

**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 & Linked Learning 4 Pillars  
Services For: Lodestar: A Lighthouse Community Charter Public School

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**Action Requested and  
Recommendation**

Presentation to and discussion by Measure N Commission of Lodestar: A Lighthouse Community Charter Public School’s proposed 2022-2023 Measure N Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$99,450.00.

**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 and Linked Learning 4 Pillars

**2022-2023 MEASURE N BUDGET**

Effective July 1, 2022-June 30, 2023

School: **LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOL**

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$99,450.00	\$99,450.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	<p>Hire a Media Arts Teacher at 0.8 FTE (with the other .2 FTE funded through other sources) This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) &amp; Film Production (10/11th grade concentrator 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 as we build out our Media Arts Pathway at Lodestar.</p> <p>Funding for this position is essential to supporting our goal of creating a second Pathway class, Film Production, next year. Curriculum for this second Pathway class will be developed in conjunction with Youth Beat. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects across the curriculum at each grade level. Over the course of the school year, this teacher will impact the educational experience of more than 150 students.</p>	\$60,000.00	1100	Certificated Salaries	Media Arts & Design Teacher	0.8 FTE	Media Arts and Design
2	Benefit Costs associated with the Media Arts Teacher in Line 45 .8 benefits funded through Measure N and .2 funded through CTEIG, LCCF, or other funding sources.	\$15,000.00	3000	Employee Benefits		0.8 FTE	Media Arts and Design
3	Media Arts Equipment Media Arts is an equipment heavy discipline. While most of the equipment needed to run our Media Arts classes was either purchased in 2021-22 or funded through other grants and philanthropic gifts, we want to make sure we have funds available should the need arise to buy additional cameras, microphones, lighting, memory cards, etc... Having enough equipment available for all students to use is a fundamental component of providing engaging, hands-on, instruction that adequately prepares students for internships and other work-based learning opportunities. We have instilled many precautions to ensure that our community takes good care of the equipment we purchase. Equipment and supplies for our Intro to Media Arts Class (introductory level class) and Film Production Class (Intermediate level class) will serve a total of about 210 students in 2022-23. Most equipment and supplies will be shared between these two classes.	\$2,200.00	4410	Equipment			Media Arts and Design

4	<p>Transportation Fees for Field Trips 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 expand work-based learning opportunities and provide multiple access/entry points to engage students in our Pathway. Transportation for these field trips will be arranged on private charter buses. Each field trip will impact approximately 70 students, so altogether the three field trips will serve all of Lodestar's 210 students in 2022-23.</p> <p>Our total budget of \$9,000 for field trips is based on one field trip per Pathway class (\$3000 x 3). This should cover two buses per field trip.</p>	\$9,000.00	5826	Transportation Fees			Media Arts and Design
5	<p>Hire a Pathway Coordinator at 0.1 FTE This 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. Additional funding for our Pathway Coordinator will come from our general funds and other grants like CTEIG and Strong Workforce.</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. For example, the Pathway Coordinator will take a lead role in identifying and promoting specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning and work in coordination with Lodestar's administrative team to see that Lodestar teachers take advantage of these opportunities.</p> <p>Through their interactions with Lodestar's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lodestar High's 210 students.</p>	\$10,000.00	1300	Certificated Salaries	Pathway Coordinator	.10 FTE	Media Arts and Design
6	Benefit Costs associated with Pathway Coordinator position	\$2,500.00	3000	Employee Benefits			Media Arts and Design

7	<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 will help us to meet several of our goals, such as the development of work-based learning experiences, and the sequencing of Pathway courses/skills.</p> <p>\$150 for refreshments X 6 Pathway events per year = \$750</p>	\$750.00	4311	Meeting Refreshments			Media Arts and Design
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**School:** LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOL

**Pathway Name:** Media Arts & Design

**School Description**

At Lodestar Upper School, we believe that effective classroom teachers are facilitators who empower students to take the lead in their own learning. We believe and uphold our community values by committing to the conviction that every student has unending potential and the ability to learn.

Lodestar Teachers create an environment that promotes a positive culture for all community members. We envision that the work we do with students today will inspire our students to become lifelong changemakers. Lodestar Teachers facilitate classroom spaces where students can be leaders of their own learning through self-advocacy, problem-solving, and critical reflection.

**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 Lighthouse community is equal parts love and rigor where children discover their unique light within.

**School Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	61.0%	76.0%	91.8%	85.8%	32.8%	30.5%	16.4%	16.4%	0.00%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	16.4%	0.0%	0.0%	79.1%	0.0%	0.0%	0.8%	3.7%	1.5%

**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)
Cohort Graduation Rate	n/a	n/a	n/a	No Measure N at Lodestar in 2020-21	N/A (no 12th graders)	N/A (no 12th graders)	85%
Cohort Dropout Rate	n/a	n/a	n/a		N/A (no 12th graders)	N/A (no 12th graders)	<6%
A-G Completion	n/a	n/a	n/a		N/A (no 12th graders)	N/A (no 12th graders)	80.00%
On Track to Graduate- 9th Grade	n/a	n/a	n/a		90.00%	92.00%	95.00%
Percentage of students who participated in at least 1 Work-Based Learning activity	n/a	n/a	n/a		100.00%	100.00%	100%
Percentage of students who have passed dual enrollment courses with a C- or better	n/a	n/a	n/a		10%	9%	25%
Percentage of students in Linked Learning pathways	n/a	n/a	n/a		100.00%	100.00%	100%

**Budget Expenditures**

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

Budget Justification: 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?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Consultant Contract</b> with Katrina Valdez, an educational leader in the Arts, Media & Entertainment field. The Lodestar Pathway Design team will work with Mx. Valdez to define our Pathway mission, vision and structure, including the Pathway's course sequence and program.	\$10,000.00	5825	Consultant Contract			Whole School

Meeting Refreshments for Design Team	\$300.00	4311	Meeting Refreshments		Whole School
Supplies and Materials for design team to engage stakeholders to develop partnerships necessary to support a high-quality Pathway program.	\$100.00	4300	Supplies & Materials		Whole School
Teacher Substitutes to allow Design Team staff release time to visit model Pathway programs and to meet with our Pathway Consultant to engage in development of the program.	\$2,800.00	1150	Teacher Substitutes		Whole School

**2022-2023: YEAR THREE ANALYSIS**

**For 2022-2023, what are your strategic actions?**

<b>2022-2023 Strategic Actions</b> <i>- What are your site's strategic actions to support pathway development in 2022-2023?</i>	<b>What evidence will you look for to know you are successful?</b>
To grow into a true Pathway, we need to add a second Pathway class and second Pathway teacher. This will allow us to have a course progression and implement an impactful mission and vision for students across multiple grade levels.	Hiring of a second Pathway teacher (preferably someone with a CTE credential)  Creation and documentation of curriculum for Intermediate Pathway Course  Modifications made to Intro to Media Arts curriculum based on learnings from 2021-22
More regular communication with Resource Specialists (and possible push-in support) to assist students with IEPs (accommodations, modifications, etc...)	Success of students with IEPs in Pathway courses (85%+ pass rate)
Develop a pre-planned set of yearly integrated projects across the curriculum at each grade level (Pathway curriculum map)	Implementation of at least one integrated project in each Pathway class (3+ total interdisciplinary projects) in 2022-23.
Improve differentiation for all learners. This includes expanding entry/access points for students to the curriculum, scaffolding instruction for complex tasks, making use of both heterogeneous and homogeneous groups in the classroom to meet student needs, and providing more opportunities for students to accelerate/advance their learning	Students in various subgroups (ELLs, students with IEPs, male students, African-American students) are all generally successful in Pathway courses (85%+ pass rate)
Identify and follow through on specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning.	Pathway teachers participate in CTE focused professional development that improves their practice and infuses the Pathway with new ideas and possibilities  All core teachers participate in professional development that helps them learn some basic Media Arts skills that stimulates interdisciplinary projects with Pathway teachers  Implementation of at least one integrated project in each Pathway class (3+ total interdisciplinary projects) in 2022-23.
Develop a scope and sequence of work-based learning experiences and outcomes for students in grades 9-11.	100% of students in the Pathway have access to Work-Based learning opportunities  There is a clear developmental progression in work-based learning opportunities from grade 9-11.
More intervention, both around academics and behavioral support, is needed to ensure all students can be successful	Inserting intervention classes into the master schedule (Math support, writing support, etc...) and placing students into these classes based on data from 2021-22.  Improved attendance rate (95%+)  More students on track to graduate (95%+)

**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 spent on making time for Pathway Lead Teacher Veronica Haro to work with CTE consultant Katrina Valdez; this included paying for Katrina's contract as well as substitutes for Vero on days that she had to miss school for collaboration with Katrina. This was an effective use of resources because (1) it helped Vero generate dynamic, standards-based curriculum for her Intro to Media Arts class that can be used this year and in the future while also; (2) Katrina was a great resource for our Pathway Design Team as we discussed how to build and structure our program.

Other budget expenditures this year included funds for refreshments and supplies for our Design Team meetings. While we have not yet dipped into the supply budget, being able to provide food and drinks has definitely helped attract students to our Design Team meetings so far.

**2022-2023 Budget Expenditures**

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

**BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  
 For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [EIP Instructions](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?

**Hire a Media Arts Teacher at 0.8 FTE (with the other .2 FTE funded through other sources)** This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) & Film Production (10/11th grade concentrator 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 as we build out our Media Arts Pathway at Lodestar.

Funding for this position is essential to supporting our goal of creating a second Pathway class, Film Production, next year. Curriculum for this second Pathway class will be developed in conjunction with Youth Beat. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects across the curriculum at each grade level. Over the course of the school year, this teacher will impact the educational experience of more than 150 students.

**Benefit Costs associated with the Media Arts Teacher in Line 45**  
 .8 benefits funded through Measure N and .2 funded through CTEIG, LCCF, or other funding sources.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
\$60,000.00	1100	Certificated Salaries	Media Arts & Design Teacher	0.8 FTE	Media Arts and Design
\$15,000.00	3000	Employee Benefits		0.8 FTE	Media Arts and Design



<p><b>Media Arts Equipment</b> Media Arts is an equipment heavy discipline. While most of the equipment needed to run our Media Arts classes was either purchased in 2021-22 or funded through other grants and philanthropic gifts, we want to make sure we have funds available should the need arise to buy additional cameras, microphones, lighting, memory cards, etc... Having enough equipment available for all students to use is a fundamental component of providing engaging, hands-on, instruction that adequately prepares students for internships and other work-based learning opportunities. We have instilled many precautions to ensure that our community takes good care of the equipment we purchase. Equipment and supplies for our Intro to Media Arts Class (introductory level class) and Film Production Class (Intermediate level class) will serve a total of about 210 students in 2022-23. Most equipment and supplies will be shared between these two classes.</p>	\$2,200.00	4410	Equipment			Media Arts and Design
<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 expand work-based learning opportunities and provide multiple access/entry points to engage students in our Pathway. Transportation for these field trips will be arranged on private charter buses. Each field trip will impact approximately 70 students, so altogether the three field trips will serve all of Lodestar's 210 students in 2022-23.</p> <p>Our total budget of \$9,000 for field trips is based on one field trip per Pathway class (\$3000 x 3). This should cover two buses per field trip.</p>	\$9,000.00	5826	Transportation Fees			Media Arts and Design
<p><b>Hire a Pathway Coordinator at 0.1 FTE</b> This 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. Additional funding for our Pathway Coordinator will come from our general funds and other grants like CTEIG and Strong Workforce.</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. For example, the Pathway Coordinator will take a lead role in identifying and promoting specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning and work in coordination with Lodestar's administrative team to see that Lodestar teachers take advantage of these opportunities.</p> <p>Through their interactions with Lodestar's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lodestar High's 210 students.</p>	\$10,000.00	1300	Certificated Salaries	Pathway Coordinator	.10 FTE	Media Arts and Design
<p><b>Benefit Costs associated with Pathway Coordinator position</b></p>	\$2,500.00	3000	Employee Benefits			Media Arts and Design

<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 will help us to meet several of our goals, such as the development of work-based learning experiences, and the sequencing of Pathway courses/skills.</p> <p>\$150 for refreshments X 6 Pathway events per year = \$750</p>	\$750.00	4311	Meeting Refreshments		Media Arts and Design
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**MEASURE N SELF ASSESSMENT: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

**Instructions:** Please complete this self-assessment for your school based on feedback from your Design Team, Faculty/Staff, Students and Community Partners. For each item, enter your score, provide a justification, and identify your areas of growth. Based on your assessment and analysis, identify a specific goal for the 2022-23 school year.

**KEY**

- 1: Beginning & Designing  
 2: Developing & Approaching  
 3: Meeting & Advancing  
 4: Excelling & Sustaining

[Click here for the full Measure N rubric.](#)

1. PATHWAY LEADERSHIP AND DIRECTION	Current Score	Justification - In this section also indicate progress made in this domain during the 2021-22 school year.	Areas of Growth
Mission & Vision	2 - Developing & Approaching	Mission/vision is implied but not stated yet; we are working with our design team and to solidify this by the end of the school year.	Our mission/vision needs to be approved by our design team, codified and shared with the larger community (students, staff, parents, etc..)
Leadership Configuration	2 - Developing & Approaching	Vero and Josh meet weekly around Pathway development; Josh and Latora meet every other week  Vero and Kati meet monthly to do curriculum planning  Vero collaborating with several teachers on interdisciplinary projects that will be implemented this spring	Only one Pathway teacher this year (Vero); we plan to hire a second teacher next year  We need to plan out interdisciplinary projects before the start of the year so that they are part of everyone's curriculum map
Distributive Leadership	2 - Developing & Approaching	School site and CMO leadership has been supportive (EG using school's general funds to purchase equipment, materials, etc...)  Leadership has supported monthly planning days (with sub) for curriculum development  The Pathway has been prioritized in Lodestar's development and growth as a high school	More time to collaborate with other teachers  Help envisioning professional-quality, safely secured space within the limitations of our current classrooms/building
<b>Pathway Leadership &amp; Vision Goal for 2022-23</b>	To grow into a true Pathway, we need to add a second Pathway class and second Pathway teacher. This will allow us to have a course progression and implement an impactful mission and vision for students across multiple grade levels.		

2. EQUITY, ACCESS & ACHIEVEMENT	Current Score	Justification - In this section also indicate progress made in this domain during the 2021-22 school year.	Areas of Growth
Open Access and Equitable Opportunities	3 - Meeting & Advancing	All students at Lodestar are fully enrolled and involved in the Pathway.	More regular communication with Resource Specialists (and possible push-in support) to assist students with IEPs (accommodations, modifications, etc...)
Diverse Student Representation	2 - Developing & Approaching	In our first year of implementation, Pathway diversity reflects the full diversity at Lodestar.	One of the areas of growth for Lodestar as a school (not particular to the Pathway) is to attract and retain African-American students.
Closing the Opportunity Gap	2 - Developing & Approaching	All subgroups are fully integrated into all areas of the Pathway.	We are still working out how to strategically support ELLs and students with IEPs in Pathway classes

<b>Equity Goal for 2022-23:</b>	More regular communication with Resource Specialists (and possible push-in support) to assist students with IEPs (accommodations, modifications, etc...)
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<b>3. PROGRAM OF STUDY &amp; MASTER SCHEDULING</b>	<b>Current Score</b>	<b>Justification - In this section also indicate progress made in this domain during the 2021-22 school year</b>	<b>Areas of Growth</b>
Pathway Theme	2 - Developing & Approaching	Former Principal Jeff Camarillo worked with students and families last year to identify a pathway theme that was engaging to them.  Pathway Teacher Veronica Haro has extensive experience in theater and Media Arts.  Some indications that media arts is a growing job market in Bay Area and provides value-added skills in a variety of career fields	Need to conduct a more detailed analysis of how Media Arts and Design fits into regional workforce needs  Need to develop industry partners (advisory board)
Integrated Core	2 - Developing & Approaching	Planning our first integrated projects this spring	Develop a pre-planned set of yearly integrated projects across the curriculum at each grade level (Pathway curriculum map)
Cohort Scheduling	2 - Developing & Approaching	Many but not all Pathway students share the same classes (students are split up in Spanish, Math by level)  Only one Pathway teacher who at a small school like Lodestar shares her prep with with only 1-2 other teachers	Plan prep periods (and professional collaboration time on Wednesdays) strategically to align with integrated, multidisciplinary projects
<b>Program of Study Goal for 2022-23:</b>	Develop a pre-planned set of yearly integrated projects across the curriculum at each grade level (Pathway curriculum map)		

<b>4A. BUILDING A RIGOROUS ACADEMIC CORE - Student Conditions</b>	<b>Current Score</b>	<b>Justification - In this section also indicate progress made in this domain during the 2021-22 school year</b>	<b>Areas of Growth</b>
Rigorous, Relevant and Integrated Learning	2 - Developing & Approaching	Teaching at Lodestar: * is student-centered * integrates academic and technical content * encourages critical thinking, problem-solving and production of products	Teaching and learning does not yet reflect the processes and products of industry professionals
Collaborative Learning	2 - Developing & Approaching	Students working daily in heterogeneous groups  Students assessed regularly on teamwork	Improve differentiation for all learners. This includes expanding entry/access points for students to the curriculum, scaffolding instruction for complex tasks, making use of both heterogeneous and homogeneous groups in the classroom to meet student needs, and providing more opportunities for students to accelerate/advance their learning
<b>Rigorous Academic Core - Students Goal for 2022-23:</b>	Improve differentiation for all learners. This includes expanding entry/access points for students to the curriculum, scaffolding instruction for complex tasks, making use of both heterogeneous and homogeneous groups in the classroom to meet student needs, and providing more opportunities for students to accelerate/advance their learning		

<b>4B. BUILDING A RIGOROUS ACADEMIC CORE - Teacher Conditions</b>	<b>Current Score</b>	<b>Justification - In this section also indicate progress made in this domain during the 2021-22 school year</b>	<b>Areas of Growth</b>
Sharing Best Practice	2 - Developing & Approaching	Beginning to share lesson plans and best practices as part of peer observation cycle	Take more advantage of opportunities for observation and collaboration with Pathway teachers at our sister site, Lighthouse Community Charter

Collaboration Time	1 - Beginning & Designing	Teacher prep time is rarely used for collaboration; the schedule also limits who can collaborate with whom	Build in more systems and structures for collaboration
Professional Learning	1 - Beginning & Designing	Professional development time has been used for planning, curriculum design, and not specifically for the growth and development of our Pathway teacher or program.	Identify and follow through on specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning.
<b>Rigorous Academic Core - Teachers Goal for 2022-23:</b>	Identify and follow through on specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning.		

<b>5. WORK BASED LEARNING</b>	<b>Current Score</b>	<b>Justification - In this section also indicate progress made in this domain during the 2021-22 school year</b>	<b>Areas of Growth</b>
Types of Student Experiences	1 - Beginning & Designing	Just starting to identify and integrate work-based learning experiences for students	Develop a scope and sequence of work-based learning experiences and outcomes for students in grades 9-11.
Pathway Outcomes	1 - Beginning & Designing	With just 9th and 10th graders this year and everyone taking the same Intro level Media Arts class, we have not yet planned a sequence of Pathway experiences and outcomes for our students	Develop a scope and sequence of work-based learning experiences and outcomes for students in grades 9-11.
Pathway Evaluation	1 - Beginning & Designing	Started exploring partnerships with the Media Arts department at Laney College, Youth Beat, and industry partners such as Tulio	Formalize partnership with Youth Beat and 2-3 additional industry/post-secondary partners.
<b>Work Based Learning Goal for 2022-23:</b>	Develop a scope and sequence of work-based learning experiences and outcomes for students in grades 9-11.		

<b>6. PERSONALIZED STUDENT SUPPORT</b>	<b>Current Score</b>	<b>Justification - In this section also indicate progress made in this domain during the 2021-22 school year</b>	<b>Areas of Growth</b>
Support of Student Needs	2 - Developing & Approaching	Frequent family communication Effort to build relationships and personalize content to meet student interests	More intervention, both around academics and behavioral support, needed to ensure all students can be successful; administration seems stretched too thin to support all student needs
College and Career Plan	2 - Developing & Approaching	Some collaboration with college/career counseling around scheduling and long-term planning (right now, Lodestar only goes up to 10th grade so college/career counseling staff are only on site part-time).	Hire a full-time college/career counselor at Lodestar next year
<b>Student Support Goal for 2022-23:</b>	More intervention, both around academics and behavioral support, is needed to ensure all students can be successful		

## PATHWAY DESIGN TEAM MEMBERS

Who comprises your Pathway Design Team and what are their positions/roles?

Name	Position/Role
Joshua Weintraub	Pathway Coordinator at Lighthouse Public Schools
Veronica Haro	Lead Pathway Teacher at Lodestar
Christine Zwerling	Lodestar Parent and Global Director of Equity at Tulio
Aaron McCray Goldsmith	Lodestar Teacher
Alberto Reyes, Jared Hasan, Belen Rodriguez, Leilani Hayes, Alexander Zwerling, Leslie Pena Hernandez, Andrea Medrano, Adolfo Marquez, Jonathan Gonzalez Guzman, Miguel Ochoa, Iyanna Carter Parker, Victoria Iguardia, Brenda Munoz Ocegueda.	Lodestar Students

## PATHWAY DESIGN TEAM MEETINGS

How often did the Design Team meet and what topics were discussed?

Date	Topics Discussed
12/14/2021	Introduced Linked Learning and the idea of a CTE Pathway; investigated examples of Media Arts Pathways at other schools (Oakland International, San Lorenzo High School, SAVA Charter School and others); discussed the idea of partnering with Youth Beat
2/18/2022	Discussed what a mission statement is and formulated a mission and vision statement for Lodestar's Media Arts Pathway; designed a survey for students and families to give input on the future directions of the Pathway
3/18/2022	Final vote on mission statement; analyzed and discussed student survey responses; explored summer options to pursue Media Arts
4/22/2022	Design Team Meeting planned: Conversation with Gaby Arvizu, Oakland native who works for Proximity Media
5/13/2022	Design Team Meeting planned: School site visit? (Options include Oakland International, Berkeley High School CAS Program, San Lorenzo High School BADA program)

## PATHWAY DESIGN ENGAGEMENT

### How, when, and with whom did the school consult as part of the Pathway planning process?

List the engagements with students, staff, faculty, families, and community partners that contributed to your design process and the development of your 2022-23 Budget. Include meetings with your ILT, SSC, PTA/PTO, etc. and others who participated in the planning process.

\* Josh Weintraub (Pathway Coordinator) and Veronica Haro (Pathway Lead Teacher) met weekly throughout the year to discuss program design, implementation, and future plans

\* Vero met with Katrina Valdez, a former CTE Media Arts teacher and professional CTE Program consultant, approximately once every 4-6 weeks to engage in curriculum planning and program development; Josh joined several of these meetings for an hour or two at a time

\* Josh, Vero and Katrina met several times with staff from Youth Beat (Sagesse Graham and Jake Schoneker) to discuss best practices, Dual Enrollment, and the possibility of partnership. Vero and Josh also participated in a site visit to Youth Beat on February 17, 2022 and we are moving towards signing an MOU with them for 2022-23.

\* Josh and Vero both met with Latora Baldrige, Lodestar Principal 1-2 times per month to discuss Pathway developments and plans

\* Josh met regularly with Rich Harisson (CEO at LCPS), Linda Wu (Director of Finance at LCPS) and Karen Fee (Director of Development at LCPS) to craft the Measure N budget based on community priorities while also factoring in other funding sources (Strong Workforce, CTEIG, LCCF, private philanthropy)

\* Students and parents were consulted through our Design Team Meetings and will be surveyed this spring

#### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2021	Faculty	Shared rationale and overview of Pathway Design Team process
12/13/2021	Students grades 8--9-10	Conducted student focus group to gather feedback on pathway theme
1/18/2022	Instructional Leadership Team	Conducted ILT work session to flesh out pathway development goals for 22-23
2/17/2022	Parents	Presented Pathway plan to parents of rising 9th graders

Date	Stakeholder Group	Engagement Description
11/15-11/19, 2021	Lodestar students, staff, families	Solicited participation in our Design Team through flyers, emails and text messages

2/10/2022	Lodestar ILT	LCPS leaders engaged Lodestar ILT to reflect on the development of the Pathway as part of our WASC self study process
2/11/2022	Lodestar Faculty	LCPS leaders engaged Lodestar staff to reflect on the development of the Pathway as part of our WASC self study process
3/10/2022	Lodestar Students	Students at Lodestar completed a survey created by our Design Team to give their input about the direction of the Media Arts Pathway. This feedback will be analyzed by our Design Team and incorporated into our planning for next year and beyond.
3/10/2022	Lodestar Families	All Lodestar families were invited to complete a survey created by our Design Team to give their input about the direction of the Media Arts Pathway. This feedback will be analyzed by our Design Team and incorporated into our planning for next year and beyond.



School: Lodestar	Reflections on Planning Year (2021-22) and Priorities for 2022-23
<b>1. Pathway Name:</b>	Media Arts and Design
<b>2. Process Narrative:</b> Please describe your school and pathways overall design process in 2021-22.	<p>Our Pathway design process really started in 2020-21 when former Lodestar Secondary School Principal worked with students, families and staff to identify our pathway theme, Media Arts and Design.</p> <p>In the 2021-22 school year, we are piloting our first Pathway Class, Intro to Media Arts, while also working to research and design a more comprehensive Media Arts program moving forward. The Intro to Media Arts class is taught by Veronica Haro, Lodestar's Lead (and currently only) Pathway teacher and all of Lodestar's 9th and 10th grade students are taking this class.</p> <p>In terms of designing for the future, Veronica has been working regularly with CTE consultant Katrina Valdez to create curriculum for the Intro to Media Arts course. We have also purchased some foundational equipment and supplies for this course including cameras, lights, microphones, and more. We have actively involved Lodestar students, teachers and parents in the planning process for next year and beyond through our Design Team, which has met twice so far, with 3 more meetings scheduled this school year. We are also planning to survey students and families about some important choice points moving forward in our Media Arts Pathway.</p> <p>Youth Beat, a Digital Media Arts training program for Oakland youth based out of the KDOL studios in the La Escuelita building has also provided us with valuable input in the Pathway planning process. Through ongoing conversations and a site visit to their afterschool program, we've learned how they sequence their courses, engage students in hands-on learning, partner with other schools in OUSD, and optimize Dual Enrollment options with the Peralta Community College District. We are hoping to continue our partnership with Youth Beat next year.</p>
<b>3. What did you discover in the past year?</b> <i>Please use data to support.</i>	<p>This year, we discovered:</p> <ul style="list-style-type: none"> <li>* Media Arts is an equipment heavy Pathway. We needed to leverage considerable resources to buy entry level cameras, microphones, and lighting and other supplies for our introductory class. As we continue to add classes and complexity to our Pathway and aim for exposure to industry level standards and equipment, we are going to need significant resources to realize our vision. This is one of the primary reasons we applied for a CTEIG grant this spring.</li> <li>* Most students are excited about Media Arts but hesitant to have the camera turned on them. Especially coming out of the pandemic, there is a fair amount of social anxiety about being on camera. We've dealt with that through the use of puppets (instead of actors/people) on several assignments in Media Arts class this year. Hopefully as students build trust with each other and their teachers they will become more willing to appear in each other's Media Arts productions.</li> <li>* Interdisciplinary projects and collaboration require careful planning and extra time. Next year, we are aiming to have all of our integrated projects roughly planned out in the summer and schedule release days for Pathway teachers and core academic teachers to plan and collaborate together. Hopefully substitute teachers will be easier to come by.</li> <li>* Students are hungry for work-based learning opportunities and field trips; we plan to incorporate more of this next year.</li> <li>* Staff and parents are generally supportive of our Media Arts Pathway but if we want them to really know what students are learning/doing or seek their active engagement or collaboration, this needs to be clearly structured and communicated.</li> </ul>

<p><b>4. What are your 22-23 goals based on your Spring 2022 Measure N Self Assessment?</b> <i>This section will be auto-populated based on your responses to the Self Assessment</i></p>	<p>To grow into a true Pathway, we need to add a second Pathway class and second Pathway teacher. This will allow us to have a course progression and implement an impactful mission and vision for students across multiple grade levels.</p> <p>More regular communication with Resource Specialists (and possible push-in support) to assist students with IEPs (accommodations, modifications, etc...)</p> <p>Develop a pre-planned set of yearly integrated projects across the curriculum at each grade level (Pathway curriculum map)</p> <p>Improve differentiation for all learners. This includes expanding entry/access points for students to the curriculum, scaffolding instruction for complex tasks, making use of both heterogeneous and homogeneous groups in the classroom to meet student needs, and providing more opportunities for students to accelerate/advance their learning</p> <p>Identify and follow through on specific professional growth opportunities related to Media Arts, CTE Pathways, and Linked Learning.</p> <p>Develop a scope and sequence of work-based learning experiences and outcomes for students in grades 9-11.</p> <p>More intervention, both around academics and behavioral support, is needed to ensure all students can be successful</p>
<p><b>4. How do you anticipate that the progress you make on your 2022-23 pathway goals will improve Measure N outcomes for your students? Outcomes include:</b></p> <ul style="list-style-type: none"> <li>-Decrease the high school dropout rate</li> <li>-Increase the high school graduation rate</li> <li>-Increase high school students' readiness to succeed in college and career</li> <li>-Increase middle school students' successful transition to high school</li> <li>-Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Language Learner status, special needs status and residency</li> </ul>	<p>Adding more interdisciplinary projects and a second Pathway class, where students build upon the skills and concepts they've learned and begin using more advanced equipment (nicer cameras, Macbook computers), will help students gain confidence and see that they are part of a carefully designed program that is helping them prepare for careers in the Media Arts field. This sense of purpose will help more students, particularly those at the margins, to resist the pull to dropout from high school and graduate.</p> <p>More differentiation, intervention services and coordination with resource specialists and other support staff will help all students to feel successful in the Pathway and a Lodestar, thereby reducing disparities in achievement among subgroups.</p> <p>The opportunity to participate in a variety of work-based learning opportunities will help students better envision their future after high school and start actively working towards their post-secondary college and career plans.</p>