

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –  
College & Career Readiness Commission**

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Board Office Use: Legislative File Info.	
File ID Number	24-0717A
Introduction Date	6/4/24
Enactment Number	
Enactment Date	

# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Lighthouse Community Charter High School 9127

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Lighthouse Community Charter High School as “Fully Approved,” with a base allocation of \$238,000.00 and a strategic carryover allocation of \$21,745.34 for a total allocation not to exceed \$259,745.34. Resubmitted with the addition of the final score (Revised).

**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  
Measure H

**Attachments**

- 2024-2025 Measure N/Measure H Education Improvement Plan - Lighthouse Community Charter High School
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Lighthouse Community Charter High School (Revised)

**2024-2025 MEASURE H BUDGET**

*Effective: July 1, 2024 - June 30, 2025*

<b>Resource 9339</b>	<b>Allocation*</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure H</b>	\$238,000.00	\$238,000.00	\$0.00

*\*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (280) multiplied by the per pupil amount of \$850.*

**School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL**

**Site #: 9127**

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
9127-1	<p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$91,256.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation
9127-2	Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$22,814.00	3000	Employee Benefits			Product Design and Innovation
9127-3	<p>Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as Pathway electives such as Digital Photography and Screenprinting The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$81,644.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation
9127-4	Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$20,411.00	3000	Employee Benefits			Product Design and Innovation

9127-5	<p>Pathway Coordinator: Salary for .10 FTE  Role includes coordinating Pathway development and documentation in accordance with our Measures N and H plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N/H goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p>	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Product Design and Innovation
9127-6	Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Product Design and Innovation
9127-7	Stipends for teachers to plan and implement interdisciplinary projects (8 x \$500)	\$4,000.00	1103	Teacher stipends			Product Design and Innovation
9127-8	Benefit Costs associated with teacher stipends	\$1,000.00	3000	Employee Benefits			Product Design and Innovation

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

Site #: 9127

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$245,650.00	\$245,650.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (289) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9127-1	<p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$82,000.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation
9127-2	Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$20,500.00	3000	Employee Benefits			Product Design and Innovation
9127-3	<p>Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as a CTE Pathway elective, Digital Photography. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$74,500.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation
9127-4	Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$18,625.00	3000	Employee Benefits			Product Design and Innovation

9127-5	<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 the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p>	\$24,000.00	1300	Certificated Salaries	Pathway Coordinator	.20 FTE	Product Design and Innovation
9127-6	Benefit Costs associated with the Pathway Coordinator position	\$6,025.00	3000	Employee Benefits			Product Design and Innovation
9127-7	<p>Consultant Contract with OneGoal The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools. The program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p>	\$20,000.00	5822	Consultant Services			Product Design and Innovation

<b>School Name:</b>	<b>Lighthouse Community Charter High School</b>	<b>Site #:</b>	<b>9124</b>
<b>Pathway Name(s):</b>	<b>Product Design</b>		

**School Description**

Lighthouse was founded in 2002 in response to the achievement gap for low-income students and children of color in Oakland. Lighthouse has grown from serving 92 students in grades K and 6 in its first year, to now serving more than 800 students across all grades K – 12 and graduating more than 500 12th grade students. Lighthouse Community Public Schools operates two schools: Lighthouse and Lodestar. Lighthouse consists of Lighthouse Community Charter School (LCCS), a K–8 charter, and Lighthouse Community Charter High School (LCCHS), a 9–12 charter. For the purposes of WASC, Lighthouse is one entity.

All students at Lighthouse Community Charter High School participate in our Product Design Pathway. In this pathway, students learn how to use the design process to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work, and collaborate with industry professional and real world clients. Students take 2D Design in 9th grade, 3D Design in 10th Grade, Graphic Design in 11th grade, and Advanced Design in 12th grade. Students can also opt to take one of our CTE electives, digital photography or CAD. All of these courses are aligned to the CTE Standards for Product Innovation and Design and provide students with the knowledge, skills and resources to engage in hands-on, project-based learning.

**School Mission and Vision**

At Lighthouse Community Public Schools we believe that all young people have the potential to become lifelong change-makers who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the community, leading to a healthier, more joyful world. We are an innovative model for public education that puts each child at the center of their own learning. The LCPS community is equal parts love and rigor where children discover their unique light within.

**School Demographics**

2023-24 Total Enrollment Grades 9-12									% Current Newcomers
309									0.98%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	48.28%	51.03%	94.49%	90.07%	29.79%	27.05%	12%	11%	1%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	6.85%	0	0.68%	89.04%	0.34%	0.00%	2.74%	0.34%	0
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Male students			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	97.3%	92.40%	97%		97%		97%
Four-Year Cohort Dropout Rate	1.4%	6.30%	>3%		>3%		>3%
A-G Completion Rate (12th Grade Graduates)	85.0%	90.40%	87.00%		88.50%		90.00%
On Track to Graduate - 9th Graders	92.0%	97.0%	93.00%		94.00%		95.00%
9th Graders meeting A-G requirements	92.0%	97.0%	93.00%		94.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.0%	20%	40.00%		60.00%		80.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	36.0%	57%	50.00%		62.50%		75.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%	100.0%	100%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	91.0%	95.0%	92.00%		93.00%		94.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	32.0%	19.0%	35.00%		37.50%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	50.0%	64.0%	50.00%		50.00%		50.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	97.14%	93.8%	97%		97%		97%
Four-Year Cohort Dropout Rate	0.0%	6.3%	>3%		>3%		>3%
A-G Completion - 12th Grade (12th Grade Graduates)	80.0%	90.0%	83%		86.00%		90.00%
On Track to Graduate - 9th Graders	95.0%	94.0%	93.00%		94.00%		95.00%

9th Graders meeting A-G requirements	95.0%	94.0%	93.00%		94.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17%	13.0%	35%		55.00%		80.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	32.0%	53.0%	45.00%		60.00%		75.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%	100.0%	100%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	80.0%	90.0%	85.00%		90.00%		95.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.0%	23.0%	32.00%		36.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	41.0%	52.0%	44.00%		48.00%		50.00%
<b>ROOT CAUSE ANALYSIS</b>							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>			<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b>	* Prioritizing strong relationships with students and families and providing a network of support to help struggling students			* Students with IEPs are more likely to dropout than other students * The credit recovery system we use (Apex) is not engaging			
<b>A-G Completion - 12th Grade</b>	* Lighthouse's graduation requirements exceed A-G requirements; this helps ensure that most students clear this bar			* Some newcomers and students with IEPs or 504s are able to earn a diploma if they meet the CA state diploma requirements rather than A-G.			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>	* We have a strong 9th grade team; it's a real benefit to have experienced, impactful teachers working with 9th graders * Success is expected; there is a longstanding college-going culture at our school			* Many students struggle with the transition from middle school to high school * High school graduation and college feel very distant to most 9th graders			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>	* Students are exposed to a diverse array of post-secondary options and are applying broadly * Approximately 90% of the Class of 2022 were accepted into 4-year colleges			* College enrollment numbers have dropped since the pandemic (this is true nationwide) * Many community college courses are still online * Summer/fall melt - some students who enroll in college during their senior year fail to show up for classes in the fall.			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	* We have longstanding partnerships with several established internship programs including Genesys Works, YR media, HEAL, TEAM Inc and many more. Many students are taking advantage of these opportunities. * We have started to develop internal internships at Lighthouse including opportunities to work in Finance, Development and Afterschool Program Administration			* Internship data hasn't been tracked consistently over the past 3 years. Prior to the pandemic all 11th grade students participated in an internship. Post-COVID, we have not yet figured out how to revise/refresh this expectation and fully define/track participation in the range of internship opportunities students are engaging in.			
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	* We have greatly expanded Dual Enrollment opportunities on our campus in the past two years and now have a full-time Dual Enrollment Coordinator. * Having CCAP agreements with both Peralta and Chabot increases odds of identifying high-quality dual enrollment professors			* 10-20% of students who start the semester in Dual Enrollment classes withdraw before earning a final grade * African-American students and students with IEPs are underrepresented in Dual Enrollment classes.			
Percentage of 10th-12th grade students in Linked Learning pathways	* Pathway participation is an expectation for all students at our high school			* Lack of choice in Pathway selection, means that it takes many students some time and convincing to buy-into the Pathway			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	* Most 12th grade students really bought into our capstone project (bookshelf design) last year and this helped with course outcomes.			* If students fail a concentrator course, should they be allowed to move to the Capstone course? To date, we've kept students with their cohort but this sends mixed messages to students and parents.			
<b>PATHWAY QUALITY ASSESSMENT</b>							
Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a> , self-assess in each category	<b>Evidence of Strengths</b>		<b>Areas For Growth</b>		<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		



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

<b>Pathway Quality Strategic 3 Year Goals</b>						
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." <b>Example:</b> By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.						
<b>Goal #1:</b> By 2026	We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.					
<b>Goal #2:</b> By 2026	All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience					
<b>Goal #3:</b> By 2026	More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit					
<b>Pathway Strategic Actions</b>						
<b>Strategic Actions for 2023-24</b>						
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
<b>Strategic Actions for Goal #1</b>	Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that the Design process is a common reference point across all classes and subject areas.					
	Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. The school designer works directly with teachers to plan curriculum.)					
	When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.					
	Work with our Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals					
<b>Strategic Actions for Goal #2</b>	Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels					
	Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum					
	Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.					
	Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences					
<b>Strategic Actions for Goal #3</b>	Have teachers nominate and encourage students to take Dual Enrollment classes					
	Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success					
	Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw					
	Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school					
<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						
<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 Budget Justification 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	<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>

<p><b>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher</b>  This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$82,000.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation		
<p><b>Benefit Costs</b> associated with the 3D Design/Advanced Design/CAD teacher</p>	\$20,500.00	3000	Employee Benefits			Product Design and Innovation		
<p><b>Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher</b>  This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as a CTE Pathway elective, Digital Photography. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$74,500.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation		
<p><b>Benefit Costs</b> associated with the 2D Design/Graphic Design/Digital Photo Teacher</p>	\$18,625.00	3000	Employee Benefits			Product Design and Innovation		
<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 the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p>	\$24,000.00	1300	Certificated Salaries	Pathway Coordinator	.20 FTE	Product Design and Innovation		
<p><b>Benefit Costs</b> associated with the Pathway Coordinator position</p>	\$6,025.00	3000	Employee Benefits			Product Design and Innovation		

<p><b>Consultant Contract with OneGoal</b> The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools. The program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p>	\$20,000.00	5822	Consultant Services		Product Design and Innovation	
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**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>	<p>Significant leadership and staff changes (a new high school Principal and a new 2D Design Teacher among others) prevented us from realizing this goal, however, we have made some steps in the right direction. Most notably, we have started to explicitly identify how/where interdisciplinary collaboration will take place in our high school. This will allow us to focus our efforts in creating common planning time and administrative support moving forward. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). This semester we are piloting some integration of environmental science concepts in Advanced Design by having students assess the sustainability of the materials they are using for their capstone projects. Environmental Science students also had the opportunity in Semester 1 to attend the Headwaters Science Institute, in which they used design principles and the scientific method to implement and present their own scientific research project.</p>
<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience</p>	<p>Passage was de-emphasized this year due to leadership and staff transitions, but led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science and Pacific Charter School Development partnership in CAD class.</p> <p>Funding for our Work-Based Learning Coordinator position is set to run out at the end of this school year. We are currently applying for other grants to fund this role as well as a Service Learning Coordinator position. If neither of these roles is funded, we will need to figure out who will lead our WBL work.</p>
<p>More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit</p>	<p>In 2023, 57% of 12th-grade students graduated with some college credit with 30% of seniors earning at least 6 units. We are estimating similar numbers this year. These outcomes show the tremendous growth in our dual enrollment program over the past few years, but to get to 80% of students earning college credit and more than 50% earning more than 6 units of credit, we likely need to add another dual enrollment class to our master schedule and continue working to find ways to incentivize, promote and support dual enrollment.</p> <p>Ongoing partnership with the Peralta Summer Institute has also helped us to increase dual credit opportunities for students.</p>

<b>Pathway Strategic Actions Reflection</b>	
<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
<p><b>23-24 Strategic Actions for Goal #1</b></p> <p>Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that the Design process is a common reference point across all classes and subject areas.</p> <p>Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. The school designer works directly with teachers to plan curriculum.)</p> <p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.</p>	<p>With a new principal and many new teachers in our high school this year, we have not yet conducted a professional development session on the Design process for all high school staff. As we plan for next year, this should be prioritized during our summer PD, or early in the fall.</p> <p>Our EL School Designer worked primarily with school leaders this year so our Pathway Coordinator tried to support interdisciplinary collaboration. One learning we had here is that this sort of planning works best when partnerships are identified ahead of time so that collaboration can be carefully planned and structured. That said, even though we did not meet our goal of implementing 2+ interdisciplinary projects per grade level, we did identify how/where interdisciplinary collaboration will take place at each grade level. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). Identifying these interdisciplinary partnerships in advance will allow us to structure common planning time and administrative support for these endeavors into our plans for next school year.</p> <p>Some but not all CTE classes have meaningfully incorporated industry professionals this year. For example, all students in our CAD class are working with architects and project managers at Pacific Charter School Development Group to see how building renovations are designed and actualized. Our CTE teachers also worked with Enlisted Design to plan immersive workshops at their design studio for students in grades 9 and 12 later this spring, but these workshops are currently on hold due to</p>

	Work with our Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals	staffing changes at Enlisted. It can be hard to get working professionals into classes or to get whole classes/grade levels of students to visit industry professionals at their workplaces. One strategy we may need to employ more regularly is to have professionals speak to students on zoom.
<b>23-24 Strategic Actions for Goal #2</b>	Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels	Passage was de-emphasized this year due to leadership and staff transitions, but...
	Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum	Led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science.
	Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.	We developed a working draft of what it means to complete an internship or personal/professional growth experience: Internships or equivalent personal/professional growth experiences take place for a minimum of 40 hours and provide students with structured opportunities to develop, practice, and demonstrate marketable skills. These experiences may be paid or unpaid, but must be actively supervised by a professional mentor who can ensure that students receive the training, support, and feedback they need to successfully engage in hands-on activities that foster personal/professional growth.
	Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences	We conducted informal focus groups with young men which indicated that they'd like more WBL experiences related to the construction/building trades. Automotive technology is another popular field of interest among the young men in our community. Based on this data, we took the following actions: (1) sent a group of young men to OUSD's Manufacturing Day to learn about opportunities in the construction/building trades; (2) partnered with Local 104 to make their union apprenticeship training center one of our sites for our 10th grade Job Shadow Day, and sent a mostly male group of students there; (3) collaborated with Pacific Charter Schools Development Group to create some WBL opportunities for students to get involved with upcoming building renovations at our school sites; (4) Partnered with the MESA program at UCSF to offer hands-on inquiry-based engineering projects to students after school (5) signed on as a collaborative partner in ACOE's Green Careers Guidance Initiative. This will provide students with additional info and opportunities about the skilled trades over the next two years.
<b>23-24 Strategic Actions for Goal #3</b>	Have teachers nominate and encourage students to take Dual Enrollment classes	The number of students taking and completing dual enrollment classes has increased significantly this year.
	Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success	We've made a conscientious effort to better promote the dual enrollment program to students, families, and staff. This included our first Dual Enrollment Info Night for families at the beginning of the year.
	Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw	We didn't have students sign a contract but have made the expectations of dual enrollment very explicit to students before they enroll and reiterated these during the first few weeks of class. This seems to have been effective. Very few students (<5%) dropped dual enrollment courses this year.
	Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school	We drafted an honors diploma policy for students who complete more than 6 units of college credit which is awaiting approval from our Board.  We also solicited input from students about what dual enrollment classes they were most interested in taking and used this input to inform our selection of dual enrollment classes.

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<b>Goal #1: By 2026</b>	We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.	<b>New or Revised Strategic Actions for Goal #1</b>	Embed interactions with industry professionals in our 9-12 curriculum map based on course content. For example, 11th graders in Graphic Design class will interface with professionals in the graphic design and fashion industries.
			When building our master schedule for 2024-25, ensure that our 2D Design/Graphic Design teacher shares a common prep with the US History teacher and the Ethnic Studies teacher, and the 3D Design/Advanced Design teacher shares a common prep with our Environmental Science and Biology teachers. The Pathway Coordinator and administrative team will help support this collaboration.
			Provide a small stipend for teachers to plan interdisciplinary projects and/or participate in summer externships; this would cover 1-2 summer planning days as well as the extra time needed during the school year to fully implement interdisciplinary lessons. Summer externships could also help us identify/solidify industry partners.
			Organize at least one professional development workshop for all high school teachers about Design Thinking and the Design Cycle; this will help ensure that all teachers are familiar with key concepts in our Pathway and may also provide inspiration for other integrated projects
<b>Goal #2: By 2026</b>	All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience	<b>New or Revised Strategic Actions for Goal #2</b>	Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else
			Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews.
			Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes.
			Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners
	More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit		Pathway team will identify and participate in at least 2 events for local design professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities.
			Explore and potentially pilot adding a 4th dual enrollment block in the Master Schedule; increase the number of students participating in the Peralta Summer Institute and other summer opportunities that lead to college credit

<b>Goal #3:</b> By 2026	credit	<b>New or Revised Strategic Actions for Goal #3</b>	Start awarding honors diplomas to students in the class of 2025 who have completed 6+ units of college credit
			Continue promoting dual enrollment opportunities to students, parents, and staff with clear communication around academic expectations
			Form a Student Pathway Leadership Team composed of 3-5 students who meet at least once per grading cycle (6 times per year) and can provide staff and Advisory Board with feedback on learning opportunities and student support systems.
			Work with MTSS coordinator and our school counseling team to better understand and reduce chronic absenteeism, especially among high school boys

**Budget Expenditures**  
*Effective July 1, 2024 - June 30, 2025*

**2024-2025 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. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</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? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher</b> This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.  Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.	\$91,256.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved	
Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$22,814.00	3000	Employee Benefits			Product Design and Innovation	Approved	
<b>Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher</b> This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as Pathway electives such as Digital Photography and Screenprinting. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff, and industry partners.  Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.	\$81,644.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved	

Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$20,411.00	3000	Employee Benefits			Product Design and Innovation	Approved	
<p>Pathway Coordinator: Salary for .10 FTE  Role includes coordinating Pathway development and documentation in accordance with our Measures N and H plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N/H goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p>	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Product Design and Innovation	Approved	
Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Product Design and Innovation	Approved	
Stipends for teachers to plan and implement interdisciplinary projects (8 x \$500)	\$4,000.00	1103	Teacher stipends			Product Design and Innovation	Approved	
Benefit Costs associated with teacher stipends	\$1,000.00	3000	Employee Benefits			Product Design and Innovation	Approved	



**MEASURE N 2022-2023 CARRYOVER PLAN**

<b>School Name</b>	<b>LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL</b>	<b>Program Number</b>	<b>9127</b>
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	We spent down most of our Measure N funds last year but salaries/benefits for teachers and funds for transportation were under budget. Additionally, although we spent down a significant amount of our carryover dollars, we accumulated excess carryover funds during COVID when we dramatically underspent on supplies and materials.		
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$358,380.89	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	<b>\$90,745.34</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$90,745.34	<b>Total Budgeted Amount</b>	\$90,745.34
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	25.3%	<b>Remaining Amount</b>	\$0.00

<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>

<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="#">Budget Expenditure 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?  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<p><b>Consultant Contract with OneGoal Partnership</b></p> <p>The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to ensuring students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. Our contract with OneGoal is for \$50,000 per year across both of our sites. Lighthouse's portion of services is about 60% of this, or \$30,000 total. We are already paying for \$20,000 of our OneGoal expenses through our Measure N/H approved budget.</p>	\$10,000.00	5822	Consultant Services			Whole School	Comprehensive Student Supports



<p><b>Consultant Contract with Oakland Public Ed Fund to facilitate and pay-out Lighthouse Student Internship stipends during the school year, through June 30, 2024</b></p> <p>In order to increase the number of students participating in internships, a valuable form of work-based learning which typically take place outside of school hours, we are seeking to partner with the Oakland Education Fund to offer internship stipends. Stipends would be awarded to students 2x per semester for 3-6 hours of work per week. Some internships will be based at Lighthouse, such as with our Development Team and Business Office, while others will be based off site at local businesses and organizations. Students will receive stipends of approximately \$500 per semester and we are aiming to provide 20 paid internships over the course of the school year. (\$500 x 20 = \$10,000. The other \$1,000 in our budget comes from the 10% administrative fee charged by the Oakland Education Fund (\$10,000 x .10 = \$1,000; \$10,000 + 1,000 = \$11,000)</p>	\$11,000.00	5822	Consultant Services			Whole School	Work-Based Learning
<p><b>Consultant Contract with Destination College Advising Corps (DCAC)</b></p> <p>Destination College Advising Corps (DCAC), our local chapter of the national College Advising Corps helps increase college access for low-income, first-generation and underrepresented high school students by placing highly-trained, recent college graduates in schools as full-time College Adviser Fellows. The impact of DCAC's work can be seen in the countless success stories of students who have benefitted from the program. Through personalized advising, mentorship, and college readiness support, DCAC has bridged the opportunity gap and opened doors to higher education for students who have faced systemic barriers. By fostering a college-going culture and empowering students with the knowledge and resources they need, DCAC has played a significant role in transforming lives and creating pathways to success.</p>	\$36,000.00	5822	Consultant Services			Whole School	Integrated Student Supports
<p><b>Professional Development, Conference and Travel Fees</b></p> <p>Funds to send a team from Lighthouse Community Public Schools (4-5 staff and administrators) to attend professional development, conferences and/or school visits such as the Linked Learning Conference and/or Educating for Careers that will help us improve and/or expand our Product Design Pathway. The budget takes into account airfare, conference fees, food, and a shared rental car.</p>	\$10,000.00	5220	Conference Expenses			Whole School	Rigorous Academics Career Technical Education Work-Based Learning Student Supports
<p><b>Woodworking tools</b></p> <p>In order to help students complete advanced woodworking and carpentry projects, such as last year's capstone project of furniture for a new student lounge area, we're hoping to purchase a new lathe, lathe stand, and specialty lathe drill bits for our 3D Design/Advanced Design classroom. A lathe machine helps shape wood or metal, allowing students to perform tasks such as turning rectangular blocks of wood into rounded table legs or drawer pulls. The lathe would benefit approximately 150 students per year in grades 10 and 12.</p>	\$2,000.00	4400	Equipment			Whole School	Career Technical Education (Integrated Program)
<p><b>Strategic Carryover</b></p> <p>Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$21,745.34	4390	Carryover-Future			Whole School	Integrated Student Supports







# **Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle) (Revised)**

## Lighthouse Community Charter Public School

### Checklist of Required Elements:

- Submitted Measures N and H Education Improvement Plan
- Submitted Three Domains of Linked Learning (one per pathway)

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>100% of Lighthouse students participate in the Product Design Pathway and more than 90% of graduates are CTE completers on the CCI Index</li> <li>The EIP and the Three Domains slide describe elements of the work-based learning continuum that engage all students. For example, WBL is integrated into CTE, crew (advisory), and some academic classes. Lighthouse offers a Job Shadow Day (all 10th graders); an 11th grade career research project; a 12th grade project that mirrors a product design job assignment. There is also an annual career fair and a growing number of internship opportunities.</li> <li>CTE Sequence of courses includes 2D Design, 3D Design, Graphic Design, and Advanced Design. Pathway-related CTE Electives include Digital Photo, CAD, and Design Drawing</li> <li>The EIP presentation described several new WBL initiatives</li> </ul>			

and partnerships, including Headwater Science Institute, NASA Galaxy Explorers, and Pacific Charter School Development Center.

- The EIP and the Three Domains of Linked Learning slide describe an integrated system of student support that includes strong family partnerships and triennial student-led conferences; College and Career Seminar classes; supports for full inclusion of ELD and SPED students; partnerships with One Goal, DCAC, Seneca, MESA, and others, etc.
- Some, but not all, of the CTE courses incorporated meaningful engagement of industry professionals in student learning and in the assessment of student work.
- Challenges include leadership and staffing transitions that “significantly impact(ed) programmatic development.”
- Lighthouse reports a high completion rate in dual enrollment courses and attributes this to student input in selecting classes, better support systems, and an effective Dual Enrollment Coordinator.
- Another challenge was that young men, the Lighthouse focal group, expressed interest in/preference for the construction/building trades and automotive tech and so Lighthouse is working to develop WBL opportunities in these areas in addition to product design-related WBL experiences.
- There are plans to support some curriculum integration related to the pathway theme in 2024-2025 and beyond.

**Feedback for continued progress monitoring:**

Since Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might Lighthouse involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Gold Standards? How might Lighthouse create a shared sense of purpose and shared responsibility by engaging stakeholders in backward mapping and forward planning related to the Gold Standards?

**Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?**

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Strategic Actions</b></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 three domains of Linked Learning               <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>New or revised strategic actions are aligned with the three domains of Linked Learning</li> <li>One innovative strategic action involves forming a Student Pathway Leadership Team to provide staff and Advisory Board with regular input and feedback, especially in terms of meeting the needs of the focal group.</li> <li>Lighthouse plans to support interdisciplinary collaboration through strategic placement of courses in the master schedule, common planning time for collaborating CTE and core academic teachers, teacher stipends, and administrator support/guidance. While initially each grade level collaborative team will only involve one CTE teacher and one core academic teacher, this strategy has the potential to involve more robust grade-level teams in future years.</li> <li>Lighthouse aims to hire a work-based learning coordinator.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>In addition to providing design thinking training for the entire faculty, how might Lighthouse best encourage all teachers to incorporate the pathway theme into their curriculum? For example, history teachers might include units, assignments, or projects related to the history of product design and/or the cultural context of different approaches to product design. Or students in an English course might write Rube Goldberg essays. Or a math teacher might focus on the role of geometry in effective product design.</li> <li>Reflection and stated actions are not clearly focused on the student focal group.</li> </ul>			

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

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Budget line items and budget justifications are clearly aligned with the three domains of Linked Learning.</li> <li>• There is a clear through line that connects budget expenditures with strategic actions</li> <li>• The EIP PowerPoint presentation included a chart that highlighted the ways in which various elements of the Product Design pathway are funded through other grants, including K12 Strong Workforce Program, CTEIG, CCAP, OCAP, and Community Schools. Lighthouse has also applied for a Golden State Pathways Program planning grant for a possible new pathway in behavioral health.</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<sup>1</sup>: Fully Approved**

**Strengths:**

- Fully developed Program of Study, with enabling conditions and resources focused on deeper integration
- Steady progress toward stated goals and actions.

**Key Questions:**

- *For students not motivated by a-g, how might opportunities in areas of interest be aligned with the pathway focus? For example, might building design (prequel to construction) be developed as a unit? Might Peralta Institute, supported concurrent enrollment, and internships be an opportunity for students who are not motivated by a-g?*

**Budget Feedback:**

- *Might the budget be leveraged to meet the specific needs of the focal student group (males), perhaps specifically those who are not motivated by a-g?*

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

What	Suggested Lead	Deliverable	Date
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**<sup>1</sup>Fully Approved**

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

**Approved**

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

**Conditionally Approved**

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



**College &  
Career for  
All Fund**  
Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
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