps provide structure and a sense of security for all students, but is especially important for our focal group of young men. |
| | | | Continue to run our Unity Crew with Youth Alive and/or identify and invest in other support structures for our most marginalized male students |
| | | | Reduce chronic absenteeism to < 25%. In partnership with Oakland Natives Give Back, we are in the process of gathering data from students, families and staff about attendance culture, barriers to student attendance, and potential solutions and will use this data to develop an action plan for the 2025-26 school year. We also are hiring a dedicated Attendance Coordinator for the 25-26 school year. |

Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget**

| BUDGET JUSTIFICATION | | | | | | | | |
|--|-------------|-------------------------|----------------|---------|-------------------------------|---|---|--|
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . | | | | | | | | |
| <div>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</div> <div>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</div> <div>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></div> <div><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></div> | | | | | | | | |
| COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved | Conditionally Approved | |
| | | | | | | (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD hat is required for approval) | (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) | |
| | | | | | | (protected cells below are to be completed by MN/H staff only) | (protected cells below are to be completed by MN/H staff only) | |
| \$92,730.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation | | | |
| Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | | | | | | Approved | | |
| \$23,182.50 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | | |

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|--|-------------|------|-----------------------|-------------|---------|-------------------------------|----------|--|
| Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as Pathway electives such as Digital Photography and Screenprinting The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners. Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | \$85,430.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation | Approved | |
| Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher | \$21,357.50 | 3000 | Employee Benefits | | | Product Design and Innovation | Approved | |
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| 2025-2026 MEASURE H BUDGET | | | |
|--|--------------|----------------|-----------------|
| Effective: July 1, 2025 - June 30, 2026 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$222,700.00 | \$222,700.00 | \$0.00 |
| *Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (262) multiplied by the per pupil amount of \$850. | | | |

School: Lighthouse Community Charter High School

Site #: 9127

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|-------------|-------------|-------------------------|----------------|---------|-------------------------------|
| 9127-1 | <p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$92,730.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| 9127-2 | Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher | \$23,182.50 | 3000 | Employee Benefits | | | Product Design and Innovation |
| 9127-3 | <p>Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as Pathway electives such as Digital Photography and Screenprinting. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$85,430.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| 9127-4 | Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher | \$21,357.50 | 3000 | Employee Benefits | | | Product Design and Innovation |