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

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| Board Office Use: Legislative File Info. | |
|--|-----------|
| File ID Number | 25-0824 |
| Introduction Date | 4/16/2025 |
| 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 Services For: Lodestar: A Lighthouse Community Charter Public School

Action Requested and Recommendation

Presentation to and discussion by Measures N and H Commission of Lodestar: A Lighthouse Community Charter Public School Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$177,650.00, in a total amount not to exceed \$177,650.00.

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

N/A

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

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

Attachments 1. 25-26 Proposed EIP
2. Program of study
3. Work Based learning plan
4. Master Schedule

| 2025-2026 MEASURE H BUDGET | | | |
|--|--------------|----------------|-----------------|
| Effective: July 1, 2025 - June 30, 2026 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$177,650.00 | \$177,650.00 | \$0.00 |
| *Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (209) multiplied by the per pupil amount of \$850. | | | |

School: Lodestar: A Lighthouse Community Public Charter School

Site #: 9130

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|---|-------------|-------------|-------------------------|----------------|---------|-----------------------------|
| 9130-1 | Media Arts CTE Teacher at 1.0 FTE This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) & Film Production (10th -grade concentrator course) along with a CTE Pathway elective, such as Screenwriting, Digital Photography, or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | \$94,256.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Media Arts and Design |
| 9130-2 | Benefit Costs associated with the 1.0 FTE Media Arts Teacher | \$23,564.00 | 3000 | Employee Benefits | | | Media Arts and Design |
| 9130-3 | Media Arts CTE Teacher at 0.5 FTE This teacher will facilitate our 11th-grade concentrator course (Documentary Film), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective such as Digital Photo or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE. | \$47,216.00 | 1100 | Certificated Salaries | CTE Teacher | .5 FTE | Media Arts and Design |

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|--------|--|-------------|------|-------------------|--|--|-----------------------|
| 9130-4 | Benefit Costs associated with the 0.5 FTE Media Arts Teacher | \$11,804.00 | 3000 | Employee Benefits | | | Media Arts and Design |
| 9130-5 | <p>Stipends for teachers to plan and implement interdisciplinary projects.</p> <p>* Stipends are \$500 per teacher calculated at a rate of \$47.50 per hour x 10.52 hours (\$500) + benefits (.25 of total = \$125). To implement 4 integrated projects, we'd need to provide 8 stipends = \$5000 total</p> <p>* Stipends are designed to compensate teachers for the additional planning and collaboration required to execute interdisciplinary projects</p> <p>* Each interdisciplinary project must incorporate Media Arts skills/equipment and standards/concepts from at least one other core academic class</p> <p>* Each interdisciplinary project impacts 25-75 students</p> <p>* \$810 will cover one full stipend (\$500) and one partial stipend (\$310); additional funds for stipends will come out of our CTEIG funds</p> | \$810.00 | 1103 | Teacher stipends | | | |

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|---|--|--|---------------------|-------------------|--------------------|-----------------------|---------------------|----------------------|-----------------------|----------------------------|
| School Name: | | Lodestar: A Lighthouse Community Charter Public School | | | | | Site #: | 9130 | | |
| Pathway Name(s): | | Media Arts and Design | | | | | | | | |
| School Description | | | | | | | | | | |
| Lodestar, part of Lighthouse Community Public Schools, opened in 2016 and began operating its high school in 2020. Lodestar currently serves students in grades K-11 and will graduate its first senior class in spring 2024. At full capacity, approximately 750-800 students will attend Lodestar, with a high school enrollment of 250-300 students. | | | | | | | | | | |
| All students at Lodestar participate in our Media Arts Pathway. This pathway is designed to spark creativity, empower students to elevate their voices, and open doors to future opportunities. Through a series of courses and hands-on experiences, students will develop problem-solving, critical thinking, and technical skills that will help them learn and grow in the media arts industry. The Pathway courses we've developed so far are Intro to Media Arts and Film Production; we plan to add 1-2 additional CTE Pathway courses over the next two years. Students can also opt to take one of our CTE electives, digital photography or screenwriting. All of these courses are aligned to the CTE Standards for Media Arts and Design and provide students with the knowledge, skills and resources to engage in hands-on, project-based learning. | | | | | | | | | | |
| School Mission and Vision | | | | | | | | | | |
| At Lighthouse Community Public Schools we believe that all young people have the potential to become lifelong change-makers who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the community, leading to a healthier, more joyful world. We are an innovative model for public education that puts each child at the center of their own learning. The LCPS community is equal parts love and rigor where children discover their unique light within. | | | | | | | | | | |
| School Demographics | | | | | | | | | | |
| 2023-2024 Total Enrollment Grades 9-12 | | | 224 | | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe | |
| | 46.4% | 52.7% | 90.2% | 80.8% | 37.1% | NA | 9.8% | 4.9% | NA | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported | |
| | 10.3% | 0.0% | 0.4% | 84.4% | 0.0% | 0.9% | 0.4% | 2.7% | 0.9% | |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | SPED | | | | |
| SCHOOL PERFORMANCE GOALS AND INDICATORS | | | | | | | | | | |
| Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools | | | | | | | | | | |
| Whole School Indicator | | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | | N/A | N/A | 80.0% | 89.3% | N/A | 85.0% | | | 90.0% |
| Graduation Rate: Non-Cohort (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| Four-Year Cohort Dropout Rate | | N/A | N/A | 10.0% | 10.7% | N/A | 7.5% | | | 5.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | | N/A | N/A | 70.0% | 88.1% | N/A | 78.0% | | | 85.0% |
| Course Completion Rate (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| On Track to Graduate - 9th Graders | | 94.0% | 96.0% | 90.0% | 90.0% | N/A | 90.0% | | | 90.0% |
| 9th Graders meeting A-G requirements | | 94.0% | 96.0% | 90.0% | 90.0% | N/A | 90.0% | | | 90.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | N/A | N/A | 20.0% | 9.6% | N/A | 40.0% | | | 60.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | | N/A | N/A | 33.0% | 36.0% | N/A | 50.0% | | | 65.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | | 100.0% | 100.0% | 100.0% | 100.0% | N/A | 100.0% | | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | | N/A | N/A | 50.0% | 84.0% | N/A | 70.0% | | | 90.0% |
| CTE Participation (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | | N/A | N/A | 50.0% | 5.9% | N/A | 45.0% | | | 40.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | | N/A | N/A | 30.0% | 25.5% | N/A | 40.0% | | | 50.0% |
| Focal Student Population Indicator | | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | | N/A | N/A | 70.0% | 100.0% | N/A | 80.0% | | | 90.0% |
| Graduation Rate: Non-Cohort (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| Four-Year Cohort Dropout Rate | | N/A | N/A | 13.0% | 0.0% | N/A | 9.0% | | | 5.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | | N/A | N/A | 65.0% | 71.4% | N/A | 72.5% | | | 80.0% |
| Course Completion Rate (Continuation)* | | N/A | N/A | N/A | N/A | N/A | N/A | | | N/A |
| On Track to Graduate - 9th Graders | | 83.0% | 100.0% | 85.0% | 55.6% | N/A | 87.5% | | | 90.0% |
| 9th Graders meeting A-G requirements | | 83.0% | 100.0% | 85.0% | 55.6% | N/A | 87.5% | | | 90.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | N/A | N/A | 20.0% | 14.0% | N/A | 40.0% | | | 60.0% |

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|---|--------|--------|--------|--------|-----|--------|--|--------|
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | N/A | N/A | 25.0% | 28.6% | N/A | 45.0% | | 65.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 100.0% | 100.0% | 100.0% | N/A | 100.0% | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | N/A | N/A | 50.0% | 57.1% | N/A | 70.0% | | 90.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | N/A | N/A | 50.0% | 13.0% | N/A | 45.0% | | 40.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | N/A | N/A | 30.0% | 0.0% | N/A | 40.0% | | 50.0% |

ROOT CAUSE ANALYSIS

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

| Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i> | Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> |
|--|--|---|
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together) | Note: Since our high school currently only has 9th-11th graders, we do not have 21-22 baseline data to report for many of the required indicators. For the purpose of the root cause analysis, we have analyzed relevant data based on our current school population. Here is some of that data: Percentage of 9th grade (88%) and 10th grade students (84%) on track to graduate * Triennial Student Led Conferences (SLCs) help keep families informed of student progress * Flexible credit recovery options based on student need | * As of right now, only 68% of 11th graders are on track to graduate/complete A-Gs. We have some work to do over the next year around credit recovery for this cohort. * As the result of teacher turnover and administrative transitions, student expectations and rigor vary from class to class * Our standards-based grading system makes it so that students know they always have multiple chances to show proficiency in each class (and therefore put off doing work) * As the oldest students in the school, our 11th grade students don't have peer role models (students older than them) to set an example * We are still refining credit recovery and data monitoring/tracking systems |
| A-G Completion - 12th Grade | 84% of 10th grade students on track to complete A-Gs * Almost all courses at Lodestar are now A-G approved * Lodestar graduation requirements mirror or exceed A-G in all subject areas | * High school graduation and college feel very distant to most 9th graders |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | * The vast majority of 9th grade students came to us from Lodestar middle school; this helps ease the transition to high school | Not applicable |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | Not applicable | Not applicable |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | To date, less than 5% of 9th-11th grade students have participated in an internship or related experience * Students provided with a variety of internship options in different career fields, including paid opportunities | * We need to better promote internship opportunities to families * We need to find ways to remove real and/or perceived barriers that prevent students from accessing opportunities (checking/responding to email, completing applications, transportation issues, conflicts with jobs/student responsibilities) |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | 25% of 10th graders and 16% of 11th graders have passed a Dual Enrollment class; the overall pass rate in our Dual Enrollment program is 77% * CCAP agreements with both Peralta and Chabot increases dual enrollment options for students * Dual enrollment coordinator helps facilitate student success and parent communication in dual enrollment classes | * Dual enrollment classes at Lodestar are under enrolled * Approximately 20% of students withdraw from dual enrollment classes before earning a grade |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100% of 9th-11th graders are in our Linked Learning pathway * 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-in to 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 | 90% pass rate for CTE classes * Most students seem bought into Media Arts classes and are doing well | * Chronically absent students, students with IEPs, and female students are less likely to pass CTE classes than their peers * A handful of students have failed multiple CTE courses |
| PATHWAY QUALITY ASSESSMENT | | |
| Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category | Evidence of Strengths | Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i> |

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|--|---|--|---|
| Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | <ul style="list-style-type: none"> * 100% of students (including ELLs and students with IEPs) are enrolled in Pathway * Students provided with multiple opportunities to demonstrate mastery in all subjects * All students have access to AP, Honors, and Dual enrollment courses * Partnership with Youth Beat and input from other professionals in industry and education * Students regularly get feedback from teachers and peers * Project-based learning in many subject areas * Equitable access provided through individual student support in class and during office hours | <ul style="list-style-type: none"> * More inclusion of industry professionals in the learning process * More interdisciplinary projects across content-areas needed * Curriculum and capstone project not fully built out yet * Content of additional concentrator course and Pathway electives is dependent upon who we hire as our 2nd Media Arts teacher * Media Arts professional development for all teachers at Lodestar High | <p>Interdisciplinary projects - we have some scattered examples of successful interdisciplinary projects at Lodestar over the past two years, but at a new school with high teacher turnover and more immediate student needs, this has not been our highest priority. We are now naming that CTE integration will take place in Social Science, Science and Language classes, planning media arts professional development for all Lodestar staff and building planned collaboration into our curriculum map and instructional expectations.</p> <p>More industry participation in the learning process. We believe that this will make learning more relevant and meaningful for our students, especially in their Pathway classes. Now that we have some solid industry partners and a Work-Based Learning Coordinator, we aspire to have all students interact in meaningful ways with industry professionals at least 2X per semester.</p> |
| Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness | <ul style="list-style-type: none"> * All students provided equitable access to a range of high-quality WBL experiences across the WBL continuum * WBL plan informed by input from students, staff and industry partners * Guest speakers in CTE classes and Media Arts Career Day | <ul style="list-style-type: none"> * We need to better articulate and promote WBL continuum and rationale * Students do not consistently get feedback from industry professionals and community partners after participation in WBL activities * WBL continuum still in flux - need to figure out how to connect the range of experiences we offer to different classes, grade levels, programs, grad profile * Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences) | <p>WBL opportunities need to be better articulated, promoted, codified, tracked, and measured.</p> |
| Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation | <ul style="list-style-type: none"> * College/career support integrated into school day for all students through advisory and College/Career Seminar in Grade 11 (and grade 12 in 2023-24) * Partnership with One Goal (college/career curriculum, additional support for students in first year after high school) * Launched dual enrollment program at Lodestar this year with one class each semester * Post-secondary visits at every grade level * Triennial student-led conferences help with progress monitoring and goal setting * In the process of putting a MTSS system in place to help ensure we meet the needs of more students and families (wrap-around services) | <ul style="list-style-type: none"> * Better progress monitoring and communication with families around student achievement needed * Need to refine credit recovery processes and systems * More student input and leadership needed * Need to continue to promote dual enrollment enrollment program to students, families and teachers in order to get a broader group of students to participate. * Still need to hire an MTSS Coordinator at Lodestar (this position has been vacant for many months) | <p>We need to improve and formalize systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups.</p> |
| 2023-2024: YEAR ONE ANALYSIS | | | |
| Pathway Strategic Goals | | | |
| Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i> | | | |
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | | |
| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience. | | |

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| Goal #3: By 2026 | By improving and formalizing systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups, we will ensure that the four-year cohort graduation rate will exceed 90% and the A-G completion rate will be 85% or higher. | | | | | |
| Pathway Strategic Actions | | | | | | |
| Strategic Actions for 2023-24 | | | | | | |
| What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals? | | | | | | |
| Strategic Actions for Goal #1 | Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that more teachers are comfortable integrating Media Arts into their classes. | | | | | |
| | Work with EL school designer to help teachers design and implement interdisciplinary projects. EL (previously called Expeditionary Learning) is a national school reform organization. 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 both Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals | | | | | |
| Strategic Actions for Goal #2 | Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels | | | | | |
| | Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum | | | | | |
| | Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement. | | | | | |
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| Strategic Actions for Goal #3 | Evaluate current Learning Management System and grading program in comparison to other available products to ensure we have the tools and technology we need to monitor student progress most effectively and efficiently | | | | | |
| | Administration will review student academic progress at least once every six weeks and ensure intervention measures are taken and families are contacted when students struggle | | | | | |
| | Refine credit recovery processes and systems (such as when should students repeat a course with younger students vs. doing online credit recovery) | | | | | |
| | Many of the students with IEPs who struggle academically are also chronically absent. We need to identify the reasons for their absences and work with students, families, and teachers to improve attendance. | | | | | |
| | Increase coordination between Resource Specialists and other staff (teachers, admin, counselors, behaviorists) to ensure the success of our IEP students | | | | | |
| Budget Expenditures | | | | | | |
| 2023-2024 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 Budget Justification Instructions . | | | | | | |
| <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- 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.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | | | | | | |
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| Media Arts CTE Teacher at .5 FTE This teacher will facilitate our 11th grade concentrator course (likely Audio Production), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective, Music Production, Animation, and/or Podcasting. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2023-24 (1 FTE) with Measure N funding 0.5 FTE. | \$36,000.00 | 1100 | Certificated Salaries | CTE Teacher | .5 FTE | Media Arts and Design |
| Benefit Costs associated with the 0.5 FTE Media Arts Teacher | \$9,000.00 | 3000 | Employee Benefits | | .5 FTE | Media Arts and Design |
| Consultant Contract with OneGoal Partnership 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. The OneGoal program will serve all 11th and 12th graders a total of approximately 110 students in the 2023-24 school year. The remaining portion of this contract will be paid for through other sources | \$4,150.00 | 5822 | Consultant Services | | | Media Arts and Design |

2024-2025: YEAR TWO

Pathway Strategic Goals

| <i>Pathway Quality Strategic 3 Year Goal</i> | Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year? |
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| We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | We have already completed 2 interdisciplinary projects this year and we have up to 4 more scheduled to happen before the end of the school year. These included a filmed interview, real estate advertisement, newscast and <i>Novela</i> in Spanish classes, a video essay in Ethnic Studies, a PSA about nuclear fallout in US History, and a travel advertisement in AP World History. These interdisciplinary projects have impacted students in all grade levels at Lodestar. Another form of progress is that we have now honed in on two academic departments where collaboration with Media Arts seems to flourish: Social Studies and Spanish. For 2024-25, we will try to align teacher preps in these departments with those of our Media Arts teachers to further support collaboration on interdisciplinary projects. |
| 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. | 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 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. Two new internship partnerships we'd like to highlight are (1) Soulbeat - an Oakland-based multi-generational multimedia platform that has helped students apply some of the skills they've learned in Media Arts classes; (2) BART - reserved 5 summer internships for Lodestar students; priority was given to students with IEPs |

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| By improving and formalizing systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups, we will ensure that the four-year cohort graduation rate will exceed 90% and the A-G completion rate will be 85% or higher. | | <p>We adopted a new LMS/grading program, Schoology; although implementation of this new technology has been a challenge, we hope that in the long term, it will help with monitoring student progress.</p> <p>We carefully tracked student progress towards graduation and A-G completion on a data dashboard to maximize student outcomes. Based on current projections, we are on track to meet our Year 1 benchmark of 70% A-G completion. Given that the class of 2024 is our first graduating class, this year will give us some valuable baseline data to reflect in and plan around moving forward.</p> <p>One thing we need to work on is the timeliness of teacher grading. While there is accountability for teachers to enter grades every six weeks, it would benefit students and families to shorten this feedback loop.</p> |
| Pathway Strategic Actions Reflection | | |
| 2023-2024 Strategic Actions | | <p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
| 23-24 Strategic Actions for Goal #1 | Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that more teachers are comfortable integrating Media Arts into their classes. | <p>We conducted one Media Arts based professional development session for our Spanish and Social Studies teachers this year; our CTE teachers also created a bank of how-to videos for using various pieces of Media Arts technology and equipment. Collaboration has now started happening more organically and is often being initiated by core teaching staff.</p> <p>We created common planning time for Media Arts teachers during crew 1x per week; we also started monthly community of practice meetings for CTE collaboration across Lighthouse/Lodestar</p> |
| | Work with EL school designer to help teachers design and implement interdisciplinary projects. EL (previously called Expeditionary Learning) is a national school reform organization. The school designer works directly with teachers to plan curriculum. | Interdisciplinary collaboration between Media Arts and other teachers is largely happening during prep time. |
| | 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. | We have scheduled a Pathway Advisory Board meeting for later this spring to review our Media Arts curriculum map 9-12 |
| | Work with both Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals | While we have not brought in industry professionals into all Pathway classes this year, we've had guest speakers/experts in several classes. This is still a growth area as we build our network of connections in the Bay Area Media Arts industry. Moving forward, we're hoping to attract Advisory Board members who can help us tap into their professional networks. |
| | | Our EL School Designer has been working mostly with admin on leadership development this year, so they were unable to help with integrated projects. |
| 23-24 Strategic Actions for Goal #2 | Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels | <p>Passage was de-emphasized this year due to leadership and staff transitions, but...</p> <p>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 a biology lab at the UC Berkeley Innovative Genomics Institute and the Headwaters Science Program in AP Environmental Science.</p> |
| | 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 | <p>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.</p> |
| | 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. | <p>Other steps we took to increase WBL opportunities for students are: (1) sent a group of young men to OUSD's Manufacturing Day to learn about opportunities in the construction/building trades; (2) we 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; (3) Created a partnership with Soulbeat, an Oakland-based multi-generational multimedia platform; (4) Secured 5 paid summer internships at BART, with a focus on providing internships for students with IEPs.</p> |
| 23-24 Strategic Actions for Goal #3 | Evaluate current Learning Management System and grading program in comparison to other available products to ensure we have the tools and technology we need to monitor student progress most effectively and efficiently | <p>Based on our challenges with our previous Learning Management System (LMS) and grading program, Altitude, we adopted a new LMS/grading program, Schoology. This year has been a learning and development year with Schoology as we learn how the system works and interfaces with our Student Information System and other structures.</p> <p>The administration is reviewing grades every six weeks and reaching out to students/families who are failing classes, prioritizing case management and support of seniors in jeopardy of not graduating. To this end, Principal Baldrige conducted "Winter School" during the first week of Winter Break to give a handful of 12th grade students one more week at the end of the semester to submit/revise assignments and get their grades up to passing in key classes. After some initial struggles using Schoology, most teachers are now entering grades at least every 6 weeks.</p> |
| | Administration will review student academic progress at least once every six weeks and ensure intervention measures are taken and families are contacted when students struggle | <p>Learning from our lack of success with online credit recovery (Apex) last year, this year we are having students retake classes they failed in person, and only using online credit recovery as a last resort. This has led to better outcomes for students, though some students are still struggling to pass repeated classes.</p> |
| | Refine credit recovery processes and systems (such as when should students repeat a course with younger students vs. doing online credit recovery) | <p>Through our Community Schools grant, we hired a MTSS Coordinator to help support chronically absent students. This individual, Jordan Seiden, works closely with our SPED department and administration. Mr Seiden is also co-teaching a class called My Other Brother (MOB), that is especially designed to draw in historically disengaged students. Many of the students in this class have IEPs.</p> |

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| | <p>Many of the students with IEPs who struggle academically are also chronically absent. We need to identify the reasons for their absences and work with students, families, and teachers to improve attendance.</p> <p>Increase coordination between Resource Specialists and other staff (teachers, admin, counselors, behaviorists) to ensure the success of our IEP students</p> | <p>Our Resource Specialists and aides have made a conscientious effort to push into classes this year and classroom teachers are also pushing into Guided Studies (IEP support) classes to support our students with learning differences.</p> <p>We also conducted additional professional development for teachers to work with students with moderate/severe learning differences this year and teachers participated in a crisis prevention institute</p> <p>Weekly meetings between Resource Specialists and all teachers are scheduled to discuss students with IEPs and how to support their success</p> |
| Pathway Strategic Actions 2024-2025 | | |
| 2024-2025 Strategic Actions | | |
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | <p>New or Revised Strategic Actions for Goal #1</p> <p>Plan and arrange more consistent planning time between Media Arts teachers and teachers who are collaborating with the Spanish and Social Studies departments; this includes making sure collaborating teachers have common prep time and that additional time is provided as needed during Wednesday staff development time after school.</p> <p>When building our master schedule for 2024-25, ensure that our Media Arts teachers share a common prep with members of the Social Science and Spanish departments. The Pathway Coordinator and administrative team will help support this collaboration.</p> <p>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.</p> <p>Move EXPO to later in the semester to highlight integrated projects</p> |
| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience. | <p>New or Revised Strategic Actions for Goal #2</p> <p>Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else</p> <p>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.</p> <p>Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners</p> <p>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.</p> <p>Pathway team will identify and participate in at least 2 events for local media arts professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities like forming a Student Production Team to create weekly announcements and document school events. This will also help socialize the value of internships.</p> |
| Goal #3: By 2026 | By improving and formalizing systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups, we will ensure that the four-year cohort graduation rate will exceed 90% and the A-G completion rate will be 85% or higher. | <p>New or Revised Strategic Actions for Goal #3</p> <p>Admin will update and share a dashboard of student grades every six weeks; crew leaders will follow up with students and families to support progress; Resource Specialists, MTSS Coordinator, College/Career Advisors and admin, will support as needed</p> <p>Reach out to other schools who are using Schoology to figure out how to use this technology more effectively</p> <p>Continue MOB program and/or implement other classes focused on motivating disengaged students</p> <p>Continue structured collaboration between Resource Specialists and classroom teachers; provide SPED training for new teachers</p> |
| Budget Expenditures | | |
| Effective July 1, 2024 - June 30, 2025 | | |
| 2024-2025 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. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |
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| Media Arts CTE Teacher at 1.0 FTE This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) & Film Production (10th -grade concentrator course) along with a CTE Pathway elective, such as Screenwriting, Digital Photography, or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. | \$88,496.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Media Arts and Design | Approved | |
| Benefit Costs associated with the 1.0 FTE Media Arts Teacher | \$22,124.00 | 3000 | Employee Benefits | | | Media Arts and Design | Approved | |
| Media Arts CTE Teacher at 0.5 FTE This teacher will facilitate our 11th-grade concentrator course (Documentary Film), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective such as Digital Photo or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE. | \$39,344.00 | 1100 | Certificated Salaries | CTE Teacher | .5 FTE | Media Arts and Design | Approved | |
| Benefit Costs associated with the 0.5 FTE Media Arts Teacher | \$9,836.00 | 3000 | Employee Benefits | | | Media Arts and Design | Approved | |

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| Pathway Coordinator: Salary for .10 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others. The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lodestar's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lodestar High School's 200-300 students. | \$13,500.00 | 1300 | Certificated Salaries | Pathway Coordinator | .1 FTE | Media Arts and Design | Approved | |
| Benefit Costs associated with the Pathway Coordinator position | \$3,375.00 | 3000 | Employee Benefits | | | Media Arts and Design | Approved | |
| Stipends for teachers to plan and implement interdisciplinary projects (7 x \$500) | \$3,500.00 | 1103 | Teacher stipends | | | Media Arts and Design | Approved | |
| Benefit Costs associated with teacher stipends | \$875.00 | 3000 | Employee Benefits | | | | Approved | |
| 2025-2026: YEAR THREE | | | | | | | | |
| Pathway Strategic Goals | | | | | | | | |
| Pathway Quality Strategic 3 Year Goal | Check in on 3-Year Goals <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? | | | | | | | |
| 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>We have successfully implemented a handful of integrated projects in our Media Arts Pathway this year including: the production of telenovelas in Spanish class, comic books in Ethnic Studies, and travel advertisements in World History class. Because some of these classes are mixed grade levels, it's a little hard to assess if we are fully on track to meet our goals around interdisciplinary projects, but we've definitely made significant strides forward in this area. Progress has been aided by the establishment of common prep time and designated PD time for collaboration between CTE teachers and teachers in key content areas (Spanish, Social Studies), the provision of stipends for interdisciplinary collaboration, and the purchase of Pixton, a comic book software program that's been popular with our core academic teachers. We also purchased a film editing program called WeVideo so that students can access a quality editing program on their Chromebooks in classes throughout the day. For our Media Arts classes we use Macbooks and Adobe editing software. We also have created classroom kits for teachers to check out. This includes a class set of webcams that directly upload to WeVideo and a cart with Vlogging Cameras, lights, screen screens, and other accessories needed. With all this in place, we are on track to meet our goal of implementing at least 4 interdisciplinary projects in 2025-26.</p> <p>We have facilitated meaningful interactions between students and industry professionals through guest speakers in Media Arts classes, field trips to Telemundo and the Mill Valley Film Festival, and planned feedback from industry professionals on capstone projects. There is more we can do here, but it's reassuring to see growth. Given our trajectory and retention of most staff at Lodestar for 2025-26, it's reasonable to expect that we will achieve our goal of facilitating meaningful interactions between students and industry professionals at least 2x per semester (4x per year) in 2025-26.</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>While we have steadily increased the number of students participating in internships over the past three years, we have not added enough internship partners to move forward with making this a graduation requirement. Among this year's seniors, 8 of 50 (16%) have completed a school-approved internship so far, up from 9% last year. Additionally, across grades 9-12, at least 44 students at Lodestar have already completed internships this year, including 14 students who've participated in multiple internship opportunities. In all of 2023-24, there were only 29 students who completed internships.</p> <p>When we set our ambitious goal of having 100% of students complete an internship or similar professional/personal growth experience by 2026, we didn't anticipate a gap in available funding for a Work-Based Learning Coordinator, that "working from home" would become the new normal for many professionals (making in-person internships harder to coordinate), or that securing internships in the Media Arts industry would be so challenging. To date, our advisory board has been very helpful with curriculum and industry connections, but few of these connections have led to actual internships.</p> <p>In order to continue to expand our internship program in a sustainable way, not dependent on securing and maintaining external internship mentors, we have created a variety of internal internship opportunities. These include paid work with our Communications/Development team and turning our Broadcasting elective into a project-based internship class. In 2024-25, we also were able to partner with a community-based organization called <i>Healing Aguas</i> to produce some videos for their mental health curriculum. This opportunity provided a number of students with media arts internships. We are currently exploring a similar sort of collaboration with Agency By Design as well as trying out a partnership with PilotCity, an online internship provider, this spring.</p> <p>All this said, for next year, we believe a realistic goal is that at least 33% of our seniors will graduate having completed an internship or similar personal/professional development experience. That would be a 100% increase from 2025.</p> <p>Additionally, we are also starting to incorporate work-based learning into our passage process. For passage this year, our 10th graders will be creating resumes and participating in mock interviews with local professionals. 12th graders will also be presenting their capstone projects to an audience that includes at least one individual from the Media Arts industry.</p> <p>Pathway Coordinator Joshua Weintraub attended the Educating for Careers Conference in March 2025 to research other ways to expand our Work-Based Learning program.</p> | | | | | | | |

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| <p>By improving and formalizing systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups, we will ensure that the four-year cohort graduation rate will exceed 90% and the A-G completion rate will be 85% or higher.</p> | <p>Baseline data from last year, our first graduating class shows that we are relatively on track to meet our goals around four-year cohort graduation rate (89.3% for the class of 2024) and A-G completion (88.1% for the class of 2024). While we are relatively happy with these results, we are still looking for ways to continue to improve these students outcomes.</p> <p>For example, we continue to work on improving academic progress monitoring for students. Every week in crew (advisory) students reflect on Habits of Work and Learning (HOWLs) and complete a grade reflection tracker. Our school community also engages in Student Engaged Assessment (SEA) every Wednesday - where students have the opportunity to revise summative assessments to demonstrate content mastery.</p> <p>Every six-week grading period, our administrative team pulls student grades and leads a data dive with each grade level team. Staff then contacts families of all students failing one or more classes and recommends them for after-school tutoring.</p> <p>We also continue to run Student Led Conferences (SLCs) 3x per year as another touchpoint with families around student performance and individual goals.</p> |
| Pathway Strategic Actions Reflection | |
| <p>2024-2025 Strategic Actions</p> | <p>Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
| <p>24-25 Strategic Actions for Goal #1</p> | <p>Plan and arrange more consistent planning time between Media Arts teachers and teachers who are collaborating with the Spanish and Social Studies departments; this includes making sure collaborating teachers have common prep time and that additional time is provided as needed during Wednesday staff development time after school.</p> <p>Professional collaboration between our Media Arts teachers and teachers in the Spanish and Social Studies departments has increased this year, resulting in several integrated projects. Now, other teachers are looking to collaborate with our Media Arts team, including some of our middle school teachers.</p> <p>One challenge is that our two Media Arts teachers don't have any common prep time because they share a room and one is always teaching while the other has prep. We've dealt with this creatively by carving out time for them to meet during our Wednesday professional development time and by finding coverage for them to meet during Crew (advisory).</p> |
| | <p>When building our master schedule for 2024-25, ensure that our Media Arts teachers share a common prep with members of the Social Science and Spanish departments. The Pathway Coordinator and administrative team will help support this collaboration.</p> <p>Common prep time between CTE teachers and teachers in key content areas (Spanish, Social Studies) was strategically built into the Master Schedule this year, helping promote both collaboration and sharing of media arts equipment between our CTE team and other teachers. One challenge is that the administration is rarely available during these prep periods to help facilitate planning. Moving forward, we are looking to add more structure to these collaborative endeavors to clarify expectations for teachers and ensure alignment with curricular goals.</p> |
| | <p>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.</p> <p>Stipends have helped encourage collaboration with Media Arts this year and we've seen integrated projects in 4 classes and counting, all within the content areas of Spanish and Social Studies.</p> <p>Pathway Lead teacher Veronica Haro attended a summer externship at Bay Area Video Coalition (BAVC) in which she interacted with experts in the field and received industry certifications in Lighting, Audio for Video Production, Audio for Post Production, and Aesthetics of Editing.</p> <p>Both Media Arts teachers attended the Arts Media and Entertainment (AME) Conference in Oakland this February to engage in professional development and network with other educators and industry professionals and are now planning to attend one of AME's more extensive 3 day professional development workshops in June.</p> |
| | <p>Move EXPO to later in the semester to highlight integrated projects</p> <p>While EXPO happened in February again this year (it's difficult to move schoolwide events around in a K-12 organization), there were several integrated projects already completed or in process by then to show parents and community members.</p> <p>Additionally, we have continued the tradition of holding a Media Arts Showcase at SF MOMA at the end of each semester, as this has proven to be a popular and impactful way for students to exhibit their work.</p> |
| <p>Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else</p> | <p>Unfortunately, we were not able to hire a Work-Based Learning Coordinator this year because we didn't receive any of the grants we applied for to fund this position. So, for 2024-25, this job has been shared across our College and Career team. With our limited bandwidth, we have tried to maintain as many WBL practices and experiences as we can, while also exploring ways to implement work-based learning that are less time-consuming such as through online platforms. Two of the online WBL platforms we are experimenting with this year are Willow Education and PilotCity. Before the end of the year, we will administer some staff and student surveys to measure the impact of these partnerships and decide whether either is worth continuing and/or expanding. In 2025-26, with funds from our latest Strong Workforce grant, we have funds available to hire a Work-Based Learning Coordinator again, though it is important to ensure that the WBL structures we build are designed to survive the ebb and flow of soft money.</p> |

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| 24-25 Strategic Actions for Goal #2 | Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews. | WBL activities this year have included: career exploration, guest speakers, job shadows (Telemundo, Asana), industry-specific field trips (Mill Valley Film Festival, SF MOMA), resume development, interview practice, internships, support identifying and applying to apprenticeships and jobs in the Skilled Trades. In an attempt to evaluate the impact of each of these activities, we've surveyed students immediately after many of these experiences. This year, we have begun to incorporate work-based learning into our passage process. For passage this year, our 10th graders will be creating resumes and participating in mock interviews with local professionals. 12th graders will be presenting their capstone projects to an audience that includes at least one individual from the Media Arts industry. | |
| | Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners | Our Pathway Advisory Board is scheduled to meet in March and September. The focus of our next upcoming Advisory Board meeting will be on our Capstone project, specifically on our evaluation criteria (rubric) and how we can build in feedback from industry professionals into the process. | |
| | Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes. | While we have steadily increased the number of students participating in internships over the past three years, we have not added enough internship partners to move forward with making this a graduation requirement. Among this year's seniors, 8 of 50 (16%) have completed a school-approved internship, up from 9% last year. Additionally, at least 44 students at Lodestar have already completed internships this year, including 14 students who've participated in multiple internship opportunities. In all of 2023-24, there were only 29 students who completed internships. One major step forward in our internship program this year is that we have built out structures to support internal internships. This includes collaborating with our Development/Communications staff to have students produce social media content for our schools and turning our Broadcasting elective into an internship class during school time in which students complete projects for the school or other community-based organizations. We were also able to secure our first paid internship opportunity for students in our Media Arts program through a partnership with an organization called Healing Aguas that paid students to produce some content around teen mental health for them. We are also hopeful that adding a Health Pathway and second Advisory Board will expand our professional network and potential access to internships at Lodestar. | |
| | Pathway team will identify and participate in at least 2 events for local media arts professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities like forming a Student Production Team to create weekly announcements and document school events. This will also help socialize the value of internships. | As indicated above, Pathway Lead teacher Veronica Haro attended a summer externship at Bay Area Video Coalition (BAVC) in which she interacted with experts in the field and received industry certifications in Lighting, Audio for Video Production, Audio for Post Production, and Aesthetics of Editing. Both Media Arts teachers also attended the Arts Media and Entertainment (AME) Conference in Oakland this February to engage in professional development and network with other educators and industry professionals. We have also successfully recruited and trained a student production team (mostly 11th graders) ready and capable of producing media arts content for internal or external projects. Providing stipends to these students for their work has made this a coveted position. | |
| 24-25 Strategic Actions for Goal #3 | Admin will update and share a dashboard of student grades every six weeks; crew leaders will follow up with students and families to support progress; Resource Specialists, MTSS Coordinator, College/Career Advisors and admin, will support as needed | Every six-week grading period, our administrative team pulls student grades and leads a data dive with each grade level team. Staff then contacts families of all students failing one or more classes and recommends them for after-school tutoring. | |
| | Reach out to other schools who are using Schoology to figure out how to use this technology more effectively | We identified other districts and schools using Schoology last summer, but haven't made any connections that have improved our implementation of this product. Internally, however, we continue to refine our practices so that there are fewer pain points in our usage of this LMS system. | |
| | Continue MOB program and/or implement other classes focused on motivating disengaged students | After careful evaluation of our MOB program last year, we decided not to continue this partnership. Other support systems that we have put in place for traditionally disengaged students this year include: * Additional case management contracted through Youth Alive for students most impacted by violence and/or trauma * Biweekly, 1-1 guidance for 12th-grade students interested in entering the Skilled Trades provided by the Green Guidance Career Initiative (GCGI) * Opportunities for 10-12th students to attend OUSD's Skilled Trades Fairs | |
| | Continue structured collaboration between Resource Specialists and classroom teachers; provide SPED training for new teachers | Regular collaboration between Resource Specialists, Student Support Assistants (SSAs) and classroom teachers helps ensure that students with IEPs get their accommodations met, and appropriate modifications are made to help students access the content. All teachers, including CTE teachers, meet bi-weekly with the SPED team to make sure students' needs are met. This includes planning lessons for one of our 10th-grade IEP students who does most of her work asynchronously. | |
| Pathway Strategic Actions 2025-2026 | | | |
| 2025-2026 Strategic Actions | | | |
| Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026? | | | |
| Goal #1: By 2026 | We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26. | New or Revised Strategic Actions for Goal #1 | Greater focus on graphic arts in Pathway CTE classes as this would make scaffolding interdisciplinary projects easier (less time consuming and resource intensive than film). |
| | | | Continue to stipend teachers for interdisciplinary collaboration focusing on partnerships between Media Arts, Spanish, and Social Science |
| | | | Clarify and formalize expectations around interdisciplinary projects and teacher stipends; share successful models and best practices from 2024-25. Our admin team will also provide targeted bi-weekly support to teachers implementing interdisciplinary projects during their common planning time |
| | | | Work-Based Learning Coordinator will work with CTE, Spanish and Social science teachers to integrate work-based learning within interdisciplinary projects |

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| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience. | New or Revised Strategic Actions for Goal #2 | Paid internship opportunities really motivate students; we will continue to use funds from our AC-OCAP Grant to provide stipends for at least 30 internships in 2025-26. We also seek to find ways to make these paid internship opportunities more visible in our school community through social media, bulletin boards, announcements, etc... |
| | | | In collaboration with our Administrative Team, our Work-Based Learning Coordinator will lead a professional development session for all 6-12 staff around work-based learning. Through 1-1 coaching, our admin team will then help at least 3 teachers implement work-based learning in their classes. |
| | | | Our Media Arts teachers will incorporate portfolio-building into their classes, helping students cull 2-3 examples of their best work per year so that by the end of high school, students will have examples of their technical skills that they can share with internship sites, potential employers, and colleges. |
| | | | Using surveys from 2024-25 and feedback from students and staff, the Work-Based Learning Coordinator will work with our administrative team to refine our work-based learning continuum for 2025-26 and beyond, honing in on experiences that are both impactful and sustainable |
| Goal #3: By 2026 | By improving and formalizing systems for monitoring and reporting student progress at Lodestar, both in terms of individual students and identified subgroups, we will ensure that the four-year cohort graduation rate will exceed 90% and the A-G completion rate will be 85% or higher. | New or Revised Strategic Actions for Goal #3 | Clearly define and promote personal/professional development experiences (alternatives to internships) |
| | | | Right now adults are holding all the data for students. We strive to continue moving towards a place where students are looking at and reflecting on data themselves. To do this, students need to see the value of data and have the tools to critically analyze data. We will continue to work towards these goals in academic classes and crew (advisory). |
| | | | Aiming for higher levels of student and family participation in our Student Led Conferences (SLCs), we will survey families around their SLC experience, and utilize this feedback to amend our SLC process |
| | | | Continue to refine and improve Student Engaged Assessment (SEA) practices on Wednesdays by codifying SEA success indicators and systematizing ways for students to set and revise goals. Teachers who are doing this well will share best practices during professional development sessions. |

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

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Media Arts CTE Teacher at 1.0 FTE

This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) & Film Production (10th -grade concentrator course) along with a CTE Pathway elective, such as Screenwriting, Digital Photography, or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners.

Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.

Benefit Costs associated with the 1.0 FTE Media Arts Teacher

COST**OBJECT CODE****OBJECT CODE DESCRIPTION****POSITION TITLE****FTE****PATHWAY NAME (if applicable)****Fully Approved**

(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD hat is required for approval)

(protected cells below are to be completed by MN/H staff only)

Conditionally Approved

(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)

(protected cells below are to be completed by MN/H staff only)

\$94,256.00

1100

Certificated Salaries

CTE Teacher

1.0 FTE

Media Arts and Design

Approved

\$23,564.00

3000

Employee Benefits

Media Arts and Design

Approved

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| Media Arts CTE Teacher at 0.5 FTE This teacher will facilitate our 11th-grade concentrator course (Documentary Film), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective such as Digital Photo or Film Studies. 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 staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE. | \$47,216.00 | 1100 | Certificated Salaries | CTE Teacher | .5 FTE | Media Arts and Design | Approved | |
| Benefit Costs associated with the 0.5 FTE Media Arts Teacher | \$11,804.00 | 3000 | Employee Benefits | | | Media Arts and Design | Approved | |
| Stipends for teachers to plan and implement interdisciplinary projects. * Stipends are \$500 per teacher calculated at a rate of \$47.50 per hour x 10.52 hours (\$500) + benefits (.25 of total = \$125). To implement 4 integrated projects, we'd need to provide 8 stipends = \$5000 total * Stipends are designed to compensate teachers for the additional planning and collaboration required to execute interdisciplinary projects * Each interdisciplinary project must incorporate Media Arts skills/equipment and standards/concepts from at least one other core academic class * Each interdisciplinary project impacts 25-75 students * \$810 will cover one full stipend (\$500) and one partial stipend (\$310); additional funds for stipends will come out of our CTEIG funds | \$810.00 | 1103 | Teacher stipends | | | | Approved | |

Lodestar - Media Arts Pathway - Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Telemundo, Proximity Media, Soulbeat

Post-Secondary Partners: Peralta Community College District, Chabot College

Community-Based Partners: Youth Beat, BAVC, Healing Aguas, Green Career Guidance Initiative (ACOE), One Goal, Destination College Advising Corps (DCAC), Suit Up, Project Touchdown, Genesys Works, Global Glimpse, Raising Leaders

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| Pathway Vision | The Media Arts Pathway at Lodestar High sparks creativity, empowers students to elevate their voices, and opens doors to future opportunities. Through a series of courses and hands-on experiences, students will develop problem-solving, critical thinking, and technical skills that will help them learn and grow in the media arts industry. | | | | | |
| Pathway COP Meeting Tues, 10:45-11:30 am | 9th Grade Program Grade level meetings: Wed 4-5 pm | 11th Grade Program Grade level meetings: Wed 4-5 pm | 12th Grade Program Grade level meetings: Wed 4-5 pm | 12th Grade Program Grade level meetings: Wed 4-5 pm | Pathway Student Learning Outcomes | |
| Academic Core Student Cohort Integrity <i>Course all students take</i> (Replace with course names linked to course descriptions) | <ul style="list-style-type: none">English 9: Loisa FenichellWriting Seminar 9: Raina Benton, Benjamin DanielsEthnic Studies: Claudia Tapia TorresPhysics: Chitra Devi RajMath (IM1): Jelani BainesSpanish: Joshua Hahn, Ruben GomezIntro to Media Arts - Veronica Haro | <ul style="list-style-type: none">English 10: Raina BentonWriting Seminar 10: Raina Benton, Benjamin DanielsAP World History: Colin SchreinerBiology: Maria AvelarMath (IM2): Sonja DavisonSpanish: Joshua Hahn, Ruben GomezFilm/Video Production - Veronica Haro | <ul style="list-style-type: none">English 11: Mikayla NeffAP U.S. History: Jesse MacKinnonMath (IM3): Zadden PimentelCollege and Career Seminar 11: Carolina TorresDocumentary Film - Jose Figueroa | <ul style="list-style-type: none">English 12: Benjamin DanielsHonors U.S. Gov/Econ: Jesse MacKinnonAP Env Sci: Reynaldo CarataoMath (Pre-Calc): Zadden PimentelCollege and Career Seminar 12: Carolina TorresAdvanced Media Arts - Jose Figueroa | Graduate Profile | |
| Technical Core/Theme (CTE Sequence) | Intro to Media Arts | Film/Video Production | Documentary Film | Advanced Media Arts | | |
| Integration Types (include description) | Most of our integrated projects to date happen in Spanish and Social Studies classes with core academic teachers incorporating Media Arts into their curriculum and assignments. Our CTE Media Arts teachers assist with planning, training, equipment, and support. | | | | | |
| Dual Enrollment | Classes vary each semester based on student interests and professor availability. In 2025-26, we’ve offered the following classes: <u>Fall</u> : Intro to Psychology (Laney), World Mythology (Chabot) <u>Spring</u> : Intro to Political Science (Laney), Social Psychology (Laney), Career and Educational Planning (Chabot) | | | | | |
| Integrated Projects/ Common Performance Assessments | <ul style="list-style-type: none">Spanish 1: Comic Books in SpanishSpanish for Native Speakers: Telenovela ProjectEthnic Studies: Comic books about Social Justice Movements | <ul style="list-style-type: none">Spanish 2: Dream Job InterviewWorld History: Time Travel Advertisement | <ul style="list-style-type: none">Spanish 3H: Live in Latin America NewscastU.S. History: | <ul style="list-style-type: none">U.S. Gov/Econ: | | |
| Defenses or Capstones | | | | | | Capstone project |
| Other Courses / Electives | Interested students can take one or more of our Media Arts electives: Digital Photography , Screenwriting , Animation , Broadcasting | | | | | |

Lodestar - Media Arts Pathway - Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Telemundo, Proximity Media, Soulbeat

Post-Secondary Partners: Peralta Community College District, Chabot College

Community-Based Partners: Youth Beat, BAVC, Healing Aguas, Green Career Guidance Initiative (ACOE), One Goal, Destination College Advising Corps (DCAC), Suit Up, Project Touchdown, Genesys Works, Global Glimpse, Raising Leaders

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| Other Student Experiences (post-session, intersession, rituals, class trips, assemblies) | <ul style="list-style-type: none">● Latinx Heritage Celebration● Af. American History Celebration● Black College Night● Athletics Award Dinner● Dual Enrolment Awards Dinner | <ul style="list-style-type: none">● Latinx Heritage Celebration● Af. American History Celebration● Black College Night● Athletics Award Dinner● Dual Enrolment Awards Dinner | <ul style="list-style-type: none">● Headwaters Science Trip (Students work with scientists to design and present their own scientific research projects)● Global Glimpse● Latinx Heritage Celebration● African American History Celebration● Black College Night● Athletics Award Dinner● Dual Enrolment Awards Dinner | | |
| Work Based Learning | WBL Plan | WBL Plan | WBL Plan | WBL Plan | Certifications Students learn to use Photoshop, Premiere Pro, Adobe Express, and other programs in the Adobe Creative Suite but we have not had students sit yet for official Adobe certifications. |
| Student Leadership, including CTSO | Media Arts Production Team Student Government | | | | |
| Summer Learning (Summer Bridge, summer learning, credit recovery) | <ul style="list-style-type: none">● LCPS Summer School (credit recovery)● Peralta Summer Institute | <ul style="list-style-type: none">● LCPS Summer School (credit recovery)● Peralta Summer Institute | <ul style="list-style-type: none">● LCPS Summer School (credit recovery)● Peralta Summer Institute● Global Glimpse● Genesys Works Internship Training | <ul style="list-style-type: none">● Youth Beat Bridge Program● BAVC Digital Marketing and Media Production Apprenticeship● MC3 Pre-Apprenticeship @ Laney● Cypress Mandela Pre-Apprenticeship● Rising Sun Pre-Apprenticeship | |
| College Awareness & Exploration | <ul style="list-style-type: none">● College/Career lessons in Crew 24-25● Lessons from Willow in Crew● College visit: SJSU | <ul style="list-style-type: none">● College/Career lessons in Crew 24-25● Lessons from Willow in Crew● College visit: UC Santa Cruz | <ul style="list-style-type: none">● One Goal curriculum (Y1)in College and Career Seminar● College/Career lessons in Crew 24-25● Lessons from Willow in College and Career Seminar● College Visit: CSUEB and Chabot | <ul style="list-style-type: none">● One Goal curriculum (Y2)in College and Career Seminar● College/Career lessons in Crew 24-25● College Visit: CSU Stanislaus and UC Merced | |
| Community Building and Motivational Activities and Trips | <ul style="list-style-type: none">● Spirit Week● Dances● Field trips to museums, amusement parks, etc...● End of year celebrations | <ul style="list-style-type: none">● Spirit Week● Dances● Field trips to museums, amusement parks, etc...● End of year celebrations | <ul style="list-style-type: none">● Spirit Week● Dances● Field trips to museums, amusement parks, etc...● End of year celebrations | <ul style="list-style-type: none">● Spirit Week● Dances● Field trips to museums, amusement parks, etc...● End of year celebrations | |
| Advisory | <ul style="list-style-type: none">● Crew goals/overview● College/Career lessons in Crew 24-25● Lessons from Willow in Crew | <ul style="list-style-type: none">● Crew goals/overview● College/Career lessons in Crew 24-25● Lessons from Willow in Crew | <ul style="list-style-type: none">● Crew goals/overview● College/Career lessons in Crew 24-25 | <ul style="list-style-type: none">● Crew goals/overview● College/Career lessons in Crew 24-25 | |

Lodestar - Media Arts Pathway - Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Telemundo, Proximity Media, Soulbeat

Post-Secondary Partners: Peralta Community College District, Chabot College

Community-Based Partners: Youth Beat, BAVC, Healing Aguas, Green Career Guidance Initiative (ACOE), One Goal, Destination College Advising Corps (DCAC), Suit Up, Project Touchdown, Genesys Works, Global Glimpse, Raising Leaders

| | | | | | |
|--|--|---|---|---|--|
| Personalized Supports | <ul style="list-style-type: none">Resource specialists, SSAs, and others support students with IEPs and help teachers make appropriate accommodations/modifications1-1 and small group college/career advisingSocio-emotional counselingCrew structure provides each student and family with a teacher advocate/case manager who facilitates student-led conferences 3x per yearAssistant Principal of Culture and MTSS Coordinator support additional interventions and restorative practicesAll teachers offer office hours weekly to support struggling studentsOnline credit recovery for students who can't make up classes within the confines of our school schedule or summer school | | | | |
| Use of expanded learning time (before or after school) | <ul style="list-style-type: none">Lodestar afterschool programSaturday School/Break School | <ul style="list-style-type: none">Lodestar afterschool programSaturday School/Break School | <ul style="list-style-type: none">Lodestar afterschool programSaturday School/Break School | <ul style="list-style-type: none">Lodestar afterschool programSaturday School/Break School | |

Work-Based Learning Lead: Joshua Weintraub

Pathway Name: Media Arts

Collaborators: Carolina Torres (College and Career Advisor), Lizeth Sanchez (DCAC Advisor Fellow), Veronica Haro (CTE Teacher), Jose Figueroa (CTE Teacher), Jennifer Lopez (Assistant Principal of Instruction), Latora Baldrige (Principal)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Strategically expand work-based learning experiences with a focus on impact and long-term sustainability to foster student excitement and buy-in
2. Help teachers integrate Media Arts and work-based learning into their classes to elevate the purpose and relevance of our Pathway and academic program
3. Continue to grow our internship program, especially the number of paid internships available to students

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|--|---|---|--|
| | Groups of students | Small group or individual | Individual or small group (projects only) | Individual, over time |
| | <ul style="list-style-type: none"> • Workplace tour • Guest speaker/teacher • Career fair • Visit a workplace | <ul style="list-style-type: none"> • Informational interview • Job shadow • Virtual exchange with a partner | <ul style="list-style-type: none"> • Student-run enterprise with partner involvement • Virtual enterprise • Integrated projects with partners • Service projects • Internships | <ul style="list-style-type: none"> • Internship required for a credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training • Work experience |
| 9th | <ul style="list-style-type: none"> • Willow lessons in Crew • Game of Life in Crew • Guest speakers in classes • Film screenings at Lodestar and Film Festivals • Career fair | <ul style="list-style-type: none"> • Dream job presentations in crew (small group) | <ul style="list-style-type: none"> • Pilot City projects for local industry Lighthouse design competition (organized by our student Pathway leadership team) • Media Arts Film Showcase at the end of each semester | |
| 10th | <ul style="list-style-type: none"> • Willow lessons in Crew • Game of Life in Crew • Guest speakers in classes • Film screenings at Lodestar and Film Festivals • Career fair | <ul style="list-style-type: none"> • Workplace tours/job shadows (Telemundo, Asana, Ghiradelli, Amazon Web Services, Airbnb) • Passage Interviews (end of 10th grade) | <ul style="list-style-type: none"> • Pilot City projects for local industry • Product design competitions with Suit Up (1-3 x per year) • Lighthouse design competition (organized by our student Pathway leadership team) • Media Arts Film Showcase at the end of each semester | |

| | | | | |
|------|---|---|---|---|
| 11th | <ul style="list-style-type: none"> • Willow lessons in College and Career Seminar • Career Pathway research in College and Career Seminar • Guest speakers in classes • Film screenings at Lodestar and Film Festivals • Career fair | <ul style="list-style-type: none"> • Professional Aspiration assignment in College and Career Seminar • Workplace tours/job shadows (Telemundo, Asana, Ghiradelli, Amazon Web Services, Airbnb) • OUSD Skilled Trades Fair | <ul style="list-style-type: none"> • Pilot City projects for local industry • Product design competitions with Suit Up (1-3 x per year) • Internships: LCPS Broadcasting Team, Healing Aguas, Raising Leaders, Genesys Works, Chabot Space and Science, SF Exploratorium, Pilot City, HEAL, LCPS (Business/Development/Communications) • Media Arts Film Showcase at the end of each semester | |
| 12th | <ul style="list-style-type: none"> • Guest speakers in classes • Film screenings at Lodestar and Film Festivals • Career Fair • Green Career Guidance Initiative (1-1 and small group counseling for skilled trades) • OUSD Skilled Trades Fair | <ul style="list-style-type: none"> • Community Interviews in College and Career Seminar • Workplace tours/job shadows (Telemundo, Asana, Ghiradelli, Amazon Web Services, Airbnb) • Green Career Guidance Initiative (1-1 and small group counseling for skilled trades) • OUSD Skilled Trades Fair | <ul style="list-style-type: none"> • Pilot City projects for local industry • Product Design competitions with Suit Up (1-3 x per year) • Lighthouse design competition (organized by our student Pathway leadership team) • Product Design capstone project - school community as client • Internships: LCPS Broadcasting Team, Healing Aguas, Raising Leaders, Genesys Works, Chabot Space and Science, SF Exploratorium, Pilot City, HEAL, LCPS (Business/Development/Communications) • Media Arts Film Showcase at the end of each semester | <p>Support students to enroll in one of the following apprenticeship programs or entry-level jobs:</p> <ul style="list-style-type: none"> • Youth Beat Summer Bridge and Pre-Apprenticeship programs • BAVC Digital Marketing and Media Production • Year Up • Cypress Mandela • Rising Sun • MC3 program at Laney • Eden Area ROP (Electrical, Welding) • CTE programs at community colleges • Union apprenticeships • EBMUD • PG & E |

General Roles/Responsibilities:

| Person or Position | Responsibilities |
|---|--|
| Director of College and Career Success Work-Based Learning | <ul style="list-style-type: none"> • Work with admin and teacher leaders to plan work-based learning initiatives and events • Conduct outreach and communicate with community partners and industry representatives • Coordinate and supervise internships; arrange payment of stipends as needed with Oakland Public Ed Fund |

| | |
|--|---|
| Coordinator | <ul style="list-style-type: none"> ● Facilitate Pathway Advisory Board Meetings 2-3 x per year to review work-based learning plans and garner connections/resources ● Attend professional development focused on work-based learning use information learned to adjust our WBL plans ● Manage funding streams for WBL initiatives and activities |
| College and Career Advisor, DCAC Advisor Fellow | <ul style="list-style-type: none"> ● Teach Willow lessons and career exploration activities in crew (grades 9-11) ● Facilitate career research and exploration in College and Career Seminar ● Attend professional development focused on career counseling ● Coordinate GCGI Skilled Trades counseling with ACOE staff and LCPS students |
| Classroom Teachers | <ul style="list-style-type: none"> ● Implement work-based learning activities within classes and crew; support other WBL initiatives and activities |
| Principal, Assistant Principal | <ul style="list-style-type: none"> ● Meet regularly (at least 1 x per month) with the Director of College and Career Success and/or Work-Based Learning Coordinator; support WBL initiatives and activities through the provision of time, messaging, and expectations. |

Next Steps in Plan Development / Implementation:

- Hire a Work-Based Learning Coordinator for 2024-25
- Continue to implement and evaluate work-based learning experiences, committing to those that are most impactful, least resource-intensive, and appealing to our focal group of disengaged young men
- Increase work-based learning integration in CTE and core academic classes through professional development, coaching, and support for teachers
- Increase the number of internships, especially paid internships available to students through the expansion of our internal internship program as well as community/industry partnerships

Lodestar High School Schedule 24-25

| Room # | Course Name | Teacher Name | Block 1 <i>Science Dept Prep</i> | Block 2 | Block 3 | Crew | Block 4 | Block 5 <i>Soc Stud Dept Prep</i> | Block 6 | Block 7 <i>English Dept Prep</i> | Crew | Block 8 <i>Math Dept Prep</i> |
|---------|---------------------------------------|----------------------|--|--|--|--|--|---|---|---|--|--|
| 205 | 9th ELA ELD 2 | Loisa Fenichell | ELD 2 (co-teacher = Pelayo) | Eng 9 | prep | 10th crew w/ Ms. Chitra (Room 116) | prep | Eng 9 | ELD 2 (co-teacher = Benton) | PLC | 10th crew w/ Ms. Chitra (Room 116) | Eng 9 |
| 215 | 10th ELA Ethnic Studies | Raina Benton | Eng 10 | Eng 10 | prep | 11th crew (Room 215) | WS 9/10 | Eng 10 | prep | PLC | 11th crew (Room 215) | Ethnic Studies - Credit Recovery (Room 107) (co-teacher = Tapia Torres) |
| 203 | 11th ELA ELD 3/4 | Mikalya Neff | Eng 11 | prep | Eng 11 | 10th crew (Room 203) | Eng 11 | prep | ELD 3/4 | PLC | 10th crew (Room 203) | ELD 3/4 (Room 202) |
| 202 | 12th ELA WS Music | Benjamin Daniels | prep | WS 9/10 | Eng 12 | 9th crew (Room 202) | Music | WS 9/10 | Eng 12 | PLC | 9th crew (Room 202) | prep |
| 106 | IM1 Financial Lit | Jelani Baines | IM1 | prep | prep | 9th crew (Room 106) | IM1 | Study Hall | Financial Literacy | IM1 | 9th crew (Room 106) | PLC |
| 209/116 | IM2 Robotics | Sonja Davison | Study Hall (Room 116) | prep | prep | 10th crew w/ Mac (Room 212) | Robotics (Rm 116) | IM2 | IM2 | IM2 | 10th crew w/ Mac (Room 212) | PLC |
| 209/207 | IM3 Pre Calc | Zadden Pimentel | IM3 | IM3 | IM3 | 12th crew (Room 209) | prep | Pre Calc (Room 207) | prep | Pre Calc (Room 207) | 12th crew (Room 209) | PLC |
| 116 | Physics | Chitra Devi | PLC | Study Hall | Study Hall | 10th crew w/ Feinchell (Room 116) | prep | Physics | prep | Physics | 10th crew w/ Feinchell (Room 116) | Physics |
| 208 | Biology | Maria Isabel Avelar | PLC | prep | Honors Anatomy & Physiology (11/12) | 9th crew (Room 208) | Study Hall | prep | Bio | Bio | 9th crew (Room 208) | Bio |
| 204 | Chemistry | Reynaldo Caratao | PLC | AP Env Sci | AP Env Sci | 12th crew (Room 204) | Chem | Chem | Chem | prep | 12th crew (Room 204) | prep |
| 107 | Ethnic Studies | Claudia Tapia Torres | Ethnic Studies | ELD 1 (co-teacher = Pelayo) | Ethnic Studies | 12th crew (Room 107) | prep | PLC | Ethnic Studies | Study Hall | 12th crew (Room 107) | prep |
| 207 | AP World History | Colin Schreiner | AP World | prep | AP World | 9th crew (Room 207) | AP World | PLC | Latin Am History | prep | 9th crew (Room 207) | Study Hall (Room 209) |
| 212 | AP US History US Gov/Econ | Jesse Mackinnon | US Gov & Econ | APUSH | prep | 10th crew w/ Davison (Room 212) | US Gov & Econ | PLC | prep | APUSH | 10th crew w/ Davison (Room 212) | APUSH |
| 200/203 | Spanish 1 | Joshua Hahn | SNS 1 | prep | prep | 11th crew (Room 200) | SNS 1 | prep | SNS 1 | Spanish 2 (Room 203) | 11th crew (Room 200) | Spanish 2 (Room 203) |
| 200 | Spanish 2 Spanish 3H AP Spanish | Ruben Gomez | prep | Span 3H | Span 3H | 11th crew (Room 205) | prep | AP Spanish | prep | Spanish 1 | 11th crew (Room 205) | Spanish 1 |
| 115 | Media Arts | Veronica Haro | prep | Intro Media Arts (Fall) Fim/Vid Prod (Spring) | Intro Media Arts (Fall) Fim/Vid Prod (Spring) | 12th crew (Room 115) | Intro Media Arts (Fall) Fim/Vid Prod (Spring) | Screenwriting (Fall) Broadcasting (Spring) | prep | prep | 12th crew (Room 115) | Study Hall 9/10 (Room 106) |
| 115 | Media Arts Digital Photo | Jose Figueroa | Digital Photo (Fall) Animation (Spring) | Study Hall (Room 106) | prep | No Crew | prep | prep | Doc Film (Fall) Adv Med Arts (Spring) | Doc Film (Fall) Adv Med Arts (Spring) | No Crew | Doc Film (Fall) Adv Med Arts (Spring) |
| 215 | College & Career | Carolina Torres | prep | prep | prep | | prep | prep | College and Career 11/12 (Room 215) | College and Career 11/12 (Room 215) | | College and Career 11/12 (Room 215) |
| 203 | Guided Studies | Morgan Ramee | | Guided Studies 11/12 (Rm 203) | Guided Studies 9/10 (Rm 205) | | | | | | | |

[illegible]

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | |
|-------------------|--------------------------------------|-------------------------------------|---|---|--|
| English | English 9 + Writing Seminar (spring) | English 10 + Writing Seminar (fall) | English 11 | English 12 | |
| Math | Integrated Math 1 | Integrated Math 2 | Integrated Math 3 | Pre-Calculus | |
| Science | Physics | Biology | Chemistry | AP Environmental Science or Honors Anatomy/Physiology | |
| Social Sci | Ethnic Studies | AP World History | AP US History | Honors U.S. Government and Economics | |
| LOTE | Spanish (1, 2, Native Speakers 1) | Spanish (2, 3H, AP Spanish) | Spanish 3H or AP Spanish (optional) | Spanish 3H or AP Spanish (optional) | |
| CTE | Intro to Media Arts | Film/Video Production | Documentary Film | Advanced Media Arts | |
| Elective | Elective or ELD | Elective, ELD, or Dual Enrollment | Elective, ELD, or Dual Enrollment + College and Career Seminar (spring) | Elective, ELD, or Dual Enrollment + College and Career Seminar (fall) | |
| Other | Study Hall or Guided Studies | Study Hall or Guided Studies | Study Hall, Guided Studies, or TA | Study Hall, Guided Studies, TA, or Free Block | |
| Advisory | Crew | Crew | Crew | Crew | |

| LODESTAR Bell Schedule M, Tu, Th, F | | | | |
|-------------------------------------|-----------|-----------|--------------|-----------|
| M /Tu /Th /F | Mon/Thurs | Tues /Fri | Time | Total Min |
| | PREP/Duty | PREP/Duty | 8:00-8:30 | |
| Period 1 / Breakfast in classrooms | Block 1 | Block 5 | 8:30- 10:05 | 95 |
| Passing | | | 10:05-10:10 | 5 |
| Period 2 | Block 2 | Block 6 | 10:10-11:30 | 80 |
| Lunch | Lunch | Lunch | 11:30-12:05 | 35 |
| Passing Period | | | 12:05 -12:10 | 5 |
| Period 3 | Block 3 | Block 7 | 12:10- 1:30 | 80 |
| Passing Period | | | 1:30-1:35 | 5 |
| Crew | Crew | Crew | 1:35 - 2:20 | 45 |
| Passing Period | | | 2:20-2:25 | 5 |
| Period 4 | Block 4 | Block 8 | 2:25- 3:45 | 80 |
| | PREP/Duty | PREP/Duty | 3:45 - 4pm | 15 |
| | | | | |

| LODESTAR Bell Schedule (WED) - A | | |
|----------------------------------|--------------|-----------|
| Wednesdays | Time | Total Min |
| PREP/Duty | 8:00-8:30 | 30 |
| Block 1 | 8:30-9:35 | 65 |
| Passing | 9:35-9:40 | 5 |
| Block 2 | 9:40-10:45 | 65 |
| Passing | 10:45-10:50 | 5 |
| Block 3 | 10:50-11:55 | 65 |
| Passing | 11:55-12:00 | 5 |
| Lunch | 12:00-12:20 | 20 |
| Passing | 12:20- 12:25 | 5 |
| Block 4 | 12:25-1:30 | 65 |
| PREP/Duty | 1:30-2:00 | 30 |
| Staff PD | 2:00-4:00 | 120 |
| Grade Level Meetings | 4:00-5:00 | 60 |

| LODESTAR Bell Schedule (WED) - B | | |
|----------------------------------|--------------|-----------|
| Wednesdays | Time | Total Min |
| PREP/Duty | 8:00-8:30 | 30 |
| Block 5 | 8:30-9:35 | 65 |
| Passing | 9:35-9:40 | 5 |
| Block 6 | 9:40-10:45 | 65 |
| Passing | 10:45-10:50 | 5 |
| Block 7 | 10:50-11:55 | 65 |
| Passing | 11:55-12:00 | 5 |
| Lunch | 12:00-12:20 | 20 |
| Passing | 12:20- 12:25 | 5 |
| Block 8 | 12:25-1:30 | 65 |
| PREP/Duty | 1:30-2:00 | 30 |
| Staff PD | 2:00-4:00 | 120 |
| Grade Level Meetings | 4:00-5:00 | 60 |