MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date April 20, 2021

Subject 2021-2022 Measure N Education Improvement Plan
Services for: Lighthouse Community Charter High School

Action Requested and Recommendation Adoption by the Board of Education of Lighthouse Community Charter High School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $243,100.00.

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

Adoption by the Board of Education of Lighthouse Community Charter High School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $243,100.00.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET

School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

Resource	*Allocation*	*Total Expended*	*Total Remaining*
Measure N	$243,100.00	$243,100.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Teacher: Salary for 1.0 FTE. This teaching role implements 2 Measure N courses: 3D Design & Advanced Manufacturing. The title of this role is 3D Design and Advanced Manufacturing CTE Teacher. This is the second component of our pathway sequence under the Manufacturing and Product Development pathway. This course is the concentrator course offered before the Advanced Manufacturing course.	$80,000.00	1100	Certificated Salaries	3D Design and Advanced Manufacturing CTE Teacher	1.0 FTE	Product Design and Innovation
2	Benefit Costs associated with the teacher position in line 90.	$20,000.00	3000	Employee Benefits			
3	Teacher: Salary for 1.0 FTE. This teaching role implements 1 Measure N course: 2-D Design. The title of this role is 2D Design CTE Teacher. This is the first component of our pathway sequence under the Manufacturing and Product Development pathway. This course sets up the fundamentals of our pathway.	$75,121.00	1100	Certificated Salaries	2D Design CTE Teacher	1.0 FTE	Product Design and Innovation
4	Benefit Costs associated with the teacher position in line 92.	$18,780.25	3000	Employee Benefits			
5	Materials for course: 2-D Design. This budget line item includes screen printing materials, t-shirts, paint. This supports the required materials to meet course objectives. Materials to produce sample student work and final pieces for community partnerships and the culminating Fashion Show Expo that exhibits student work upon completion of the course. These student work products will include, but not limited too, screen printing and visual art. Course Objective: The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Measure N Justification Form and a lesson plan as supporting documents will be utilized to request reimbursement for any expenses associated with this task.	$4,573.75	4300	Instructional Materials			Product Design and Innovation

6	Bus fees (2-D Design course) This budget line item includes bus fees for industry work. The buses would support the field trips to ensure the pathway students have access to industry experiences that are off campus. Buses would transport students to workplace site visits or field trip for CTE related experiences such as working with our industry partners to give students an opportunity to see real time pathway experiences.	$2,500.00	4300	Instructional Materials			Product Design and Innovation
7	2-D Design: Course Objective: The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Stipends for guest speakers will be approximately $250 and we are targeting 8 speakers for the year. This budget line item would support the costs associated with industry personnel leaving their job sites to support our students engagement with industry professionals.	$2,000.00	4300	Instructional Materials			Product Design and Innovation
8	Materials for course: 3D Design Course Objective: The 3D Design Course is a second year foundational course of the Lighthouse Product Innovation and Design Pathway, alongside 2D Design. All 10th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 3d skills within the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media and techniques, including: sewing, physical computing, mold-making, 3d printing, laser-cutting and woodworking. This budget line item includes materials for woodworking materials and equipment such as lumber, varnish, sandpaper, nails, gloves, masks. For 3D printing and laser cutting specific materials such as PLA, balsa wood, cardboard, acrylic sheets, and metal findings to produce jewelry pieces. For sewing supplies such as fabric, buttons, paint, needles, thread. For circuitry and electronic supplies such as wire, copper tape, solder. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces as capstone projects. Materials to produce prototypes and capstone projects.	$6,000.00	4300	Instructional Materials			Product Design and Innovation

9	Materials for course: Advanced Manufacturing This budget line item includes laser-cutting materials such as cardboard sheets, acrylic sheets and balsa wood; physical computing supplies such as LED strips, wire, solder; woodworking materials such as lumber, nails, varnish, sandpaper, gloves, masks; 3D printing materials such as PLA. This supports the required materials to meet course objectives. Course Objective: The Advanced Manufacturing Course is a capstone course in the Lighthouse Design Pathway, alongside 2D and 3D. All 11th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 2D and 3d skills within the design process. This course provides allows students to apply skills learned in prerequisite classes in our Product Design Pathway, specialize in a particular area of interest, and develop more advanced skills in designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling, laser use, and manufacturing & product development. Students will learn to think as product designers through project based learning, presentations, discussions and critiques and have extensive safety training. This course incorporates Product Design & Invention (S.T.E.A.M.) - a cross curriculum collaboration between Art & Design, Physics, Product Design & Engineering. Class projects will include "Real World" Design projects from industry, guest speakers and Industry field trips with possible internships, employment and college credit to generate cross curriculum education, as well as critical thinking across the board. Materials to produce prototypes and final pieces for community partnerships and the culminating exhibits of student work upon completion of the course. This expenditure improves student engagement by using the materials for students to have hands-on pathway experiences. *Please note the approval for supplies & materials is conditional - pending the review & approval of a Measure N Justification form and a Lesson Plan (if necessary). This is required to ensure the items being purchased are permissible, supplemental, and aligned to Pathway Development.	$6,000.00	4300	Instructional Materials			Product Design and Innovation
10	Measure N Program Coordinator: Salary for .25 FTE. Role includes supervising and coaching pathway teachers, leading pathway teams continued compliance with Measure N, working with WBL offerings, and collaborator with site and other instructional leaders/teams to make collective progress towards our pathway and Linked Learning goals.	$22,500.00	1300	Certificated Salaries	Measure N Coordinator	.25 FTE	Product Design and Innovation
11	Benefit Costs associated with the teacher position in line 99.	$5,625.00	3000	Employee Benefits			Product Design and Innovation

School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

School Description

Lighthouse was founded in 2002 in response to the achievement gap for low-income students and children of color in Oakland. Lighthouse has grown from serving 92 students in grades K and 6 in its first year, to now serving 780 students across all grades K – 12 and graduating nine classes of seniors. Lighthouse Community Public Schools operates two schools: Lighthouse and Lodestar. Lighthouse consists of Lighthouse Community Charter School (LCCS), a K–8 charter, and Lighthouse Community Charter High School (LCCHS), a 9–12 charter. For the purposes of WASC, Lighthouse is one entity.

All students at Lighthouse Community Charter High School participate in our Lighthouse Design Pathway. In this pathway, students will develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship. Students will: create real products using the design process work as part of design teams to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work collaborate with industry professional and real world clients. Students will take 2-D Design and 3-D Design in 9th and 10th Grade and will have the option of concentrating in three different areas in 11th grade (Digital Design, Graphic Design, and Advanced Manufacturing and Design). These course outcomes area are aligned to the CTE Standards for Product Design and Innovation. Courses will utilize a design model based on the CTE standards.

School Mission and Vision

Program Aligned to Meet Mission

The mission of Lighthouse is to prepare a diverse student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In 2016, Lighthouse adopted a set of eleven outcomes by which we measure our success. Each outcome is associated with particular indicators, including those measured on the California state school dashboard. Our student outcomes come directly from the graduate profile. Our school outcomes are:
Members of the Lighthouse community feel connected to the school and each other.

Members of the Lighthouse community are lifelong learners.
Members of the Lighthouse community are active decision-makers with voice in the school.
Lighthouse graduates are prepared to be successful in four-year college and a career of their choice.
Lighthouse students are academically proficient.
Lighthouse students are relationship-builders.
Lighthouse students are committed to service and justice
Lighthouse staff are skilled, diverse, experienced, and culturally-competent.
Lighthouse students are purposeful and self-aware.
Lighthouse families are partners in their children's education.
Lighthouse staff are engaged members of the school community.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	47.70%	52.30%	92.39%	86.85%	22.80%	16.26%	11.60%	11.60%	0.00%
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**
	8.80%	0.00%	1.80%	83.20%	0.70%	0.00%	3.90%	1.80%	0.00%
Target Student Population	**Which student population will you focus on in order to reduce disparities?**					Our target student population will be focusing on students who have not completed A-G courses and are graduating by meeting the minimum California Diploma requirements.			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	89.70%	93.33	88.00%	N/A until year end	TBD based on data		
Four-Year Cohort Dropout Rate	10.30%	5%	>5%	N/A until year end	TBD based on data		
A-G Completion	86.20%	Not Available	90.00%	92.00%	93%		
On Track to Graduate- 9th Grade	90.00%	90.00%	90.00%	85%	90%		
Percentage of students who participated in at least 1 Work-Based Learning activity	65.00%	80.00%	85.00%	79%	85%		

Percentage of students who have passed dual enrollment courses with a C- or better	N/A	N/A	N/A	N/A	70%		
Percentage of students in Linked Learning pathways	85.00%	85.00%	85.00%	N/A until year end	TBD based on data		
Target Student Population Indicator	***18-19 Baseline Data***	***19-20 Data***	***20-21 Goal***	***20-21 Data***	***21-22 Goal***	***21-22 Data***	***22-23 Goal*** *(3-Year Goal)*
Four-Year Cohort Graduation Rate	50.00%	Not Available	87.00%	85%	87.00%		
Four-Year Cohort Dropout Rate	50.00%	Not Available	>4%	1%	>4%		
A-G Completion	0.00%	Not Available	92.00%	42%	92.00%		
On Track to Graduate - 9th Grade	90.00%	90.00%	92.00%	90%	92.00%		
Percentage of students who participated in at least 1 Work-Based Learning activity	65%%	80.00%	82.00%	0%	82.00%		
Percentage of students who have passed dual enrollment courses with a C- or better	NA	NA	NA	NA	NA		
Percentage of students in Linked Learning pathways	85.00%	85.00%	86.00%	86%	86.00%		

ROOT CAUSE ANALYSIS

Indicator	***Strengths***	***Highest Leverage Challenge*** *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	***Root Cause Analysis*** *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	Lighthouse has one of the highest four-year graduation rates in the district with over 85% of students completing and exceeding all of the UC A-G requirements (which are also LCPS's high school graduation requirements).	Lighthouse High School has limited credit recovery and summer school options due to the fact that we are only able to offer a short summer school program focusing on math remediation and English Language Arts remediation. We are unable to offer summer remediation for lab sciences, history courses, and electives.	When a student does not demonstrate mastery in a course, and therefore does not pass the course and earn credits towards graduation, the student will need to make up the course at a future date. As a small school, it's difficult for us to have a robust credit recovery model that aligns to our instructional values and ways our students are used to learning. We are limited in our ability to place students into courses they've previously not passed during the school year because the majority of our classes are full whereas in a large school there are multiple sections of every course that can accommodate students taking a course for credit recovery. This coupled with only being able to offer English and Math during summer school make it extremely difficult to implement a comprehensive credit recovery program.

Four-Year Cohort Dropout Rate	Our four-year dropout rate is one of the lowest in the district. Although there are a few students who are not finishing in four years, the majority of students in this subgroup are graduating in five school year. Lighthouse is committed to supporting students through high school graduation and as such, we offer students who are not on track to graduate in 4 academic year, an additional 5th year of high school.	As a small school, we have limited instructional options for students who need more flexible schedules for credit recovery, work, or other personal reasons. Additionally, as Oakland continues to become gentrified, more and more of our families are getting pushed out of our region. Together, these dynamics make it hard for some students to stay at our school and/or graduate in 4 years. However, Lighthouse offers students who are not on track to graduate in 4 years, an additional year of high school. The students are not reflected in the four-year cohort graduation percentage.	Almost all students who do not complete A-G either have an IEP plan, a 504 plan, or are newcomer students. While we feel it's important to offer them the option of graduating high school without completing the A-G requirements (this makes earning a diploma feel achievable for them and reduces our number of dropouts) it also creates a de-facto tracking system at our school.
A-G Completion	Over 85% of Lighthouse High School students successfully complete A-G courses for CSU/UC and in fact exceed the A-G requirements. Moreover, LCPS has added over 10 additional A-G classes to its schedule this year so that students have the opportunity to explore a variety of interests and exercise choice in scheduling classes and completing their requirements.	Some of our students with IEP and 504 plans participate in the California Diploma graduation path. This pathway does not require A-G course completion. LCPS also offers a limited number of options for them to recoup credits as we currently only offer English and Math summer credit recovery due to the limited number of teachers available during the summer break, and we have limited seats to place students into courses for credit recovery during following school years.	The root cause of some students with IEPs, 504 plans and newcomers not completing A-G courses is that instruction is not adequately differentiated in all of our classrooms. By the time some of these students get to 11th grade, they often don't have the academic credits to complete A-G requirements and are less motivated to apply to 4 years colleges.
On Track to Graduate - 9th Grade	Our 9th grade class now has access to 6 instructional periods, increased number of A-G electives, and intervention support in math, writing and reading. This 9th grade cohort will be the first to have the opportunity to take a summer class in order to advance in math levels the following school year. We have also intentionally created a crew structure in 9th grade that has weekly one-on-one check in with crew leaders to help ensure progress toward 10th grade promotion and ultimately, graduation in 4 years.	9th graders coming from other schools have a large adjustment period to integrating into our community. Because 80% of students matriculate from Lighthouse middle school, students from other schools have to adjust to a cohort of students who have been in community since elementary school. This group of 9th graders also have to adjust to a mastery based grading system in comparison to traditional letter grades. This coupled with adolescent development results in some 9th grade students needing an additional year of high school in order to graduate.	As a K-12 school and close knit community, students coming from other schools in 9th grade are having difficulty transitioning. At the beginning of 9th grade, there is a one week retreat week to build community among students, but less focus on how to navigate the habits of work and scholarship needed to remain on track in the 9th grade.

Percentage of students who participated in at least 1 Work-Based Learning activity	Lighthouse Students in grades 10-12 were exposed to industry professionals through Mock Interview, Career Day, Internships, Job Shadow Day, or field trip to a industry related to Manufacturing and Product Development site. All of our 10th grade students engage in career exploration throughout the school year as part of a capstone experience. Additionally, all of our 11th grade students were in the process of internship placement before COVID-19 made this impossible. Our Entrepreneurship class, which is one of our Pathway electives, visited several local businesses this year and created working small businesses.	The unanticipated pandemic has also affected our ability to provide further WBL opportunities to our students. We had several events planned for March, April, and May that unfortunately had to be cancelled. Some of the challenges that we faced while planning WBL opportunities included offering a quality make-up experiences for students who was absent on the day of the event (i.e. Mock Interview Day, Career Day) and student engagement. Our students had to prepare a resume for the Mock Interview Day and dress for success, students who had been absent during the preparation of this event also missed out. Moving forward, we hope to apply a meaningful experience for each grade level. This year, we offered Mock Interviews for our 10th graders, Career Day for our 11th graders, planned pathway aligned internships, and planned a Job Shadow Day for any grade level interested in the job sites who volunteered to host.	When work-based learning is done well, it encompases industry professionals sharing their skills and knowledge with students. Many of our work-based experiences were scheduled for second semester. Unfortunately, school-closure due to COVID-19 required us to cancel these experiences. Additionally, as our WBL program expands, we must engage all teachers so that they are invested from the start of year in work-based learning.
Percentage of students who have passed dual enrollment courses with a C- or better	Our new master schedule supports our students to more easily pursue concurrent enrollment at the Peralta Colleges.	Although LCPS is not offering dual enrollment options currently, we are looking to explore this option in the future.	It has been logistically challenging to establish partnerships with the Peralta Community College system.
Percentage of students in Linked Learning pathways	Some students are not invested in our pathway.This is a result of minimal student and family engagement in promotion of the pathway program. When the pathway program was introduced, there was no ongoing engagement plan to maintain community engagement. We need to continue to build access points for students who have a varied interest and find ways to engage them in the pathway. We also need to continue to build out our pathway courses by expanded opportunities for our students to complete the course sequence.	LCPS is currently working towards obtaining Gold Certification in Linked Learning. A challenge to present here is that with one Pathway at our school, not all of our students are naturally inclined about participating in the Pathway. Because our pathway courses are graduation requirements, students are enrolled by default and not by choice. Currently, we need to hire a new Advanced Manufacturing teacher who will continue our pathway courses.	Some students are not invested in our pathway. This is a result of minimal student and family engagement in promotion of the pathway program. When the pathway program was introduced, there was no ongoing engagement plan to maintain community engagement. We need to continue to build access points for students who have a varied interest and find ways to engage them in the pathway. We also need to continue to build out our pathway courses by expanded opportunities for our students to complete the course sequence.

PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	**Evidence of Strengths**	**Areas For Growth**	**Next Steps**

Rigorous Academics (pages 3, 4, 5 of rubric)	All of our Pathway courses are A-G approved courses in which students engage in project-based, hands-on learning in collaborative groups Both Pathway teachers are industry professionals who incorporate authentic processes, skills, and assignments into their classes. Whether or not students are interested in pursuing a career related to product design, our Pathway classes encourage critical thinking and creativity.	Ensure students have consistent opportunities to collaborate with industry, postsecondary, and community partners in all Pathway classes. Enhance the rigor and relevance of integrated, cross-disciplinary projects shared by Pathway teachers and core instructional staff.	Right now, Pathway teachers have a common planning period but are spending a lot of their time developing curriculum and only meet together once per week. More consistent collaboration among the pathway teachers as well as with our Advisory Board and industry partners would help improve instruction, bring coherence, and advance industry connections in our Pathway. We also need to alot more time for Pathway specific professional development and collaboration among all high school staff to augment the rigor and relevance of interdisciplinary projects.
CTE (pages 3,4,5 of rubric)	Both Pathway teachers started the process of earning their CTE credentials this year. Pathway teachers also had common preparation time, integrated academic and technical content, and ensured that students engaged in daily activities that required them to work in heterogeneous pairs or groups. Pathway teachers attended professional development that improved instructional practice.	One area for growth is clarifying and articulating the trajectory for students to completing industry certifications in our Pathway. We are striving to offer in-house certification in Fusion 360 and Adobe Certifications. This is one way in which we can help ensure that our Pathway helps prepare students to enter the workforce during or directly following high school.	We are also seeking to provide our Pathway instructors with more ongoing professional development so that they complete their CTE credentials and have the expertise to help all students get certified in Fusion 360 and Adobe.
WBL (page 6 of rubric)	Strengths include: * the growth of our Advisory Board * teaching of industry-relevant skills * incorporation of work-based simulations in all Pathway classes * collaboration with industry partners for our Mock Interviews, Career Day and internship program.	Areas for growth include implementing a WBL plan for all students across all grade levels that are better integrated into our academic and technical coursework. While we have many opportunities for our 10th and 11th graders to engage in WBL activities, we now need to focus on how we provide more WBL experiences for our 9th graders (who are just entering into the Pathway) and our 12th graders (many of whom have completed the Pathway). Another opportunity for growth is implementing WBL experiences for our 6-8th grade students in preparation for high school. We also need to more systematically structure our WBL experiences so that students get exposure to a wider variety of career fields related to Manufacturing and Product Development.	Next steps include sequencing WBL experiences that culminate in an intensive career training and/or career preparation experiences. We were planning to pilot a capstone experience in our Advanced Design class this year in which students completed a Design Challenge at either the Laney College or College of Alameda Fab Labs, but those plans were shelved because of COVID-19. We are hoping to be able to pilot this capstone project next year and within the next few years, hope to get to the point where the Pathway Capstone is a seminal experience for all of high school students at Lighthouse.

Comprehensive Student Supports (page 7 of rubric)	Strengths include extensive intervention services, including reading support, math support, and writing support. We have targeted these services for our ninth grade students, and other students who are struggling in their classes (based on GPA, standardized test data, and teacher recommendation). Our intervention classes are small and personalized and reading support is often one-on-one or in small groups. We also provide additional supports for students with IEPs, 504 plans and newcomers. Another strength is how we engage families to address students academic, personal, and social-emotional needs. In addition to regular communication with teachers, crew leaders (teacher advisors) meet with families three times per year to discuss student goals and progress. This is one of the ways we leverage relationships and our small school size. Crew leaders meet with students four times a week and have a weekly check-ins on their academic, personal, and social emotional progress. Crew leaders also collaborate with our counseling staff to help students identify realistic career aspirations and post-secondary plans. This helps ensure students have a vision of what they are working towards in high school. For example, all 10th graders have to create 10-year plans as part of their 10th grade passage process.	Areas for growth include regularly reviewing data to ensure that intervention and acceleration strategies are positively affecting students' success. In particular, we need to find alternative modes/methods of support for students when standard interventions don't work. This is especially important for students with IEPs or 504 plans, students who have previously been retained, and students who are not on track to complete their A-G requirements. We also need to get better at helping students and parents visualize connections between our Pathway and their college and career options.	Next steps include digging deeper into the efficacy of our intervention classes and figuring out how we can adapt these mechanisms of student support and/or adopt other practices that will meet the needs of more students. We also plan to implement mechanisms that will help students make more regular connections between their short term progress (including what they are learning about in the Pathway) and long-term goals, especially in Crew and and during their quarterly Student Led Conferences. Future staff professional development will also focus more heavily on college and career readiness skills. Staff will engage in more consistent progress monitoring of student achievement through bi-weekly data team meetings that will empower them to better help students monitor their own progress.
Pathway Student Outcomes (page 2 of rubric)	Currently, our pathway student demographic reflects the demographics of our school and very few students are excluded from Pathway courses.	One area for growth is ensuring that all students, even those with IEPs, newcomers, and those with intervention classes have the ability to take ALL courses in the Pathway with their cohort.	Our next steps are to to make sure that our master schedule allows ALL students to take ALL Pathway courses. As a school, we are also in the midst of an effort to increase the number of African-American students at our school and subsequently in our Pathway. We are doing this by changing our admission practices and making sure that African-American students feel included and successful at our school through institutions like our Black Student Union and Black Student-Teacher Mentor Program.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Interdisciplinary projects that are aligned with Expeditionary Learning build bridges between Pathway courses and academic courses and become a foundational part of the student/teacher experience at our high school.	Integrated projects happen as planned, are high quality and validated by industry partners. We will know that these projects are high quality by adhering to industry and CTE anchor standards. Our guest panelists will also provide feedback and refer to a Linked Learning rubric that will encourage growth. The exemplary presentations can also be presented during the Capstone culmination event at one of our Advisory Board member worksites.

Work-based learning opportunities are fully integrated into all Pathway courses, giving students practical experience and exposure to various career options in the fields of design and manufacturing.	Each one of our Pathway courses provides students with one or more of the following opportunities connected to class content: exposure to specific industries/jobs, work-based tours, guest speakers, classroom assignments that simulate workplace responsibilities, apprenticeships, internships. We will know our students are fully integrated by scoring a pass in their Industry Certifications. Students who choose to take the Capstone course have the option to attempt the Certifications offered upon completion of the pathway sequence.
Pathway participation culminates in a unique and memorable learning experience.	All students at Lighthouse complete a capstone experience in our Pathway program. All students at Lighthouse complete the Pathway with a digital portfolio containing at least one piece of high-quality work from each of their Pathway classes. All students have the opportunity to earn an industry-recognized credential or certification in the pathway.
Strategic Actions	
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Partnerships across courses/between teachers are formalized (at least one per grade level); professional development time and resources provided to teachers to engage in this type of collaboration	Professional development is allocated for interdisciplinary project planning. Interdisciplinary projects feel meaningful to both students and teachers.
Continue to recruit, conduct outreach, and meet with our Pathway Advisory Board quarterly in order to encourage and support work-based learning partnerships.	At least 4 Pathway advisory meetings per year. Increased number of work-based learning partnerships.
Pathway teachers are required to incorporate work-based learning opportunities into course syllabus; supervisors support them to make work-based learning a reality in these classes. Some of the strategic actions we will be taking here include ongoing professional development throughout the year. Each training will be a checkpoint to evaluate implementation and rigor of work-based learning opportunities.	Each grade level will culminate with a specific experience that will help the pathway completion at LCPS. These will include career exploration, resume building, interview skills, on the job training, etc.

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**
Measure N Program Coordinator: Salary for .5 FTE. Role includes supervising and coaching pathway teachers, leading pathway teams continued compliance with Measure N, working with WBL offerings, and collaborator with site and other instructional leaders/teams to make collective progress towards our pathway and Linked Learning goals.	$46,000.00	1300	Certificated Salaries	Measure N Coordinator	0.50	
Program Coordinator: Benefits.	$11,500.00	3000	Employee Benefits	N/A	N/A	

Teacher: Salary for 1.0 FTE. This teaching role implements 2 Measure N courses: 3D Design & Advanced Manufacturing. The title of this role is 3D Design and Advanced Manufacturing CTE Teacher. This is the second component of our pathway sequence under the Manufacturing and Product Development pathway. This course is the concentrator course offered before the Advanced Manufacturing course.	$70,827.00	1100	Certificated Salaries	Teacher	1.00	
Teacher: Benefits.	$17,706.75	3000	Employee Benefits	N/A	N/A	
Teacher: Salary for 0.5 FTE. This teaching role implements 1 Measure N course: 2-D Design. The title of this role is 2D Design CTE Teacher. This is the first component of our pathway sequence under the Manufacturing and Product Development pathway. This course sets up the fundamentals of our pathway.	$37,500.00	1100	Certificated Salaries	Teacher	0.50	
Teacher: Benefits.	$9,375.00	3000	Employee Benefits	N/A	N/A	
Materials for course: 2-D Design This budget line item includes screen printing materials, t-shirts, paint. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces for community partnerships and the culminating Fashion Show Expo that exhibits student work upon completion of the course.	$6,941.25	4300	Instructional Materials	N/A	N/A	
Heat Conveyor Installation (2-D Design course) This budget line item includes installation of heat conveyor. The heat conveyor was purchased with Measure N funds in the 2019-2020 school year. Unfortunately, the voltage required for the technology to use exceeds the capacity of our electrical outlets, therefore, we'd need to accommodate a installation cost to ensure that we can use the technology purchased to heat the screen prints onto the t shirts to support our pathway.	$7,500.00	4300	Instructional Materials	N/A	N/A	
Bus fees (2-D Design course) This budget line item includes bus fees for industry work. The buses would support the field work expenditures to ensure the pathway students have access to industry experiences that are off campus.	$2,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: 2-D Design This budget line item includes stipends for guest speakers. This budget line item would support the costs associated with industry personnel leaving their job sites to support our students engagement with industry professionals.	$1,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: 3D Design This budget line item includes materials for woodworking materials and equipment such as lumber, varnish, sandpaper, nails, gloves, masks. For 3D printing and laser cutting specific materials such as PLA, balsa wood, cardboard, acrylic sheets, and metal findings to produce jewelry pieces. For sewing supplies such as fabric, buttons, paint, needles, thread. For circuitry and electronic supplies such as wire, copper tape, solder. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces as capstone projects. Materials to produce prototypes and capstone projects.	$10,000.00	4300	Instructional Materials	N/A	N/A	
Materials for course: Advanced Manufacturing This budget line item includes laser-cutting materials such as cardboard sheets, acrylic sheets and balsa wood; physical computing supplies such as LED strips, wire, solder; woodworking materials such as lumber, nails, varnish, sandpaper, gloves, masks; 3D printing materials such as PLA. This supports the required materials to meet course objectives.	$10,000.00	4300	Instructional Materials	N/A	N/A	

2021-2022: YEAR TWO ANALYSIS		
Pathway Strategic Goals		
Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
Interdisciplinary projects that are aligned with Expeditionary Learning build bridges between Pathway courses and academic courses and become a foundational part of the student/teacher experience at our high school.	Integrated projects happen as planned, and are of high quality and validated by industry partners. We will know that these projects are high quality by adhering to industry and CTE anchor standards. Our guest panelists from our Advisory Board will also provide feedback and refer to a Linked Learning rubric that will encourage growth. The exemplary presentations can also be presented during the Capstone culmination event at one of our Advisory Board member worksites.	We will prioritize collaboration between Pathway and academic teachers during designated professional development hours in the spring so that they can craft meaningful, impactful expeditions for the upcoming fall semester. Our leadership will accommodate this by sending the teachers to EL training and workshops to equip them with the resources and examples necessary.
Work-based learning opportunities are fully integrated into all Pathway courses, giving students practical experience and exposure to various career options in the fields of design and manufacturing.	Each one of our Pathway courses provides students with one or more of the following opportunities connected to class content: exposure to specific industries/jobs, work-based tours, guest speakers, classroom assignments that simulate workplace responsibilities, apprenticeships, internships. No work-based tours were conducted this year due to the pandemic. We will know our students are fully integrated by scoring a pass in their Industry Certifications. Students who choose to take the Capstone course have the option to attempt the Certifications offered upon completion of the pathway sequence.	Pathway courses will be lengthened to full-year courses to allow for the breadth and depth necessary for students to become certified. We will expand our Pathway offerings so that students have real choice and thus are more motivated to excel in the courses of their choosing. Members of our advisory board will be more integrated into the planning and structuring of the pathway courses.
Pathway participation culminates in a unique and memorable learning experience.	All students at Lighthouse complete a capstone experience in our Pathway program. All students at Lighthouse complete the Pathway with a digital portfolio containing at least one piece of high-quality work from each of their Pathway classes. All students have the opportunity to earn an industry-recognized credential or certification in the pathway.	Pathway courses will culminate in a significant, "real world" commercial project such as designing and manufacturing prototypes or merchandise for a client or offering a line of goods to be systematically sold by the students and supported by Lighthouse from the top down to insure its commercial success. This will afford students opportunities to experience industry rolls that extend beyond design and production.
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:		
Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?	
CTE classes leverage opportunities to tie their projects relevant to emerging issues facing Oakland or the East Bay OR with topics (texts, units of study, concepts) existing in core classes. There is professional development time and resources provided to teachers to engage in this type of collaboration. This action will continue from last year. Due to all efforts being placed to transition to online instruction, this still remains a goal for Lighthouse.	Professional development is allocated for project planning and engaging with members of the community OR working with core teachers. Interdisciplinary projects feel meaningful to both students and teachers.	
Continue to recruit, conduct outreach, and meet with our Pathway Advisory Board quarterly in order to encourage and support work-based learning partnerships.	At least 4 Pathway advisory meetings per year. Increased role of the advisory board in operating and evaluating the CTE program. Increased number of work-based learning partnerships.	
Pathway teachers are required to incorporate work-based learning opportunities into course syllabus; supervisors support them to make work-based learning a reality in these classes. Some of the strategic actions we will be taking here include ongoing professional development throughout the year. Each training will be a checkpoint to evaluate implementation and rigor of work-based learning opportunities.	Each grade level will culminate with a specific experience that will help the pathway completion at LCPS. These will include career exploration, resume building, interview skills, on the job training, etc.	

Budget Analysis of 2020-2021 Measure N Budget
Impact of 2020-2021 Budget Expenditures *- How did distance learning impact your budget expenditures?* *- What did you find was the most effective use of resources towards your goals and strategic actions and why?*
In terms of impact on budgeted expenditures, Distance Learning meant that we've had unspent funds in most 4000 and 5000 series categories.
We continued with our personnel, who were able to hold instructional classes via Zoom. Synchronous classes have been offered on four out of five days each week, and have been the most effective use of our resources over the course of this year.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: ***Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.*** - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher: Salary for 1.0 FTE. This teaching role implements 2 Measure N courses: 3D Design & Advanced Manufacturing. The title of this role is 3D Design and Advanced Manufacturing CTE Teacher. This is the second component of our pathway sequence under the Manufacturing and Product Development pathway. This course is the concentrator course offered before the Advanced Manufacturing course.	$80,000.00	1100	Certificated Salaries	3D Design and Advanced Manufacturing CTE Teacher	1.0 FTE	Product Design and Innovation
Benefit Costs associated with the teacher position in line 90.	$20,000.00	3000	Employee Benefits			
Teacher: Salary for 1.0 FTE. This teaching role implements 1 Measure N course: 2-D Design. The title of this role is 2D Design CTE Teacher. This is the first component of our pathway sequence under the Manufacturing and Product Development pathway. This course sets up the fundamentals of our pathway.	$75,121.00	1100	Certificated Salaries	2D Design CTE Teacher	1.0 FTE	Product Design and Innovation
Benefit Costs associated with the teacher position in line 92.	$18,780.25	3000	Employee Benefits			
Materials for course: 2-D Design. This budget line item includes screen printing materials, t-shirts, paint. This supports the required materials to meet course objectives. Materials to produce sample student work and final pieces for community partnerships and the culminating Fashion Show Expo that exhibits student work upon completion of the course. These student work products will include, but not limited too, screen printing and visual art. **Course Objective:** The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Measure N Justification Form and a lesson plan as supporting documents will be utilized to request reimbursement for any expenses associated with this task.	$4,573.75	4300	Instructional Materials			Product Design and Innovation

Bus fees (2-D Design course) This budget line item includes bus fees for industry work. The buses would support the field trips to ensure the pathway students have access to industry experiences that are off campus. Buses would transport students to workplace site visits or field trip for CTE related experiences such as working with our industry partners to give students an opportunity to see real time pathway experiences.	$2,500.00	4300	Instructional Materials			Product Design and Innovation
2-D Design: **Course Objective:** The 2D Course is the foundation of the Lighthouse Design Pathway. All 9th grade students will design towards an answer to the question "What is my message?" weaving together elements of graphic design and the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media including: drawing, stencils, screen-printing, Photoshop, and Illustrator. Stipends for guest speakers will be approximately $250 and we are targeting 8 speakers for the year. This budget line item would support the costs associated with industry personnel leaving their job sites to support our students engagement with industry professionals.	$2,000.00	4300	Instructional Materials			Product Design and Innovation
Materials for course: 3D Design **Course Objective:** The 3D Design Course is a second year foundational course of the Lighthouse Product Innovation and Design Pathway, alongside 2D Design. All 10th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 3d skills within the design process. The course will support students in building up to designing a product to meet the needs of clients in our community. Students will use both low and high tech media and techniques, including: sewing, physical computing, mold-making, 3d printing, laser-cutting and woodworking. This budget line item includes materials for woodworking materials and equipment such as lumber, varnish, sandpaper, nails, gloves, masks. For 3D printing and laser cutting specific materials such as PLA, balsa wood, cardboard, acrylic sheets, and metal findings to produce jewelry pieces. For sewing supplies such as fabric, buttons, paint, needles, thread. For circuitry and electronic supplies such as wire, copper tape, solder. This supports the required materials to meet course objectives. Materials to produce prototypes and final pieces as capstone projects. Materials to produce prototypes and capstone projects.	$6,000.00	4300	Instructional Materials			Product Design and Innovation

Materials for course: Advanced Manufacturing This budget line item includes laser-cutting materials such as cardboard sheets, acrylic sheets and balsa wood; physical computing supplies such as LED strips, wire, solder; woodworking materials such as lumber, nails, varnish, sandpaper, gloves, masks; 3D printing materials such as PLA. This supports the required materials to meet course objectives. **Course Objective:** The Advanced Manufacturing Course is a capstone course in the Lighthouse Design Pathway, alongside 2D and 3D. All 11th grade students will design to create first a product for themselves, and then a project for their peers or community members, weaving together 2D and 3d skills within the design process. This course provides allows students to apply skills learned in prerequisite classes in our Product Design Pathway, specialize in a particular area of interest, and develop more advanced skills in designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling, laser use, and manufacturing & product development. Students will learn to think as product designers through project based learning, presentations, discussions and critiques and have extensive safety training. This course incorporates Product Design & Invention (S.T.E.A.M.) - a cross curriculum collaboration between Art & Design, Physics, Product Design & Engineering. Class projects will include "Real World" Design projects from industry, guest speakers and Industry field trips with possible internships, employment and college credit to generate cross curriculum education, as well as critical thinking across the board. Materials to produce prototypes and final pieces for community partnerships and the culminating exhibits of student work upon completion of the course. This expenditure improves student engagement by using the materials for students to have hands-on pathway experiences. *Please note the approval for supplies & materials is conditional - pending the review & approval of a Measure N Justification form and a Lesson Plan (if necessary). This is required to ensure the items being purchased are permissible, supplemental, and aligned to Pathway Development.	$6,000.00	4300	Instructional Materials			Product Design and Innov
Measure N Program Coordinator: Salary for .25 FTE. Role includes supervising and coaching pathway teachers, leading pathway teams continued compliance with Measure N, working with WBL offerings, and collaborator with site and other instructional leaders/teams to make collective progress towards our pathway and Linked Learning goals.	$22,500.00	1300	Certificated Salaries	Measure N Coordinator	.25 FTE	Product Design and Innovation
Benefit Costs associated with the teacher position in line 99.	$5,625.00	3000	Employee Benefits			Product Design and Innovation