

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



OAKLAND UNIFIED

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 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Lodestar: A Lighthouse Community Charter Public School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Lodestar: A Lighthouse Community Charter Public School as “Approved” in an amount not to exceed \$147,900.00.

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

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

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) & 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

<p>9130-5</p>	<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>	<p>\$4,150.00</p>	<p>5822</p>	<p>Consultant Services</p>			<p>Media Arts and Design</p>
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School Name:	Lodestar: A Lighthouse Community Charter Public School	Site #:	9130
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Pathway Name(s):	Media Arts and Design
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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

School Demographics									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			181						1.11%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	48.02%	51.41%	98.82%	94.97%	38.56%	13.97%	18%	17%	1%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	11.17%	0	0.56%	84.36%	0	0	0.56%	3.35%	0
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.

<i>Whole School Indicator</i>	<i>2021-22 Baseline Data</i>	<i>2022-23 Data</i>	<i>2023-24 Benchmark</i>	<i>2023-24 Data</i>	<i>2024-25 Benchmark</i>	<i>2024-25 Data</i>	<i>2025-26 Goal (3-Year Goal)</i>
Four-Year Cohort Graduation Rate	N/A		80%		85%		90%
Four-Year Cohort Dropout Rate	N/A		10%		7.50%		5.00%
A-G Completion Rate (12th Grade Graduates)	N/A		70%		78.00%		85.00%
On Track to Graduate - 9th Graders	94%		90%		90.00%		90.00%
9th Graders meeting A-G requirements	94%		90%		90%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	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		33.00%		50.00%		65.00%
Percentage of 10th-12th grade students in Linked Learning pathways	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		50%		70.00%		90.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	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		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		70%		80%		90%
Four-Year Cohort Dropout Rate	N/A		13%		9.00%		5.00%
A-G Completion - 12th Grade (12th Grade Graduates)	N/A		65%		72.50%		80.00%
On Track to Graduate - 9th Graders	83%		85%		87.50%		90.00%
9th Graders meeting A-G requirements	83%		85%		87.50%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	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		25.00%		45.00%		65.00%
Percentage of 10th-12th grade students in Linked Learning pathways	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		50%		70.00%		90.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	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		30.00%		40.00%		50.00%

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	Strengths	Challenges
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</p>	<p>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:</p> <p>Percentage of 9th grade (88%) and 10th grade students (84%) on track to graduate</p> <ul style="list-style-type: none"> * Triennial Student Led Conferences (SLCs) help keep families informed of student progress * Flexible credit recovery options based on student need 	<ul style="list-style-type: none"> * 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
<p>A-G Completion - 12th Grade</p>	<p>84% of 10th grade students on track to complete A-Gs</p> <ul style="list-style-type: none"> * Almost all courses at Lodestar are now A-G approved * Lodestar graduation requirements mirror or exceed A-G in all subject areas 	
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)</p>	<ul style="list-style-type: none"> * The vast majority of 9th grade students came to us from Lodestar middle school; this helps ease the transition to high school 	<ul style="list-style-type: none"> * High school graduation and college feel very distant to most 9th graders
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</p>	<p>Not applicable</p>	<p>Not applicable</p>

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

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	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>
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>

<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</p>	<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>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<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

*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.*

<p>Goal #1: 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>Goal #2: 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>Goal #3: By 2026</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>

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.
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 .						
- 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 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>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

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<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
<p>Benefit Costs associated with the 0.5 FTE Media Arts Teacher</p>	\$9,000.00	3000	Employee Benefits		.5 FTE	Media Arts and Design

<p>Consultant Contract with OneGoal Partnership</p> <p>The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to 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>	<p>\$4,150.00</p>	<p>5822</p>	<p>Consultant Services</p>			<p>Media Arts and Design</p>
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Measure N/H 2023-2024 Education Improvement Plan Assessment

Lodestar: A Lighthouse Community Charter Public School

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Pathway Quality Assessment provides evidence of all 3 domains of Linked Learning. Given that high school is still developing, with the first cohort of seniors in 23-24, there are still components of Linked Learning for development. ● Structured opportunities for teacher collaboration time identified in Linked Learning 1-Pager ● 1-pager also indicates that work-based learning is integrated into all Pathway classes ● CTE course sequence includes: <ul style="list-style-type: none"> ○ Introduction to Media Arts ○ Film Production ○ Audio Production (Planned) ○ Advanced Media Arts (Planned) ○ CTE Electives: Digital Photo, Screenwriting ● Assessment identifies the following areas of growth: <ul style="list-style-type: none"> ○ Integrated Program of Study: need greater inclusion of industry professionals, more interdisciplinary projects, development of capstone project/curriculum and professional development ○ Work Based Learning opportunities need to be 			

	<ul style="list-style-type: none"> ○ better articulated, promoted, tracked and measured ○ Integrated Student Supports: Need to improve systems for monitoring and reporting student progress; need to promote dual enrollment and refine credit recovery opportunities.
Feedback for continued progress monitoring: N/A	

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> ● School has identified a Focal Student population that is not achieving key outcome indicators. ● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined ● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Identified focal group is students with IEPs. ● All sections of the root cause analysis are complete, using relevant data based on the current school population (data from the class of 21-22 does not exist). ● Some of the identified challenges include: low percentage of 11th graders on track to graduate, need for stronger credit recovery systems, promoting and supporting student internship opportunities, dual enrollment participation and retention, CTE class pass rate for students with IEPs and female students. <p>Feedback for continued progress monitoring: N/A</p>			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> ● Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains ● Next steps have been identified to support the continuous quality improvement of the pathway(s) 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Lodestar has identified key issues that are impacting student achievement in each of the domains. ● Thoughtful analysis of Linked Learning domains ● Identified next steps support continuous quality improvement of pathway 			

<ul style="list-style-type: none"> Self-assessment provides evidence, such as concrete examples or specific data 	<ul style="list-style-type: none"> Evidence of strengths section references data and concrete examples <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How will Lodestar increase student participation and success in dual enrollment?
<p>Strategic Goals</p> <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) Alignment is evident between schoolwide goals and Measure N/H priorities For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Identified goals align to each of the 3 domains of Linked Learning Challenges identified in Pathway Quality Assessment and root cause analysis lead nicely into goals and strategic actions. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> N/A
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The identified strategies, if implemented, should lead to progress towards 3 year goals Strategic actions for Goal 3 specifically address needs of target population (students with IEPs) Identifying specific core classes for integrated projects (Social Science, Science and Language), providing media arts professional development for all teachers and designating collaboration time in the schedule should lead to progress in meeting Goal 1. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How can you utilize the success of the telenovela project to encourage more teachers to lead interdisciplinary projects? It may be beneficial for Lodestar to visit OUSD school sites that have Media Arts pathways such as Oakland International and Madison Park Academy.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget includes funding for 1.5 FTE Media Arts CTE teachers and Consultant Contract with OneGoal for college and career curriculum and professional development • Proper justification is provided that clearly articulates what Measure N/H dollars are funding and how it is aligned to pathway development • Proposed Measure N/H budget is in support of and aligned with outlined goals • Proposed FTE are necessary due to the existence of Linked Learning pathway at school 			

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: Approved

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- Lodestar has established the 3 domains of *Linked Learning* in a short amount of time considering that it just received a planning grant in the 2021-22 school year.
- School Commitment to Pathway Vision: It is clear that Lodestar is committed to the *Linked Learning* model as evidenced in EIP and presentation to the Commission. We look forward to seeing how *Linked Learning* continues to evolve and expand as the school graduates its first cohort of students next year.

Key Questions:

- How might you address the needs of your target student population through your goals, strategic actions and/or budgeted resources?
- How will you facilitate greater student input and leadership in your Pathway?
- How is your Advisory Board contributing to pathway curriculum development and work-based learning opportunities?
- How are you supporting students who have failed multiple CTE courses?

Budget Feedback: N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided