

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

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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# Memo

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

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

**Board Meeting Date**

**Subject** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Lodestar: A Lighthouse Community Charter Public School 9130

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Lodestar: A Lighthouse Community Charter Public School as “Approved,” with a total allocation not to exceed \$181,050.00.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2024-2025 Measure N/Measure H Education Improvement Plan - Lodestar
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Lodestar

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$181,050.00	\$181,050.00	\$0.00
*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (213) multiplied by the per pupil amount of \$850.			

School: LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOL

Site #: 9130

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9130-1	<p>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) &amp; 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.</p> <p>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.</p>	\$88,496.00	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	\$22,124.00	3000	Employee Benefits			Media Arts and Design

9130-3	<p>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.</p> <p>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.</p> <p>This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE.</p>	\$39,344.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design
9130-4	Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,836.00	3000	Employee Benefits			Media Arts and Design
9130-5	<p>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.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with 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.</p>	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Media Arts and Design
9130-6	Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Media Arts and Design
9130-7	Stipends for teachers to plan and implement interdisciplinary projects (7 x \$500)	\$3,500.00	1103	Teacher stipends			Media Arts and Design

9130-8	Benefit Costs associated with teacher stipends	\$875.00	3000	Employee Benefits			
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**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

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

Site #: **9130**

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$147,900.00	\$147,900.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (174) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9130-1	<p>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) &amp; Film Production (10th grade concentrator course) along with a CTE Pathway elective, Screenwriting and/or Digital Photography. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners.</p> <p>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.</p>	\$79,000.00	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	\$19,750.00	3000	Employee Benefits		1.0 FTE	Media Arts and Design
9130-3	<p>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.</p> <p>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.</p> <p>This teacher will be a full-time employee in 2023-24 (1 FTE) with Measure N funding 0.5 FTE.</p>	\$36,000.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design
9130-4	Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,000.00	3000	Employee Benefits		.5 FTE	Media Arts and Design

9130-5	<p>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.</p> <p>The remaining portion of this contract will be paid for through other sources of funding.</p>	\$4,150.00	5822	Consultant Services			Media Arts and Design
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<b>School Name:</b>	<b>Lodestar: A Lighthouse Community Charter Public School</b>	<b>Site #:</b>	<b>9130</b>
<b>Pathway Name(s):</b>	<b>Media Arts and Design</b>		

**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**

2023-24 Total Enrollment Grades 9-12									% Current Newcomers
292									5.70%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	47.56%	51.56%	93.78%	93.63%	38.67%	33.78%	18%	17%	1%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	9.78%	0	0.44%	84.89%	0.00%	0.89%	0.44%	2.22%	1.33%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Students with IEPs			

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	N/A	N/A	80%		85%		90%
Four-Year Cohort Dropout Rate	N/A	N/A	10%		7.50%		5.00%
A-G Completion Rate (12th Grade Graduates)	N/A	N/A	70%		78.00%		85.00%
On Track to Graduate - 9th Graders	94%	96%	90%		90.00%		90.00%
9th Graders meeting A-G requirements	94%	96%	90%		90%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	N/A	N/A	20%		40.00%		60.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	N/A	N/A	33.00%		50.00%		65.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100%
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%		70.00%		90.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	N/A	N/A	50.00%		45.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	N/A	N/A	30.00%		40.00%		50.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	N/A	N/A	70%		80%		90%
Four-Year Cohort Dropout Rate	N/A	N/A	13%		9.00%		5.00%
A-G Completion - 12th Grade (12th Grade Graduates)	N/A	N/A	65%		72.50%		80.00%
On Track to Graduate - 9th Graders	83%	100%	85%		87.50%		90.00%
9th Graders meeting A-G requirements	83%	100%	85%		87.50%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	N/A	N/A	20%		40.00%		60.00%



Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	N/A	N/A	25.00%		45.00%		65.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100%
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%		70.00%		90.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	N/A	N/A	50.00%		45.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	N/A	N/A	30.00%		40.00%		50.00%
<b>ROOT CAUSE ANALYSIS</b>							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>			<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	<b>Note:</b> 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:  <b>Percentage of 9th grade (88%) and 10th grade students (84%) on track to graduate</b> * 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			
<b>A-G Completion - 12th Grade</b>	<b>84% of 10th grade students on track to complete A-Gs</b> * 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			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (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			* High school graduation and college feel very distant to most 9th graders			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	Not applicable			Not applicable			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	<b>To date, less than 5% of 9th-11th grade students have participated in an internship or related experience</b> * 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	<b>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%</b> * 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	<b>100% of 9th-11th graders are in our Linked Learning pathway</b> * 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	<b>90% pass rate for CTE classes</b> * 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			
<b>PATHWAY QUALITY ASSESSMENT</b>							

Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a> , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<ul style="list-style-type: none"> <li>* 100% of students (including ELLs and students with IEPs) are enrolled in Pathway</li> <li>* Students provided with multiple opportunities to demonstrate mastery in all subjects</li> <li>* All students have access to AP, Honors, and Dual enrollment courses</li> <li>* Partnership with Youth Beat and input from other professionals in industry and education</li> <li>* Students regularly get feedback from teachers and peers</li> <li>* Project-based learning in many subject areas</li> <li>* Equitable access provided through individual student support in class and during office hours</li> </ul>	<ul style="list-style-type: none"> <li>* More inclusion of industry professionals in the learning process</li> <li>* More interdisciplinary projects across content-areas needed</li> <li>* Curriculum and capstone project not fully built out yet</li> <li>* Content of additional concentrator course and Pathway electives is dependent upon who we hire as our 2nd Media Arts teacher</li> <li>* Media Arts professional development for all teachers at Lodestar High</li> </ul>	<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>		
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<ul style="list-style-type: none"> <li>* All students provided equitable access to a range of high-quality WBL experiences across the WBL continuum</li> <li>* WBL plan informed by input from students, staff and industry partners</li> <li>* Guest speakers in CTE classes and Media Arts Career Day</li> </ul>	<ul style="list-style-type: none"> <li>* We need to better articulate and promote WBL continuum and rationale</li> <li>* Students do not consistently get feedback from industry professionals and community partners after participation in WBL activities</li> <li>* WBL continuum still in flux - need to figure out how to connect the range of experiences we offer to different classes, grade levels, programs, grad profile</li> <li>* Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences)</li> </ul>	<p>WBL opportunities need to be better articulated, promoted, codified, tracked, and measured.</p>		
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<ul style="list-style-type: none"> <li>* 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)</li> <li>* Partnership with One Goal (college/career curriculum, additional support for students in first year after high school)</li> <li>* Launched dual enrollment program at Lodestar this year with one class each semester</li> <li>* Post-secondary visits at every grade level</li> <li>* Triennial student-led conferences help with progress monitoring and goal setting</li> <li>* In the process of putting a MTSS system in place to help ensure we meet the needs of more students and families (wrap-around services)</li> </ul>	<ul style="list-style-type: none"> <li>* Better progress monitoring and communication with families around student achievement needed</li> <li>* Need to refine credit recovery processes and systems</li> <li>* More student input and leadership needed</li> <li>* 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.</li> <li>* Still need to hire an MTSS Coordinator at Lodestar (this position has been vacant for many months)</li> </ul>	<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>		
<b>2023-2024: YEAR ONE ANALYSIS</b>					
<b>Pathway Strategic Goals</b>					

<b>Pathway Quality Strategic 3 Year Goals</b> Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." <b>Example:</b> By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.						
<b>Goal #1:</b> By 2026	We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.					
<b>Goal #2:</b> By 2026	All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience.					
<b>Goal #3:</b> By 2026	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.					
<b>Pathway Strategic Actions</b>						
<b>Strategic Actions for 2023-24</b> What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
<b>Strategic Actions for Goal #1</b>	Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that 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					
<b>Strategic Actions for Goal #2</b>	Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels					
	Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum					
	Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.					
<b>Strategic Actions for Goal #3</b>	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						
<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>

<p><b>Media Arts CTE Teacher at 1.0 FTE</b>  This teacher facilitates two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) &amp; Film Production (10th grade concentrator course) along with a CTE Pathway elective, Screenwriting and/or Digital Photography. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners.</p> <p>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.</p>	\$79,000.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Media Arts and Design		
<p><b>Benefit Costs associated with the 1.0 FTE Media Arts Teacher</b></p>	\$19,750.00	3000	Employee Benefits		1.0 FTE	Media Arts and Design		
<p><b>Media Arts CTE Teacher at .5 FTE</b>  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.</p> <p>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.</p> <p>This teacher will be a full-time employee in 2023-24 (1 FTE) with Measure N funding 0.5 FTE.</p>	\$36,000.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design		
<p><b>Benefit Costs associated with the 0.5 FTE Media Arts Teacher</b></p>	\$9,000.00	3000	Employee Benefits		.5 FTE	Media Arts and Design		
<p><b>Consultant Contract with OneGoal Partnership</b>  The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. The OneGoal program will serve all 11th and 12th graders a total of approximately 110 students in the 2023-24 school year.</p> <p>The remaining portion of this contract will be paid for through other sources</p>	\$4,150.00	5822	Consultant Services			Media Arts and Design		

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>		<p><b>Check in on 3-Year Goals</b>  <i>For each 3-year goal, answer:</i>          -To what extent is the pathway on track for accomplishing this goal by 2026?          -What has supported or hindered progress towards each goal this year?</p>
<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>		<p>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.</p> <p>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.</p>
<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience.</p>		<p>Passage was de-emphasized this year due to leadership and staff transitions, but led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for 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.</p> <p>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</p>
<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>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>
<b>Pathway Strategic Actions Reflection</b>		
<b>2023-2024 Strategic Actions</b>		<p><b>Reflection on 2023-2024 Strategic Actions</b>  <i>For the Strategic Action sets for each goal, answer:</i>          -Are you on track for accomplishing the actions for the related goal this school year?          -If so, what has been done or will be done by the end of the year to accomplish it?          -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<b>23-24 Strategic Actions for Goal #1</b>	<p>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>	<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>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.</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> <p>Interdisciplinary collaboration between Media Arts and other teachers is largely happening during prep time.</p> <p>We have scheduled a Pathway Advisory Board meeting for later this spring to review our Media Arts curriculum map 9-12</p>
	<p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.</p>	<p>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.</p>
	<p>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</p>	<p>Our EL School Designer has been working mostly with admin on leadership development this year, so they were unable to help with integrated projects.</p>
	<p>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>	<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,</p>

<p><b>23-24 Strategic Actions for Goal #2</b></p>	<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> <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>	<p>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> <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> <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>
<p><b>23-24 Strategic Actions for Goal #3</b></p>	<p>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> <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> <p>Refine credit recovery processes and systems (such as when should students repeat a course with younger students vs. doing online credit recovery)</p> <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>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> <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> <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> <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>
<p><b>Pathway Strategic Actions 2024-2025</b></p>		
<p><b>2024-2025 Strategic Actions</b></p>		
<p><b>Goal #1:</b> By 2026</p>	<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></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>
<p><b>Goal #2:</b> By 2026</p>	<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience.</p>	<p><b>New or Revised Strategic Actions for Goal #2</b></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>

			Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes.
			Pathway 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.
<b>Goal #3:</b> 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.	<b>New or Revised Strategic Actions for Goal #3</b>	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
			Reach out to other schools who are using Schoology to figure out how to use this technology more effectively
			Continue MOB program and/or implement other classes focused on motivating disengaged students
			Continue structured collaboration between Resource Specialists and classroom teachers; provide SPED training for new teachers

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

**2024-2025 Budget: Enabling Conditions Whole School**

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Media Arts CTE Teacher at 1.0 FTE</b> 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	

<p><b>Media Arts CTE Teacher at 0.5 FTE</b>  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.</p> <p>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.</p> <p>This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE.</p>	\$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	
<p><b>Pathway Coordinator: Salary for .10 FTE</b>  Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with 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.</p>	\$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	



**MEASURE N 2022-2023 CARRYOVER PLAN**

<b>School Name</b>	<b>LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOL</b>	<b>Program Number</b>	<b>9130</b>
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	We budgeted more for benefits than the actual benefits cost and therefore had unspent funds in 2022-23. Other funds are mostly carryover from 2021-22.		
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$105,718.35	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	<b>\$20,227.10</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$20,227.10	<b>Total Budgeted Amount</b>	<b>\$20,227.10</b>
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	19.1%	<b>Remaining Amount</b>	<b>\$0.00</b>

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

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 <a href="#">Budget Expenditure Instructions</a>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<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 and support your 2022-23 pathway goals/strategic actions?</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p>							

<p><b>Consultant Contract with OneGoal Partnership</b>  The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to ensuring students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. Our contract with OneGoal is for \$50,000 per year across both of our sites. Lodestar's portion of services is about 40% of this or \$20,000 total. We are already paying for \$4150 of our OneGoal expenses through our Measure N/H approved budget.</p>	\$15,827.10	5822	Consultant Services			Whole School	Integrated Student Supports
<p><b>Consultant Contract with Oakland Public Ed Fund to facilitate and pay-out Lighthouse Student Internship stipends during the school year, through June 30, 2024</b>  In order to increase the number of students participating in internships, a valuable form of work-based learning which typically take place outside of school hours, we are seeking to partner with the Oakland Education Fund to offer internship stipends. Stipends would be awarded to students 2x per semester for 3-6 hours of work per week. Some internships will be based within our organization such as with our Development Team and Business Office, while others will be based off site at local businesses and organizations. Students will receive stipends of approximately \$500 per semester and we are aiming to provide 8 paid internships over the course of the school year. (\$500 x 8 = \$4,000. The other \$400 in our budget comes from the 10% administrative fee charged by the Oakland Education Fund (\$4,000 x .10 = \$400; \$4,000 + 400 = \$4400)</p>	\$4,400.00	5822	Consultant Services			Whole School	Work-Based Learning

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

Lodestar: A Lighthouse Community Charter Public School

**Checklist of Required Elements:**

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

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>The Media Arts CTE courses include Intro to Media Arts (grade 9); Concentrator courses: Film/Video Production (grade 10) and Documentary Film (grade 11); and a Capstone course: Advanced Media Arts (Grade 12). In addition, Lodestar offers the following pathway-related CTE Electives: Digital Photo, Screenwriting, Broadcasting, and Film Studies.</li> <li>100% of Lodestar students participate in the Media Arts pathway and Lodestar anticipates that approximately 75% of 2024 graduates will qualify as CTE completers on the CCI Index, exceeding the benchmark identified in the EIP.</li> <li>An example of a Lodestar documentary film project was included in the EIP presentation and other examples were described. All completed student documentaries were shown at the Lodestar Film Showcase @ SFMOMA. (The EIP presentation describes the Film Showcase as "inspiring</li> </ul>			



and joyful.”)

- Media Arts focused professional development was provided for all core teachers.
- Collaboration between CTE, Social Science, and Spanish teachers led to several interdisciplinary projects in 2023-2024. The EIP and EIP presentation described interdisciplinary collaboration as “getting easier” with “several core academic teachers ...now seeking this out.”
- The EIP and EIP presentation described dual enrollment classes as “full” with “students .. doing well” and a desire to expand dual enrollment at Lodestar in 2024-25.
- The EIP and EIP presentation described the need for better support for SPED students (the focal group) and plans to provide professional development and improved communication with resource specialists and aides.
- Dual enrollment courses are built into the school day with approximately 25% of seniors on track to earn college credit in 2023-2024.
- The EIP and the Three Domains slide describe elements of the work-based learning continuum that engage all students. For example, WBL is integrated into CTE, crew (advisory), and some academic classes. Lodestar offers a Job Shadow Day (all 10th graders); an 11th-grade career research project; a 12th-grade project that mirrors a media arts job assignment. There is also an annual 9th --12th grade career fair and a growing number of internship opportunities.
- The EIP presentation described several new WBL initiatives and partnerships, including Telemundo, Soul Beat, BART, SuitUp!, Headwater Science Institute, and UCB Innovative Genomics Institute.
- The EIP and EIP Presentation describe the initial work to develop a Media Arts Pathway Advisory Board.
- The EIP and the Three Domains of Linked Learning slide describe an integrated system of student support that includes strong family partnerships and triennial student-led conferences; College and Career Seminar classes using OneGoal curriculum; supports for full inclusion of ELD and SPED students; partnerships with One Goal, DCAC, Seneca, Peer Forward, My Other Brother (MOB), and others, etc.
- The EIP and the EIP presentation describe work to develop a more effective monitoring system in order to track student

	<p>progress and intervene as needed.</p> <ul style="list-style-type: none"> <li>• The MTSS Coordinator helps to address chronic absenteeism.</li> <li>• Over \$100,000 has been invested in media arts equipment over the past two years. This investment was supported by funding from CTEIG and private philanthropy.</li> </ul>
	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Since Measure N &amp; H/ Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might Lodestar involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Silver Standards (and eventually Linked Learning Gold Standards)? How might Lodestar create a shared sense of purpose and shared responsibility by engaging stakeholders in backward mapping and forward planning related to the Linked Learning Silver Certification Standards?</li> <li>• EIP and presentation refer to common planning time for teachers. Progress monitor the effective use of this time and what, if any, coaching might be beneficial for teachers in their common planning toward integrated practices.</li> </ul>

<b>Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?</b>				
<b>Category</b>	<b>Excelling 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Beginning 1</b>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning               <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design to produce evidence of their enacting the</li> </ul>	<p><b>Score:</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• New or revised strategic actions for 2024-25 are clearly aligned with the three domains of Linked Learning.</li> <li>• New or enhancement strategic actions for 2024-25 include support for interdisciplinary collaboration through strategic placement of courses in the master schedule, common</li> </ul>			

- theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

- planning time for collaborating teachers, teacher stipends, and administrative support/guidance.
- Lodestar plans to formally implement a Media Arts Pathway Advisory Board which will formally meet two-three times each year.
  - Lodestar plans to expand both internal and external internship opportunities. Internal internship opportunities will involve a student media arts production team
  - Lodestar plans to formally incorporate internship expectations into graduation requirements One of the 2024-2025 strategic actions describes the intent to “socialize” students, families, and staff to this new internship policy and work to engage the pathway team in mapping how/when/where internships will take place and how internships contribute to student mastery and pathway learning outcomes.
  - New or enhanced strategic actions for 2024-2025 include continued work to use the Student Information System (Schoolology) to better track and monitor student progress and structured collaboration involving resource specialists and core academic and CTE teachers.

**Feedback for continued progress monitoring:**

- In addition to providing media arts professional development for the entire faculty, how might Lodestar best encourage all teachers to incorporate the pathway theme into their curriculum? For example, history teachers might include units, assignments, or projects related to the history of media arts and/or how cultural context influences different approaches to media arts and how media influences cultural context. Or students in an English course might write an essay comparing and contrasting a book with a film or television series based on the book. Or a math teacher might focus on the role of geometry in effective film design and production.
- To meet the goal of 100% of students completing an internship by graduation, expand industry partners among digital media orgs locally.

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

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

**Final Recommendation**

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

## Rating<sup>1</sup>: Approved

### Strengths:

- Both students and teachers seem genuinely excited about the pathway theme of Media Arts and students are doing public exhibitions of their work.
- School leadership is committed to a Linked Learning approach.
- EIP and presentation reflect focus and resources for students with IEPs (focal group).
- Lodestar is working on strategies to improve the use of “timely” data in advancing student performance.

### Key Questions:

- How might Lodestar involve stakeholders in backward mapping and forward planning from the Linked Learning Silver Certification standards? How might Lodestar do the work needed to achieve Silver Certification by 2026?
- How might Lodestar expand industry partnerships in Digital Media to meet its goal of 100% of graduates completing an internship by graduation?
- To maximize the effectiveness of common planning time, what support (coaching, protocols, accountability) might be important to consider?

### Budget Feedback:

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#### <sup>1</sup>Fully Approved

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

#### Approved

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

#### Conditionally Approved

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





- Continue to diversify funding sources to enable comprehensive pathway development.

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

What	Suggested Lead	Deliverable	Date
Not applicable			