

**MEASURE N COMMISSION**

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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**Measure N - College & Career Readiness - Commission**

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# Memo

**To** Measure N Commission

**From** Matin Abdel-Qawi, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2022-2023 Measure N Education Improvement Plan and Assessment  
Services For: Lighthouse Community Charter High School

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**Action Requested and  
Recommendation**

Adoption by the Measure N – College and Career Readiness Commission of the 2022-2023 Education Improvement Plan and Assessment for Lighthouse Community Charter High School as “Fully Approved” in an amount not to exceed \$244,800.00.

**Background**

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

**Competitively Bid**

Was this contract competitively bid? No

If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure N

**Attachments**

- 2022-2023 Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

**2022-2023 MEASURE N BUDGET**

**School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL**

Effective July 1, 2022-June 30, 2023

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$244,800.00	\$244,800.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	<p>Teacher: Salary for 1.0 FTE: 3D Design/Advanced Design Teacher This teacher facilitates two courses that are essential to our Pathway, 3D Design (10th grade concentrator course) &amp; Advanced Design (12th grade capstone course). 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. In 2022-23, each Pathway teacher will also teach one Pathway elective class such as Photography, Photoshop, Illustrator, Fusion 360 or Screenprinting. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$80,000.00	1100	Certificated Salaries	3D Design and Advanced Manufacturing CTE Teacher	1.0 FTE	Product Design and Innovation
2	Benefit Costs associated with the teacher position in line 127	\$20,000.00	3000	Employee Benefits			Product Design and Innovation
3	<p>Teacher: Salary for 1.0 FTE, 2D Design/Graphic Design Teacher This teaching role implements two courses that are essential to our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders). 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. In 2022-23, each Pathway teacher will also teach one Pathway elective class such as Photography, Photoshop, Illustrator, Fusion 360 or Screenprinting. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$75,000.00	1100	Certificated Salaries	2D Design CTE Teacher	1.0 FTE	Product Design and Innovation
4	Benefit Costs associated with the teacher position in line 129.	\$18,750.00	3000	Employee Benefits			Product Design and Innovation

5	<p>Materials for courses: 2D Design, 3D Design, Graphic Design, Advanced Design, Pathway Elective(s) In each of these courses, students will go through the Design Cycle: (1) Define the Problem, (2) Identify Resources and Conduct Research, (3) Brainstorm and Set Goals, (4) Create Alternatives and Select the Best Solution, (5) Construct a Model or Prototype, (6) Test Solutions, (7) Evaluate and Make Necessary Changes. Using this Design Cycle, students will engage in projects to Design for Self, Design for a Friend/Client, and Design for the Community. These hands-on, in-depth projects, which are somewhat organic in nature (depending on what the individual or community need, which teacher/courses the Pathway is collaborating with for interdisciplinary projects, and student creativity) necessitate the purchase of new materials on a yearly basis. These supplies can include, but are not limited to the following:</p> <p>2D Design: Sketchbooks, paint, canvas, poster paper, markers, colored pencils, t-shirts, transparencies, screen printing ink, honorarium for 1-2 guest speakers per semester</p> <p>3D Design: Cardboard, acrylic sheets, resin and/or PLC filament (for 3D printers), balsa wood, aluminum (for CNC machine), honorarium for 1-2 guest speakers per semester</p> <p>Graphic Design: Poster paper, markers, colored pencils, t-shirts, transparencies, screen printing ink, honorarium for 1-2 guest speakers per semester</p> <p>Advanced Design: Cardboard, acrylic sheets, resin (for 3D printers), PLA, balsa wood, aluminum (for CNC machine), lumber, varnish, sandpaper, nails, gloves, masks, honorarium for 1-2 guest speakers per semester</p> <p>Pathway Electives: We are hoping to run a screenprinting elective as well as a Photoshop and/or Fusion 360 course next year. The screenprinting course would require additional shirts, transparencies, and screenprinting ink. The Fusion 360 course would need extra materials (resin, PLC, balsa wood, aluminum to actualize designs using Advanced Manufacturing equipment. For the Photoshop class, it would be ideal to professionally print student images for a culminating gallery show.</p> <p>Each of our standard Pathway courses serves 70-80 students, while electives would serve 25-30 students each. A total budget of \$8,500 gives us approximately \$1500-2000 per course for materials. Knowing that many of our CTE classes often need more funding than this, we plan to bolster our materials/supplies budget with funding from our general funds and other grants like CTEIG and Strong Workforce. Reducing our supplies/materials budget for Measure N is a time saver because other funding sources don't require the same level of justification for every expense.</p>	\$8,800.00	4300	Instructional Materials	Product Design and Innovation
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6	<p><b>Transportation Fees for Field Trips</b>  Field trips ensure that pathway students have the opportunity to visit industry sites and post-secondary options relevant to our Pathway such as CTE programs at local colleges and union apprenticeships. This expenditure will help us meet our goals to provide all students with work-based learning opportunities and provide multiple access/entry points to engage students in our Pathway which is a key component of both Expeditionary Learning and Linked Learning. Transportation for these field trips will be arranged on private charter buses. Each field trip will impact approximately 80 students, so altogether these four field trips will serve all of Lighthouse's 320 students in 2022-23.</p> <p>Our total budget of \$12,000 for field trips is based on one field trip per Pathway class (\$3000 x 4). This should cover two buses per field trip.</p>	\$12,000.00	5826	Transportation Fees			Product Design and Innovation
7	<p><b>Substitute Coverage for Teacher Release Days</b>  Interdisciplinary projects require ongoing collaboration. We are going to do our best to provide common planning time for teachers who are collaborating together during our weekly professional development time on Wednesday afternoons, but teachers often need more extensive time to make meaningful connections and detailed plans. As previously stated, we'd aiming to have at least one integrated project at every grade level, each associated with one of our Pathway courses. This would mean that all Lighthouse students (320 students total) get to experience one or more integrated projects in 2022-23. To make this happen, we'd like to provide collaborating teachers with two release days per semester. The funds allocated here would pay for substitutes or other teachers to cover classes during this collaboration time.</p> <p>Substitute salary calculation formula for 2 teachers x 8 release days x \$250 per day (per substitute) = \$4000</p> <p>Additionally, we'd like to provide at least one release day per year for Pathway teachers to attend conferences or site visits that deepen their understanding of CTE education, Linked Learning, and/or content knowledge related to our Pathway.</p> <p>Substitute salary calculation formula for 2 teachers x 1 release day x \$250 per day (per substitute) = \$500</p>	\$4,500.00	1150	Substitute Teacher Salaries			

8	<p>Refreshments for Pathway Activities Food is an important part of bringing people together and helping them stay focused on the task at hand. Along these lines, we'd like to be able to provide light refreshments at our Pathway advisory board meetings and other Pathway sponsored events.</p> <p>Conducting regular Pathway Advisory Board meetings and events will help us to meet several of our goals for next year, such as the securing some paid internships connected to our Pathway theme and determining coherence between our new Business Program (funded through SWP grant) and existing Design Pathway.</p> <p>\$150 for refreshments X 6 Pathway events per year = \$750</p>	\$750.00	4311	Meeting Refreshments			
9	<p>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.</p> <p>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 a Pathway orientation for students and staff, helping map out integrated projects, and coordinating alignment (common language and practices) within Pathway courses and middle school Making/Art/Design Classes. 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 320 students.</p>	\$20,000.00	1300	Certificated Salaries	Pathway Coordinator	.20 FTE	Product Design and Innovation
10	Benefit Costs associated with the position in line 135	\$5,000.00	3000	Employee Benefits			Product Design and Innovation

**School:** LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

**Pathway Name:** Product Design & Innovation

**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 780 students across all grades K – 12 and graduating nine classes of seniors. 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 Lighthouse Design Pathway. In this pathway, students will develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students will: create real products using the design process work as part of design teams 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 collaborate with industry professional and real world clients. Students will take 2-D Design and 3-D Design in 9th and 10th Grade and will have the option of concentrating in three different areas in 11th grade (Digital Design, Graphic Design, and Advanced Manufacturing and Design). These course outcomes area are aligned to the CTE Standards for Product Design and Innovation. Courses will utilize a design model based on the CTE standards.

**School Mission and Vision**

Program Aligned to Meet Mission

The mission of Lighthouse is to prepare a diverse student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In 2016, Lighthouse adopted a set of eleven outcomes by which we measure our success. Each outcome is associated with particular indicators, including those measured on the California state school dashboard. Our student outcomes come directly from the graduate profile. Our school outcomes are:  
Members of the Lighthouse community feel connected to the school and each other.

- Members of the Lighthouse community are lifelong learners.
- Members of the Lighthouse community are active decision-makers with voice in the school.
- Lighthouse graduates are prepared to be successful in four-year college and a career of their choice.
- Lighthouse students are academically proficient.
- Lighthouse students are relationship-builders.
- Lighthouse students are committed to service and justice
- Lighthouse staff are skilled, diverse, experienced, and culturally-competent.
- Lighthouse students are purposeful and self-aware.
- Lighthouse families are partners in their children's education.
- Lighthouse staff are engaged members of the school community.

**School Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	47.70%	52.30%	92.39%	86.85%	22.80%	16.26%	11.60%	11.60%	0.00%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	8.80%	0.00%	1.80%	83.20%	0.70%	0.00%	3.90%	1.80%	0.00%

**Target Student Population** Which student population will you focus on in order to reduce disparities? Our target student population will be focusing on students who have not completed A-G courses and are graduating by meeting the minimum California Diploma requirements.

**SCHOOL PERFORMANCE GOALS AND INDICATORS**

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	89.70%	93.33	88.00%	92.80%	93%+	Not available	93%+
Four-Year Cohort Dropout Rate	10.30%	5%	>5%	CDE hasn't calculated this data yet	>5%	Not available	>5%
A-G Completion	86.20%	88%	90.00%	92.00%	93%	85%	90%
On Track to Graduate- 9th Grade	90.00%	90.00%	90.00%	85%	90%	92%	93%
Percentage of students who participated in at least 1 Work-Based Learning activity	65.00%	80.00%	85.00%	79%	85%	100%	100%
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	N/A	N/A	N/A	70%	Pass rate is 77% 45% of seniors on track to graduate with college credits	Pass rate of 80%+ 50%+ of seniors graduate with college credits

Percentage of students in Linked Learning pathways	85.00%	85.00%	85.00%	63%	95%	100%	100%
<b>Target Student Population Indicator</b>	<b>18-19 Baseline Data</b>	<b>19-20 Data</b>	<b>20-21 Goal</b>	<b>20-21 Data</b>	<b>21-22 Goal</b>	<b>21-22 Data</b>	<b>22-23 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	50.00%	75%	87.00%	85%	87.00%	Not available	88.0%
Four-Year Cohort Dropout Rate	50.00%	20%	<4%	1%	<5%	Not available	<5%
A-G Completion	0.00%	N/A	N/A	NA (0% by definition)	NA (0% by definition)	NA (0% by definition)	NA (0% by definition)
On Track to Graduate - 9th Grade	90.00%	90.00%	92.00%	NA (0% by definition)	NA (0% by definition)	NA (0% by definition)	NA (0% by definition)
Percentage of students who participated in at least 1 Work-Based Learning activity	65%	80.00%	82.00%	0%	82.00%	100%	100%
Percentage of students who have passed dual enrollment courses with a C- or better	NA	NA	NA	NA	NA	0%	20%
Percentage of students in Linked Learning pathways	85.00%	85.00%	86.00%	86%	86.00%	100%	100%

**ROOT CAUSE ANALYSIS**

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Lighthouse has one of the highest four-year graduation rates in the district with over 85% of students completing and exceeding all of the UC A-G requirements (which are also LCPS's high school graduation requirements).	Lighthouse High School has limited credit recovery and summer school options due to the fact that we are only able to offer a short summer school program focusing on math remediation and English Language Arts remediation. We are unable to offer summer remediation for lab sciences, history courses, and electives.	When a student does not demonstrate mastery in a course, and therefore does not pass the course and earn credits towards graduation, the student will need to make up the course at a future date.  As a small school, it's difficult for us to have a robust credit recovery model that aligns to our instructional values and ways our students are used to learning. We are limited in our ability to place students into courses they've previously not passed during the school year because the majority of our classes are full whereas in a large school there are multiple sections of every course that can accommodate students taking a course for credit recovery. This coupled with only being able to offer English and Math during summer school make it extremely difficult to implement a comprehensive credit recovery program.
Four-Year Cohort Dropout Rate	Our four-year dropout rate is one of the lowest in the district. Although there are a few students who are not finishing in four years, the majority of students in this subgroup are graduating in five school year. Lighthouse is committed to supporting students through high school graduation and as such, we offer students who are not on track to graduate in 4 academic year, an additional 5th year of high school.	As a small school, we have limited instructional options for students who need more flexible schedules for credit recovery, work, or other personal reasons. Additionally, as Oakland continues to become gentrified, more and more of our families are getting pushed out of our region. Together, these dynamics make it hard for some students to stay at our school and/or graduate in 4 years. However, Lighthouse offers students who are not on track to graduate in 4 years, an additional year of high school. The students are not reflected in the four-year cohort graduation percentage.	Almost all students who do not complete A-G either have an IEP plan, a 504 plan, or are newcomer students. While we feel it's important to offer them the option of graduating high school without completing the A-G requirements (this makes earning a diploma feel achievable for them and reduces our number of dropouts) it also creates a de-facto tracking system at our school.



A-G Completion	<p>Over 85% of Lighthouse High School students successfully complete A-G courses for CSU/UC and in fact exceed the A-G requirements.</p> <p>Moreover, LCPS has added over 10 additional A-G classes to its schedule this year so that students have the opportunity to explore a variety of interests and exercise choice in scheduling classes and completing their requirements.</p>	<p>Some of our students with IEP and 504 plans participate in the California Diploma graduation path. This pathway does not require A-G course completion. LCPS also offers a limited number of options for them to recoup credits as we currently only offer English and Math summer credit recovery due to the limited number of teachers available during the summer break, and we have limited seats to place students into courses for credit recovery during following school years.</p>	<p>The root cause of some students with IEPs, 504 plans and newcomers not completing A-G courses is that instruction is not adequately differentiated in all of our classrooms. By the time some of these students get to 11th grade, they often don't have the academic credits to complete A-G requirements and are less motivated to apply to 4 years colleges.</p>
On Track to Graduate - 9th Grade	<p>Our 9th grade class now has access to 6 instructional periods, increased number of A-G electives, and intervention support in math, writing and reading.</p> <p>This 9th grade cohort will be the first to have the opportunity to take a summer class in order to advance in math levels the following school year.</p> <p>We have also intentionally created a crew structure in 9th grade that has weekly one-on-one check in with crew leaders to help ensure progress toward 10th grade promotion and ultimately, graduation in 4 years.</p>	<p>9th graders coming from other schools have a large adjustment period to integrating into our community. Because 80% of students matriculate from Lighthouse middle school, students from other schools have to adjust to a cohort of students who have been in community since elementary school. This group of 9th graders also have to adjust to a mastery based grading system in comparison to traditional letter grades. This coupled with adolescent development results in some 9th grade students needing an additional year of high school in order to graduate.</p>	<p>As a K-12 school and close knit community, students coming from other schools in 9th grade are having difficulty transitioning. At the beginning of 9th grade, there is a one week retreat week to build community among students, but less focus on how to navigate the habits of work and scholarship needed to remain on track in the 9th grade.</p>
Percentage of students who participated in at least 1 Work-Based Learning activity	<p>Lighthouse Students in grades 10-12 were exposed to industry professionals through Mock Interview, Career Day, Internships, Job Shadow Day, or field trip to a industry related to Manufacturing and Product Development site. All of our 10th grade students engage in career exploration throughout the school year as part of a capstone experience.</p> <p>Additionally, all of our 11th grade students were in the process of internship placement before COVID-19 made this impossible.</p> <p>Our Entrepreneurship class, which is one of our Pathway electives, visited several local businesses this year and created working small businesses.</p>	<p>The unanticipated pandemic has also affected our ability to provide further WBL opportunities to our students. We had several events planned for March, April, and May that unfortunately had to be cancelled.</p> <p>Some of the challenges that we faced while planning WBL opportunities included offering a quality make-up experiences for students who was absent on the day of the event (i.e. Mock Interview Day, Career Day) and student engagement. Our students had to prepare a resume for the Mock Interview Day and dress for success, students who had been absent during the preparation of this event also missed out.</p> <p>Moving forward, we hope to apply a meaningful experience for each grade level. This year, we offered Mock Interviews for our 10th graders, Career Day for our 11th graders, planned pathway aligned internships, and planned a Job Shadow Day for any grade level interested in the job sites who volunteered to host.</p>	<p>When work-based learning is done well, it encompasses industry professionals sharing their skills and knowledge with students. Many of our work-based experiences were scheduled for second semester. Unfortunately, school-closure due to COVID-19 required us to cancel these experiences. Additionally, as our WBL program expands, we must engage all teachers so that they are invested from the start of year in work-based learning.</p>
Percentage of students who have passed dual enrollment courses with a C- or better	<p>Our new master schedule supports our students to more easily pursue concurrent enrollment at the Peralta Colleges.</p>	<p>Although LCPS is not offering dual enrollment options currently, we are looking to explore this option in the future.</p>	<p>It has been logistically challenging to establish partnerships with the Peralta Community College system.</p>

Percentage of students in Linked Learning pathways	Some students are not invested in our pathway. This is a result of minimal student and family engagement in promotion of the pathway program. When the pathway program was introduced, there was no ongoing engagement plan to maintain community engagement. We need to continue to build access points for students who have a varied interest and find ways to engage them in the pathway. We also need to continue to build out our pathway courses by expanded opportunities for our students to complete the course sequence.	LCPS is currently working towards obtaining Gold Certification in Linked Learning. A challenge to present here is that with one Pathway at our school, not all of our students are naturally inclined about participating in the Pathway. Because our pathway courses are graduation requirements, students are enrolled by default and not by choice.  Currently, we need to hire a new Advanced Manufacturing teacher who will continue our pathway courses.	Some students are not invested in our pathway. This is a result of minimal student and family engagement in promotion of the pathway program. When the pathway program was introduced, there was no ongoing engagement plan to maintain community engagement.  We need to continue to build access points for students who have a varied interest and find ways to engage them in the pathway. We also need to continue to build out our pathway courses by expanded opportunities for our students to complete the course sequence.
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**PATHWAY QUALITY ASSESSMENT**

<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	Evidence of Strengths	Areas For Growth	Next Steps
<b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)	All of our Pathway courses are A-G approved courses in which students engage in project-based, hands-on learning in collaborative groups  Both Pathway teachers are industry professionals who incorporate authentic processes, skills, and assignments into their classes. Whether or not students are interested in pursuing a career related to product design, our Pathway classes encourage critical thinking and creativity.	Ensure students have consistent opportunities to collaborate with industry, postsecondary, and community partners in all Pathway classes.  Enhance the rigor and relevance of integrated, cross-disciplinary projects shared by Pathway teachers and core instructional staff.	Right now, Pathway teachers have a common planning period but are spending a lot of their time developing curriculum and only meet together once per week. More consistent collaboration among the pathway teachers as well as with our Advisory Board and industry partners would help improve instruction, bring coherence, and advance industry connections in our Pathway.  We also need to allot more time for Pathway specific professional development and collaboration among all high school staff to augment the rigor and relevance of interdisciplinary projects.
<b>CTE</b> (pages 3,4,5 of rubric)	Both Pathway teachers started the process of earning their CTE credentials this year.  Pathway teachers also had common preparation time, integrated academic and technical content, and ensured that students engaged in daily activities that required them to work in heterogeneous pairs or groups.  Pathway teachers attended professional development that improved instructional practice.	One area for growth is clarifying and articulating the trajectory for students to completing industry certifications in our Pathway. We are striving to offer in-house certification in Fusion 360 and Adobe Certifications. This is one way in which we can help ensure that our Pathway helps prepare students to enter the workforce during or directly following high school.	We are also seeking to provide our Pathway instructors with more ongoing professional development so that they complete their CTE credentials and have the expertise to help all students get certified in Fusion 360 and Adobe.
<b>WBL</b> (page 6 of rubric)	Strengths include: * the growth of our Advisory Board * teaching of industry-relevant skills * incorporation of work-based simulations in all Pathway classes * collaboration with industry partners for our Mock Interviews, Career Day and internship program.	Areas for growth include implementing a WBL plan for all students across all grade levels that are better integrated into our academic and technical coursework. While we have many opportunities for our 10th and 11th graders to engage in WBL activities, we now need to focus on how we provide more WBL experiences for our 9th graders (who are just entering into the Pathway) and our 12th graders (many of whom have completed the Pathway). Another opportunity for growth is implementing WBL experiences for our 6-8th grade students in preparation for high school.  We also need to more systematically structure our WBL experiences so that students get exposure to a wider variety of career fields related to Manufacturing and Product Development.	Next steps include sequencing WBL experiences that culminate in an intensive career training and/or career preparation experiences. We were planning to pilot a capstone experience in our Advanced Design class this year in which students completed a Design Challenge at either the Laney College or College of Alameda Fab Labs, but those plans were shelved because of COVID-19. We are hoping to be able to pilot this capstone project next year and within the next few years, hope to get to the point where the Pathway Capstone is a seminal experience for all of high school students at Lighthouse.

<p><b>Comprehensive Student Supports</b> (page 7 of rubric)</p>	<p>Strengths include extensive intervention services, including reading support, math support, and writing support. We have targeted these services for our ninth grade students, and other students who are struggling in their classes (based on GPA, standardized test data, and teacher recommendation). Our intervention classes are small and personalized and reading support is often one-on-one or in small groups. We also provide additional supports for students with IEPs, 504 plans and newcomers.</p> <p>Another strength is how we engage families to address students academic, personal, and social-emotional needs. In addition to regular communication with teachers, crew leaders (teacher advisors) meet with families three times per year to discuss student goals and progress. This is one of the ways we leverage relationships and our small school size.</p> <p>Crew leaders meet with students four times a week and have a weekly check-ins on their academic, personal, and social emotional progress. Crew leaders also collaborate with our counseling staff to help students identify realistic career aspirations and post-secondary plans. This helps ensure students have a vision of what they are working towards in high school. For example, all 10th graders have to create 10-year plans as part of their 10th grade passage process.</p>	<p>Areas for growth include regularly reviewing data to ensure that intervention and acceleration strategies are positively affecting students' success. In particular, we need to find alternative modes/methods of support for students when standard interventions don't work. This is especially important for students with IEPs or 504 plans, students who have previously been retained, and students who are not on track to complete their A-G requirements.</p> <p>We also need to get better at helping students and parents visualize connections between our Pathway and their college and career options.</p>	<p>Next steps include digging deeper into the efficacy of our intervention classes and figuring out how we can adapt these mechanisms of student support and/or adopt other practices that will meet the needs of more students.</p> <p>We also plan to implement mechanisms that will help students make more regular connections between their short term progress (including what they are learning about in the Pathway) and long-term goals, especially in Crew and during their quarterly Student Led Conferences.</p> <p>Future staff professional development will also focus more heavily on college and career readiness skills. Staff will engage in more consistent progress monitoring of student achievement through bi-weekly data team meetings that will empower them to better help students monitor their own progress.</p>
<p><b>Pathway Student Outcomes</b> (page 2 of rubric)</p>	<p>Currently, our pathway student demographic reflects the demographics of our school and very few students are excluded from Pathway courses.</p>	<p>One area for growth is ensuring that all students, even those with IEPs, newcomers, and those with intervention classes have the ability to take ALL courses in the Pathway with their cohort.</p>	<p>Our next steps are to to make sure that our master schedule allows ALL students to take ALL Pathway courses.</p> <p>As a school, we are also in the midst of an effort to increase the number of African-American students at our school and subsequently in our Pathway. We are doing this by changing our admission practices and making sure that African-American students feel included and successful at our school through institutions like our Black Student Union and Black Student-Teacher Mentor Program.</p>

**2020-2021: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
<p>Interdisciplinary projects that are aligned with Expeditionary Learning build bridges between Pathway courses and academic courses and become a foundational part of the student/teacher experience at our high school.</p>	<p>Integrated projects happen as planned, are high quality and validated by industry partners. We will know that these projects are high quality by adhering to industry and CTE anchor standards. Our guest panelists will also provide feedback and refer to a Linked Learning rubric that will encourage growth. The exemplary presentations can also be presented during the Capstone culmination event at one of our Advisory Board member worksites.</p>
<p>Work-based learning opportunities are fully integrated into all Pathway courses, giving students practical experience and exposure to various career options in the fields of design and manufacturing.</p>	<p>Each one of our Pathway courses provides students with one or more of the following opportunities connected to class content: exposure to specific industries/jobs, work-based tours, guest speakers, classroom assignments that simulate workplace responsibilities, apprenticeships, internships. We will know our students are fully integrated by scoring a pass in their Industry Certifications. Students who choose to take the Capstone course have the option to attempt the Certifications offered upon completion of the pathway sequence.</p>

Pathway participation culminates in a unique and memorable learning experience.	<p>All students at Lighthouse complete a capstone experience in our Pathway program.</p> <p>All students at Lighthouse complete the Pathway with a digital portfolio containing at least one piece of high-quality work from each of their Pathway classes.</p> <p>All students have the opportunity to earn an industry-recognized credential or certification in the pathway.</p>
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**Strategic Actions**

<p><b>Strategic Actions</b>  <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i></p>	<p><b>What evidence will you look for to know you are successful?</b></p>
Partnerships across courses/between teachers are formalized (at least one per grade level); professional development time and resources provided to teachers to engage in this type of collaboration	<p>Professional development is allocated for interdisciplinary project planning.</p> <p>Interdisciplinary projects feel meaningful to both students and teachers.</p>
Continue to recruit, conduct outreach, and meet with our Pathway Advisory Board quarterly in order to encourage and support work-based learning partnerships.	<p>At least 4 Pathway advisory meetings per year.</p> <p>Increased number of work-based learning partnerships.</p>
Pathway teachers are required to incorporate work-based learning opportunities into course syllabus; supervisors support them to make work-based learning a reality in these classes. Some of the strategic actions we will be taking here include ongoing professional development throughout the year. Each training will be a checkpoint to evaluate implementation and rigor of work-based learning opportunities.	Each grade level will culminate with a specific experience that will help the pathway completion at LCPS. These will include career exploration, resume building, interview skills, on the job training, etc.

**Budget Expenditures**

**2020-2021 Budget**

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Measure N Program Coordinator: Salary for .5 FTE. Role includes supervising and coaching pathway teachers, leading pathway teams continued compliance with Measure N, working with WBL offerings, and collaborator with site and other instructional leaders/teams to make collective progress towards our pathway and Linked Learning goals.	\$46,000.00	1300	Certificated Salaries	Measure N Coordinator	0.50	
Program Coordinator: Benefits.	\$11,500.00	3000	Employee Benefits	N/A	N/A	
Teacher: Salary for 1.0 FTE. This teaching role implements 2 Measure N courses: 3D Design & Advanced Manufacturing. The title of this role is 3D Design and Advanced Manufacturing CTE Teacher. This is the second component of our pathway sequence under the Manufacturing and Product Development pathway. This course is the concentrator course offered before the Advanced Manufacturing course.	\$70,827.00	1100	Certificated Salaries	Teacher	1.00	
Teacher: Benefits.	\$17,706.75	3000	Employee Benefits	N/A	N/A	
Teacher: Salary for 0.5 FTE. This teaching role implements 1 Measure N course: 2-D Design. The title of this role is 2D Design CTE Teacher. This is the first component of our pathway sequence under the Manufacturing and Product Development pathway. This course sets up the fundamentals of our pathway.	\$37,500.00	1100	Certificated Salaries	Teacher	0.50	
Teacher: Benefits.	\$9,375.00	3000	Employee Benefits	N/A	N/A	

Materials for course: 2-D Design This budget line item includes screen printing materials, t-shirts, paint. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces for community partnerships and the culminating Fashion Show Expo that exhibits student work upon completion of the course.	\$6,941.25	4300	Instructional Materials	N/A	N/A	
Heat Conveyor Installation (2-D Design course) This budget line item includes installation of heat conveyor. The heat conveyor was purchased with Measure N funds in the 2019-2020 school year. Unfortunately, the voltage required for the technology to use exceeds the capacity of our electrical outlets, therefore, we'd need to accommodate a installation cost to ensure that we can use the technology purchased to heat the screen prints onto the t shirts to support our pathway.	\$7,500.00	4300	Instructional Materials	N/A	N/A	
Bus fees (2-D Design course) This budget line item includes bus fees for industry work. The buses would support the field work expenditures to ensure the pathway students have access to industry experiences that are off campus.	\$2,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: 2-D Design This budget line item includes stipends for guest speakers. This budget line item would support the costs associated with industry personnel leaving their job sites to support our students engagement with industry professionals.	\$1,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: 3D Design This budget line item includes materials for woodworking materials and equipment such as lumber, varnish, sandpaper, nails, gloves, masks. For 3D printing and laser cutting specific materials such as PLA, balsa wood, cardboard, acrylic sheets, and metal findings to produce jewelry pieces. For sewing supplies such as fabric, buttons, paint, needles, thread. For circuitry and electronic supplies such as wire, copper tape, solder. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces as capstone projects. Materials to produce prototypes and capstone projects.	\$10,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: Advanced Manufacturing  This budget line item includes laser-cutting materials such as cardboard sheets, acrylic sheets and balsa wood; physical computing supplies such as LED strips, wire, solder; woodworking materials such as lumber, nails, varnish, sandpaper, gloves, masks; 3D printing materials such as PLA. This supports the required materials to meet course objectives.	\$10,000.00	4300	Instructional Materials	N/A	N/A	

**2021-2022: YEAR TWO ANALYSIS**

<b>Pathway Strategic Goals</b>		
<i>Pathway Quality Strategic 3 Year Goal</i>	<b>What actions did you take that improved outcomes? How do you know you were successful?</b>	<b>What will you do different next year to continue to improve?</b>
Interdisciplinary projects that are aligned with Expeditionary Learning build bridges between Pathway courses and academic courses and become a foundational part of the student/teacher experience at our high school.	Integrated projects happen as planned, and are of high quality and validated by industry partners. We will know that these projects are high quality by adhering to industry and CTE anchor standards. Our guest panelists from our Advisory Board will also provide feedback and refer to a Linked Learning rubric that will encourage growth. The exemplary presentations can also be presented during the Capstone culmination event at one of our Advisory Board member worksites.	We will prioritize collaboration between Pathway and academic teachers during designated professional development hours in the spring so that they can craft meaningful, impactful expeditions for the upcoming fall semester. Our leadership will accommodate this by sending the teachers to EL training and workshops to equip them with the resources and examples necessary.

Work-based learning opportunities are fully integrated into all Pathway courses, giving students practical experience and exposure to various career options in the fields of design and manufacturing.	Each one of our Pathway courses provides students with one or more of the following opportunities connected to class content: exposure to specific industries/jobs, work-based tours, guest speakers, classroom assignments that simulate workplace responsibilities, apprenticeships, internships. No work-based tours were conducted this year due to the pandemic. We will know our students are fully integrated by scoring a pass in their Industry Certifications. Students who choose to take the Capstone course have the option to attempt the Certifications offered upon completion of the pathway sequence.	Pathway courses will be lengthened to full-year courses to allow for the breadth and depth necessary for students to become certified. We will expand our Pathway offerings so that students have real choice and thus are more motivated to excel in the courses of their choosing. Members of our advisory board will be more integrated into the planning and structuring of the pathway courses.
Pathway participation culminates in a unique and memorable learning experience.	All students at Lighthouse complete a capstone experience in our Pathway program.  All students at Lighthouse complete the Pathway with a digital portfolio containing at least one piece of high-quality work from each of their Pathway classes.  All students have the opportunity to earn an industry-recognized credential or certification in the pathway.	Pathway courses will culminate in a significant, "real world" commercial project such as designing and manufacturing prototypes or merchandise for a client or offering a line of goods to be systematically sold by the students and supported by Lighthouse from the top down to insure its commercial success. This will afford students opportunities to experience industry rolls that extend beyond design and production.

**For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:**

<b>2021-22 Strategic Actions</b> - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	<b>What evidence will you look for to know you are successful?</b> - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
CTE classes leverage opportunities to tie their projects relevant to emerging issues facing Oakland or the East Bay OR with topics (texts, units of study, concepts) existing in core classes. There is professional development time and resources provided to teachers to engage in this type of collaboration. This action will continue from last year. Due to all efforts being placed to transition to online instruction, this still remains a goal for Lighthouse.	Professional development is allocated for project planning and engaging with members of the community OR working with core teachers.  Interdisciplinary projects feel meaningful to both students and teachers.
Continue to recruit, conduct outreach, and meet with our Pathway Advisory Board quarterly in order to encourage and support work-based learning partnerships.	At least 4 Pathway advisory meetings per year. Increased role of the advisory board in operating and evaluating the CTE program. Increased number of work-based learning partnerships.
Pathway teachers are required to incorporate work-based learning opportunities into course syllabus; supervisors support them to make work-based learning a reality in these classes. Some of the strategic actions we will be taking here include ongoing professional development throughout the year. Each training will be a checkpoint to evaluate implementation and rigor of work-based learning opportunities.	Each grade level will culminate with a specific experience that will help the pathway completion at LCPS. These will include career exploration, resume building, interview skills, on the job training, etc.

**Budget Analysis of 2020-2021 Measure N Budget**

**Impact of 2020-2021 Budget Expenditures**  
- How did distance learning impact your budget expenditures?  
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

In terms of impact on budgeted expenditures, Distance Learning meant that we've had unspent funds in most 4000 and 5000 series categories.

We continued with our personnel, who were able to hold instructional classes via Zoom. Synchronous classes have been offered on four out of five days each week, and have been the most effective use of our resources over the course of this year.

**Budget Expenditures**

**2021-2022 Budget: Enabling Conditions Whole School**

<b>Budget Justification:</b> Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
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<b>Teacher: Salary for 1.0 FTE.</b> This teaching role implements 2 Measure N courses: 3D Design & Advanced Manufacturing. The title of this role is 3D Design and Advanced Manufacturing CTE Teacher. This is the second component of our pathway sequence under the Manufacturing and Product Development pathway. This course is the concentrator course offered before the Advanced Manufacturing course.	\$80,000.00	1100	Certificated Salaries	3D Design and Advanced Manufacturing CTE Teacher	1.0 FTE	Product Design and Innovation
<b>Benefit Costs associated with the teacher position in line 90.</b>	\$20,000.00	3000	Employee Benefits			
<b>Teacher: Salary for 1.0 FTE.</b> This teaching role implements 1 Measure N course: 2-D Design. The title of this role is 2D Design CTE Teacher. This is the first component of our pathway sequence under the Manufacturing and Product Development pathway. This course sets up the fundamentals of our pathway.	\$75,121.00	1100	Certificated Salaries	2D Design CTE Teacher	1.0 FTE	Product Design and Innovation
<b>Benefit Costs associated with the teacher position in line 92.</b>	\$18,780.25	3000	Employee Benefits			
<b>Materials for course: 2-D Design.</b> This budget line item includes screen printing materials, t-shirts, paint. This supports the required materials to meet course objectives. Materials to produce sample student work and final pieces for community partnerships and the culminating Fashion Show Expo that exhibits student work upon completion of the course. These student work products will include, but not limited too, screen printing and visual art. <b>Course Objective:</b> The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Measure N Justification Form and a lesson plan as supporting documents will be utilized to request reimbursement for any expenses associated with this task.	\$4,573.75	4300	Instructional Materials			Product Design and Innovation
<b>Bus fees (2-D Design course)</b> This budget line item includes bus fees for industry work. The buses would support the field trips to ensure the pathway students have access to industry experiences that are off campus. Buses would transport students to workplace site visits or field trip for CTE related experiences such as working with our industry partners to give students an opportunity to see real time pathway experiences.	\$2,500.00	4300	Instructional Materials			Product Design and Innovation
<b>2-D Design:</b> <b>Course Objective:</b> The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Stipends for guest speakers will be approximately \$250 and we are targeting 8 speakers for the year. This budget line item would support the costs associated with industry personnel leaving their job sites to support our students engagement with industry professionals.	\$2,000.00	4300	Instructional Materials			Product Design and Innovation

<p><b>Materials for course: 3D Design</b>  <b>Course Objective:</b> The 3D Design Course is a second year foundational course of the Lighthouse Product Innovation and Design Pathway, alongside 2D Design. All 10th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 3d skills within the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media and techniques, including: sewing, physical computing, mold-making, 3d printing, laser-cutting and woodworking.  This budget line item includes materials for woodworking materials and equipment such as lumber, varnish, sandpaper, nails, gloves, masks. For 3D printing and laser cutting specific materials such as PLA, balsa wood, cardboard, acrylic sheets, and metal findings to produce jewelry pieces. For sewing supplies such as fabric, buttons, paint, needles, thread. For circuitry and electronic supplies such as wire, copper tape, solder.  This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces as capstone projects. Materials to produce prototypes and capstone projects.</p>	\$6,000.00	4300	Instructional Materials			Product Design and Innovation
<p><b>Materials for course: Advanced Manufacturing</b>  This budget line item includes laser-cutting materials such as cardboard sheets, acrylic sheets and balsa wood; physical computing supplies such as LED strips, wire, solder; woodworking materials such as lumber, nails, varnish, sandpaper, gloves, masks; 3D printing materials such as PLA.  This supports the required materials to meet course objectives.  <b>Course Objective:</b> The Advanced Manufacturing Course is a capstone course in the Lighthouse Design Pathway, alongside 2D and 3D. All 11th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 2D and 3d skills within the design process. This course provides allows students to apply skills learned in prerequisite classes in our Product Design Pathway, specialize in a particular area of interest, and develop more advanced skills in designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling, laser use, and manufacturing &amp; product development. Students will learn to think as product designers through project based learning, presentations, discussions and critiques and have extensive safety training. This course incorporates Product Design &amp; Invention (S.T.E.A.M.) - a cross curriculum collaboration between Art &amp; Design, Physics, Product Design &amp; Engineering. Class projects will include "Real World" Design projects from industry, guest speakers and Industry field trips with possible internships, employment and college credit to generate cross curriculum education, as well as critical thinking across the board.  Materials to produce prototypes and final pieces for community partnerships and the culminating exhibits of student work upon completion of the course.  This expenditure improves student engagement by using the materials for students to have hands-on pathway experiences. *Please note the approval for supplies &amp; materials is conditional - pending the review &amp; approval of a Measure N Justification form and a Lesson Plan (if necessary). This is required to ensure the items being purchased are permissible, supplemental, and aligned to Pathway Development.</p>	\$6,000.00	4300	Instructional Materials			Product Design and Innov
<p><b>Measure N Program Coordinator: Salary for .25 FTE.</b>  Role includes supervising and coaching pathway teachers, leading pathway teams continued compliance with Measure N, working with WBL offerings, and collaborator with site and other instructional leaders/teams to make collective progress towards our pathway and Linked Learning goals.</p>	\$22,500.00	1300	Certificated Salaries	Measure N Coordinator	.25 FTE	Product Design and Innovation



Benefit Costs associated with the teacher position in line 99.	\$5,625.00	3000	Employee Benefits		Product Design and Innovation
<b>2022-2023: YEAR THREE ANALYSIS</b>					
<b>Pathway Strategic Goals</b>					
<i>Pathway Quality Strategic 3 Year Goals</i>	What actions did you take that improved outcomes? How do you know you were successful?		What will you do differently next year to continue to improve?		
<p>Interdisciplinary projects that are aligned with Expeditionary Learning build bridges between Pathway courses and academic courses and become a foundational part of the student/teacher experience at our high school.</p>	<p>Interdisciplinary projects were integrated into each of our Dual Enrollment courses this year. Students in our Computer Information Systems (CIS 1) class designed their own websites, students in our Intro to Engineering class (Engineering 10) will be developing engineering solutions to community problems using materials/tools in our Makerspace, and students in our Intro to Business class (Business 10) will be crafting their own business plans.</p> <p>Collaboration between pathway teachers and core academic teachers this year was slowed by a number of factors: staff turnover, COVID protocols, competing demands for teacher's time, but interdisciplinary projects are underway in both of our Pathway classes this semester.</p> <p>Additionally, we are seeing returning teachers continue to integrate skills, concepts, and processes from Pathway classes into their own core classes such as in the annual soap-making project in our high school Chemistry class.</p>		<p>Our goal for next year is to map out integrated projects (at least one interdisciplinary project per Pathway course) during the summer of 2022 so that Pathway teachers and core academic teachers factor this into their scope and sequence for the year.</p> <p>To ensure maximum efficacy, we are going to target integration with core academic courses that the vast majority of the students in each Pathway class are taking, and limit collaboration to just two teachers at a time (which makes meeting and planning easier).</p> <p>For example, here is an example of what our integrated project progression could look like:</p> <ul style="list-style-type: none"> <li>* 9th Grade: 2D Design and Ethnic Studies</li> <li>* 10th Grade: 3D Design and World History</li> <li>* 11th Grade: Graphic Design and English 11</li> <li>* 12th Grade: Advanced Design and Environmental Science</li> </ul> <p>Once these partnerships are mapped out, we will also schedule paid collaboration days for teachers who are collaborating together to provide structured time to plan lessons together.</p>		
<p>Work-based learning opportunities are fully integrated into all Pathway courses, giving students practical experience and exposure to various career options in the fields of design and manufacturing.</p>	<p>All of our Pathway classes incorporated elements of work-based learning this year. These included:</p> <p><b>2D Design</b>  Visit planned to SAE Expressions College or Berkeley City College Multimedia Arts department  Guest speaker (graphic designer)  Screen Printing project that simulates a real-world task in the design industry (design a shirt for a client)</p> <p><b>3D Design</b>  Conceptual design of food products for a new local bakery  VP of Product from Loom came to talk to students about her career path and give students feedback on their Maquina Automata projects  Students interviewed clients for their Maquina Automata projects</p> <p><b>Graphic Design</b>  Created professional quality posters for local organizations helping to alleviate the impact of COVID; posters advertised services, increased awareness or solicited funds  T-shirt/sweatshirt design and fashion show simulated industry expectations</p> <p><b>Advanced Design</b>  Creation of bookshelves using industry quality materials and tools  Class trip to a local furniture manufacturer  Gallery display and community critique of finished bookshelves  Architectural Design project (redesign the Walmart on Edgewater)  Walking trip to study use of space in cities  Architects as guest speakers to jumpstart the design process and provide feedback  Use of Fusion 360 (industry-grade software) to use high-end manufacturing tools such as the laser cutter and CNC machine</p>		<p>Hiring a work-based learning coordinator next year through our Strong Workforce grant will allow us to offer students more work-based learning opportunities outside of school. We are particularly interested in securing some internships (ideally paid internships) in the design field for 11th and 12th grade students. Internships would be made available to students based on their participation in Pathway classes and review of their digital portfolios by industry professionals. Our hope is that this will also increase engagement and add a greater sense of purpose to our Pathway classes.</p>		

<p>Pathway participation culminates in a unique and memorable learning experience.</p>	<p>In our Capstone class, Advanced Design, all 12th grade are working towards becoming certified Fusion 360 users, a distinction that holds significant merit in the manufacturing industry.</p> <p>These same 12th grade students are also working on two projects that will be displayed and presented to the community: (1) the design and manufacture of bookshelves for classrooms and common spaces around the school, needed to house books from our former library that was converted to classrooms last summer; (2) architectural design projects which re-envision the old Walmart space on Edgewater (across the street from our school) based on community needs. The two projects with the most support in our school community will then be presented to the Oakland City Council and/or other representatives of local government and real estate.</p>	<p>The current seniors are our first cohort to go through our entire sequence of Pathway courses and participate in a capstone experience. We are excited to see how this process goes this semester and what we can learn from it.</p> <p>Moving forward, we would like to figure out how to incorporate the use of Digital Portfolios into the Capstone experience. The goal is for students to have at least one portfolio entry per Pathway project (2-3 entries per year) and 8-12 entries by the time they graduate. Students would then present their portfolios as part of their Capstone experience to a panel that includes at least one member of our advisory board.</p>
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**Pathway Strategic Actions**

<p><b>2021-2022 Strategic Actions</b></p>	<p><b>Impact of 2021-22 Strategic Actions</b>          - Which strategic actions were most effective in helping you meet your goals? Why?          - Which strategic action did not work as effectively as you would have liked? Why?</p>	
<p>CTE classes leverage opportunities to tie their projects relevant to emerging issues facing Oakland or the East Bay OR with topics (texts, units of study, concepts) existing in core classes. There is professional development time and resources provided to teachers to engage in this type of collaboration. This action will continue from last year. Due to all efforts being placed to transition to online instruction, this still remains a goal for Lighthouse.</p>	<p>Pathway teachers implemented several projects with social relevance this year. These included:</p> <ul style="list-style-type: none"> <li>* A Graphic Design project where students created professional quality posters for local organizations helping to alleviate the impact of COVID; students got to choose which organization to research from a menu of options and from this could decide whether their posters should advertise services, promote awareness or solicit funds.</li> <li>* A 2D Design project in collaboration with our 9th Ethnic Studies class where students are designing t-shirts related to concepts of identity, race/ethnicity, and social justice. Students will then wear these t-shirts when performing spoken-word poems they are writing in Ethnic Studies class.</li> <li>* An architectural design project in which students are tasked with re-imagining the now empty former Walmart space on Edgewater, which is across from our school. Students will engage in the Design Cycle to interview community members, research options, identify solutions and present their ideas. When constructing their models, students will also use advanced manufacturing techniques such as laser cutting and 3D printing.</li> </ul>	
<p>Continue to recruit, conduct outreach, and meet with our Pathway Advisory Board quarterly in order to encourage and support work-based learning partnerships.</p>	<p>Pathway Advisory Board will meet twice this year. With the return from COVID, a new Pathway teacher, a new Principal, and a new Pathway Coordinator, advisory board meetings were slow to get off the ground this year. We also made an effort to be more strategic in our board recruitment and membership, which hopefully will pay dividends in the future.</p> <p>As part of our soon to be implemented Strong Workforce grant, we are going to hire a Work-Based Learning Coordinator this spring/summer who can help continue to build and maintain relationships with industry partners and start securing more external opportunities like site visits, job-shadow days and internships.</p>	
<p>Pathway teachers are required to incorporate work-based learning opportunities into course syllabus; supervisors support them to make work-based learning a reality in these classes. Some of the strategic actions we will be taking here include ongoing professional development throughout the year. Each training will be a checkpoint to evaluate implementation and rigor of work-based learning opportunities.</p>	<p>All of our Pathway classes incorporated elements of work-based learning this year (see row 106 for details).</p> <p>Pathway teachers met regularly with Pathway Coordinator to review course progression and figure out where/how to integrate work-based learning experiences in meaningful ways. Pathway Coordinator helped order materials/supplies, identify and recruit industry experts, and coordinate field trips.</p> <p>Pathway teachers and coordinator had an offsite retreat with our high school principal midway through the year to reflect on our progress and plan for the rest of the year and next year.</p> <p>3D Design/Advanced Design Teacher Lillian Ortiz took online courses in 3D Design, Fusion 360, Manufacturing Processes, and Electronics that advanced her content knowledge and ability to facilitate her classes effectively.</p>	
<p><b>For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below</b></p>		
<p><b>2022-2023 Strategic Actions</b>          - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?</p>	<p><b>What evidence will you look for to know you are successful?</b>          - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?</p>	

Map out integrated projects (at least 1 per Pathway course) during summer 2022	Mapping out integrated projects before the start of the school year will help ensure time for collaboration and implementation.  Interdisciplinary projects will help more students and staff feel engaged in the Pathway and discover the relevance of design to various disciplines and applications.
Develop and implement a Pathway orientation for all LCCS students and parents that will happen week 1 of school in 2022-23 (moving forward we will only need to do this for 9th-grade students and families)	More students and parents will understand that the Design classes all students are taking at Lighthouse are part of a carefully sequenced and well-thought out Pathway. Raising awareness of the opportunities available as students progress through the Pathway, this will hopefully generate excitement and buy-in.  We can conduct surveys of students and parents in spring 2022 and spring 2023 to compare knowledge and perceptions of our Pathway. These surveys can also help us uncover what questions and concerns students and families have about our Pathway.
Incorporate Pathway electives, such as Screen Printing, Photoshop, Illustrator, Fusion 360 into the Master Schedule (need to work around ELD classes for this).	Pathway electives would give students the option to become experts in some areas we don't have time to pursue in a ton of depth in their sequence of Pathway classes. Students could then share what they've learned in these electives with peers during group projects.
Secure some paid internships that students in the Pathway can apply to using their digital portfolios as one of the primary criteria. We'll lean on our advisory board and Work-based learning coordinator to make this happen.	Lighthouse will help at least 10 students secure Design related internships in 2022-23.
Determine coherence between our new Business Program (funded through SWP grant) and existing Design Pathway.	Intersections between our Design Pathway and Business Academy will be clearly articulated to staff, students and families.
Improve alignment across Pathway classes starting in middle school. This includes agreeing on common language, habits of mind (from Design Thinking process), and progression of skills.	Developing common language, habits, and practices in each of our Design classes, starting in middle school will help students and teachers work towards mastery rather than feeling like they are starting fresh every year. By 11th and 12th grade, students should really internalize the Design Cycle and have some strategies and skills for tackling any design challenge.

**Budget Analysis of 2021-2022 Measure N Budget**

**Impact of 2021-2022 Budget Expenditures**  
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Most of our budget this year was used to pay our Pathway teachers, who are the heart and soul of our program. Lillian Ortiz, our new 3D Design/Advanced Design teacher is a great addition to the team. Her experience as both an industrial design professional and as a credentialed CTE teacher have helped elevate the quality of our program. Our other Pathway teacher, Eesuu Orundide, teaches 2D Design and Graphic Design and has been part of Lighthouse's Product Design Pathway since its inception. That said, Eesuu still continues to grow and evolve as an instructor. This year, one of his shifts was to spend a little more time on some of the basic elements of art and design (line, shape, color, value, form, texture, and space) at the beginning of his 2D Design class. These are fundamental principles that come up time and time again in the design field and our hope is that providing a solid foundation in these areas when students are in 9th grade will lead to higher quality work as students move through the Pathway.

Our Measure N budget also helped us to fund a Pathway Coordinator. This year, Joshua Weintraub, LCPS' Director of College and Career Success served as the Pathway Coordinator at both Lighthouse and Lodestar. While this was his first year coordinating the program, his experience with Lighthouse's Pathway and staff over many years helped him step in and support the implementation of our Measure N plan.

The rest of our budget this year was spent on supplies and materials for our Pathway classes. Having a generous supply budget has been key to making our classes engaging, hands-on, purposeful, and unique. For example, in Graphic Design class this year, we were able to purchase two t-shirts and a sweatshirt for each student to screenprint on. The students' work was then displayed at a school-wide fashion show at the culmination of the class. Similarly, in Advanced Design class this year, students are creating bookshelves out of wood that will become part of the school's permanent furniture collection to house books from our recently converted library. Students notice the difference when working with high quality materials and tools and we are incredibly grateful that we have the capacity to give them this opportunity.

In addition to these budgetary expenses, carryover funds from last year were used to purchase a number of high quality machines and tools for both Pathway classrooms in 2021-22. These included a bandsaw, belt sander, handheld router, CNC milling machine, vacuum forming machine and a new LED exposure unit for screen printing. These industry grade professional tools have extended what students can learn and do in our classrooms. With our carryover funds, we also invested in a Math Interventionist in semester 2. While it's too early to gauge the effect of this investment, the hope is that he can help students who are struggling in our foundational math classes (Integrated Math 1 and 2) learn the skills and concepts they need to both succeed academically and engage in the sort of mathematical reasoning and problem-solving needed for more advanced design projects such as use of coordinate geometry to design and manufacture products in Fusion 360.

**2022-2023 Budget Expenditures**

**2022-2023 Budget: Enabling Conditions Whole School**

<b>BUDGET JUSTIFICATION</b>						
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 <a href="#">EIP Instructions</a> .						
- 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 and support your 2022-23 pathway goals/strategic actions?						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

<p><b>Teacher: Salary for 1.0 FTE: 3D Design/Advanced Design Teacher</b>  This teacher facilitates two courses that are essential to our Pathway, 3D Design (10th grade concentrator course) &amp; Advanced Design (12th grade capstone course). 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. In 2022-23, each Pathway teacher will also teach one Pathway elective class such as Photography, Photoshop, Illustrator, Fusion 360 or Screenprinting. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$80,000.00	1100	Certificated Salaries	3D Design and Advanced Manufacturing CTE Teacher	1.0 FTE	Product Design and Innovation
<p><b>Benefit Costs associated with the teacher position in line 127</b></p>	\$20,000.00	3000	Employee Benefits			Product Design and Innovation
<p><b>Teacher: Salary for 1.0 FTE, 2D Design/Graphic Design Teacher</b>  This teaching role implements two courses that are essential to our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders). 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. In 2022-23, each Pathway teacher will also teach one Pathway elective class such as Photography, Photoshop, Illustrator, Fusion 360 or Screenprinting. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$75,000.00	1100	Certificated Salaries	2D Design CTE Teacher	1.0 FTE	Product Design and Innovation
<p><b>Benefit Costs associated with the teacher position in line 129.</b></p>	\$18,750.00	3000	Employee Benefits			Product Design and Innovation

<p><b>Materials for courses: 2D Design, 3D Design, Graphic Design, Advanced Design, Pathway Elective(s)</b> In each of these courses, students will go through the Design Cycle: (1) Define the Problem, (2) Identify Resources and Conduct Research, (3) Brainstorm and Set Goals, (4) Create Alternatives and Select the Best Solution, (5) Construct a Model or Prototype, (6) Test Solutions, (7) Evaluate and Make Necessary Changes. Using this Design Cycle, students will engage in projects to Design for Self, Design for a Friend/Client, and Design for the Community. These hands-on, in-depth projects, which are somewhat organic in nature (depending on what the individual or community need, which teacher/courses the Pathway is collaborating with for interdisciplinary projects, and student creativity) necessitate the purchase of new materials on a yearly basis. These supplies can include, but are not limited to the following:</p> <p><u>2D Design:</u> Sketchbooks, paint, canvas, poster paper, markers, colored pencils, t-shirts, transparencies, screen printing ink, honorarium for 1-2 guest speakers per semester</p> <p><u>3D Design:</u> Cardboard, acrylic sheets, resin and/or PLC filament (for 3D printers), balsa wood, aluminum (for CNC machine), honorarium for 1-2 guest speakers per semester</p> <p><u>Graphic Design:</u> Poster paper, markers, colored pencils, t-shirts, transparencies, screen printing ink, honorarium for 1-2 guest speakers per semester</p> <p><u>Advanced Design:</u> Cardboard, acrylic sheets, resin (for 3D printers), PLA, balsa wood, aluminum (for CNC machine), lumber, varnish, sandpaper, nails, gloves, masks, honorarium for 1-2 guest speakers per semester</p> <p><u>Pathway Electives:</u> We are hoping to run a screenprinting elective as well as a Photoshop and/or Fusion 360 course next year. The screenprinting course would require additional shirts, transparencies, and screenprinting ink. The Fusion 360 course would need extra materials (resin, PLC, balsa wood, aluminum to actualize designs using Advanced Manufacturing equipment. For the Photoshop class, it would be ideal to professionally print student images for a culminating gallery show.</p> <p>Each of our standard Pathway courses serves 70-80 students, while electives would serve 25-30 students each. A total budget of \$8,500 gives us approximately \$1500-2000 per course for materials. Knowing that many of our CTE classes often need more funding than this, we plan to bolster our materials/supplies budget with funding from our general funds and other grants like CTEIG and Strong Workforce. Reducing our supplies/materials budget for Measure N is a time saver because other funding sources don't require the same level of justification for every expense.</p>	\$8,800.00	4300	Instructional Materials			Product Design and Innovation
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<p><b>Transportation Fees for Field Trips</b>  Field trips ensure that pathway students have the opportunity to visit industry sites and post-secondary options relevant to our Pathway such as CTE programs at local colleges and union apprenticeships. This expenditure will help us meet our goals to provide all students with work-based learning opportunities and provide multiple access/entry points to engage students in our Pathway which is a key component of both Expeditionary Learning and Linked Learning. Transportation for these field trips will be arranged on private charter buses. Each field trip will impact approximately 80 students, so altogether these four field trips will serve all of Lighthouse's 320 students in 2022-23.</p> <p>Our total budget of \$12,000 for field trips is based on one field trip per Pathway class (\$3000 x 4). This should cover two buses per field trip.</p>	\$12,000.00	5826	Transportation Fees			Product Design and Innovation
<p><b>Substitute Coverage for Teacher Release Days</b>  Interdisciplinary projects require ongoing collaboration. We are going to do our best to provide common planning time for teachers who are collaborating together during our weekly professional development time on Wednesday afternoons, but teachers often need more extensive time to make meaningful connections and detailed plans. As previously stated, we'd aiming to have at least one integrated project at every grade level, each associated with one of our Pathway courses. This would mean that all Lighthouse students (320 students total) get to experience one or more integrated projects in 2022-23. To make this happen, we'd like to provide collaborating teachers with two release days per semester. The funds allocated here would pay for substitutes or other teachers to cover classes during this collaboration time.</p> <p>Substitute salary calculation formula for 2 teachers x 8 release days x \$250 per day (per substitute) = \$4000</p> <p>Additionally, we'd like to provide at least one release day per year for Pathway teachers to attend conferences or site visits that deepen their understanding of CTE education, Linked Learning, and/or content knowledge related to our Pathway.</p> <p>Substitute salary calculation formula for 2 teachers x 1 release day x \$250 per day (per substitute) = \$500</p>	\$4,500.00	1150	Substitute Teacher Salaries			
<p><b>Refreshments for Pathway Activities</b>  Food is an important part of bringing people together and helping them stay focused on the task at hand. Along these lines, we'd like to be able to provide light refreshments at our Pathway advisory board meetings and other Pathway sponsored events.</p> <p>Conducting regular Pathway Advisory Board meetings and events will help us to meet several of our goals for next year, such as the securing some paid internships connected to our Pathway theme and determining coherence between our new Business Program (funded through SWP grant) and existing Design Pathway.</p> <p>\$150 for refreshments X 6 Pathway events per year = \$750</p>	\$750.00	4311	Meeting Refreshments			

<p><b>Pathway Coordinator: Salary for .20 FTE</b>  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.</p> <p>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 a Pathway orientation for students and staff, helping map out integrated projects, and coordinating alignment (common language and practices) within Pathway courses and middle school Making/Art/Design Classes. 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 320 students.</p>	\$20,000.00	1300	Certificated Salaries	Pathway Coordinator	.20 FTE	Product Design and Innovation
<p><b>Benefit Costs</b> associated with the position in line 135</p>	\$5,000.00	3000	Employee Benefits			Product Design and Innovation

# Measure N 2022-2023 Education Improvement Plan Assessment - Charter Schools

## Lighthouse Community Charter High School

### Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Submitted Measure N 4 Pillars of Linked Learning

Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? <i>NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program: Whole School Tab</b>  <b>Instructions:</b> Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:</p> <ul style="list-style-type: none"> <li>● Rigorous Academics Integrated in Pathway</li> <li>● Integrated Students Supports</li> <li>● Work Based Learning</li> <li>● Industry Theme and CTE Sequence</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Product Design Pathway includes evidence of all four pillars of Linked Learning</li> <li>● Pathway CTE Sequence includes                             <ul style="list-style-type: none"> <li>○ 9th: 2D Design</li> <li>○ 10th: 3D Design</li> <li>○ 11th: Graphic Design</li> <li>○ 12th: Advanced Design &amp; Manufacturing</li> </ul> </li> <li>● Continued progress on 3 year strategic goals including integrating interdisciplinary projects into all Dual Enrollment courses, incorporating work-based learning opportunities into each CTE course, and increasing relevance of 12th grade capstone experience.</li> <li>● Clear plan to address 3 year goals in 2022-23 including mapping out integrated projects in summer, hiring a work-based learning coordinator, securing design-based internships, and adding Digital Portfolios to capstone experience.</li> <li>● Progress on some 2021-22 Strategic Actions including implementation of projects with social relevance into CTE courses, work-based learning integration, and teacher professional development.</li> </ul>			





	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>How will you assess the impact of your first graduating class to go through the entire CTE course sequence including Capstone?</li> </ul>
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**Criteria 2: Quality of the Measure N Education Improvement Plan**

<b>Category</b>	<b>Excelling 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Beginning 1</b>
<p><b>2022-23 Strategic Actions: Whole School Tab</b>  <b>Instructions:</b> Review 2022-23 Strategic Actions in <i>WHOLE SCHOOL TAB</i> for evidence of:</p> <ul style="list-style-type: none"> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:               <ul style="list-style-type: none"> <li>Rigorous Academics</li> <li>Career Technical Education</li> <li>Work-Based Learning Pillar</li> <li>Student Supports</li> </ul> </li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>New/Revised Strategic Actions include:               <ul style="list-style-type: none"> <li>Mapping out integrated projects during summer</li> <li>Implementing a Pathway orientation</li> <li>Incorporating Pathway electives into Master Schedule</li> <li>Secure at least 10 design-related internships</li> <li>Align new Business Program with Design Pathway</li> <li>Improve alignment of Pathway classes from Middle School to High School</li> </ul> </li> <li>Selected Strategic Actions show Lighthouse's desire to continue to strengthen the impact of Linked Learning and articulation of programming</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Your strategic action around a Pathway Orientation suggests a lack of Pathway awareness among students and families. How might you increase awareness on an ongoing basis beyond the orientation, perhaps utilizing student ambassadors/leaders?</li> </ul>			



**Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan**

Category	Compliant & Aligned  4	Compliant & Partially Aligned  3	Non-Compliant ● Supplanting ● Not Allowable  2	Missing  1
<p><b>2022-23 Budget</b> <i>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> <li>Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li> <li>Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li> <li>Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available</li> <li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Budget includes funding for 2.0 FTE CTE teachers, 0.2 FTE Measure N Program Coordinator, Materials/Supplies for CTE classes, transportation for WBL field trips, and teacher release days for collaboration and professional development</li> <li>Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>Proposed Measure N budget is in support of and aligned with outlined goals</li> <li>Proposed Measure N budget appears to be supplemental</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Investing in teacher release days for collaboration is wise given that you noted that collaboration was more limited in 21-22. How will you assess the impact of your new plan of limiting collaboration to just two teachers at a time?</li> </ul>			

**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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating: Fully Approved**

- School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
- School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student



*outcomes*

**Strengths:**

- School Commitment to Pathway Vision: It is clear that Lighthouse is committed to the Linked Learning model as evidenced in the plan and their successful Strong Workforce Program grant. The addition of a Work-Based Learning Coordinator will support development of internship placements, which appears to be a gap in programming.
- Integration of meaningful industry experience into Capstone class (all 12th graders to become certified Fusion 360 users.)
- Interdisciplinary projects in Dual Enrollment courses and work-based learning incorporated into CTE courses.

**Key Questions:**

- EIP does not touch very much on student academic and social-emotional supports except the addition of a Math Interventionist specialist for the second semester. How else are students supported to achieve success in the Pathway? Are there any other gaps that need addressing?
- How will you continue to engage your Advisory Board in pathway development, industry partnerships, and guidance on integrating Business Academy into existing Pathway?

**Budget Feedback:**

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
2022-2023 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2022-23 Quarterly Dates to be provided