

MEASURE N COMMISSION

1000 Broadway, Suite 680
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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| Enactment Number | |
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Memo

To Measure N Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Linked Learning 4 Pillars Services For: Lighthouse Community Charter High School

Action Requested and Recommendation Presentation to and discussion by Measure N Commission of Lighthouse Community Charter High School's proposed 2023-2024 Measure N/Measure H Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$245,650.00.

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 and Linked Learning 4 Pillars

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

Site #: 9127

| Resource | Allocation* | Total Expended | Total Remaining |
|-----------|--------------|----------------|-----------------|
| Measure N | \$245,650.00 | \$245,650.00 | \$0.00 |

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (289) 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 |
|----------------------|---|-------------|-------------|-------------------------|----------------|---------|-------------------------------|
| 9127-1 | <p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$82,000.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| 9127-2 | Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher | \$20,500.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| 9127-3 | <p>Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as a CTE Pathway elective, 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 other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$74,500.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| 9127-4 | Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher | \$18,625.00 | 3000 | Employee Benefits | | | Product Design and Innovation |

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| 9127-5 | <p>Pathway Coordinator: Salary for .20 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p> | \$24,000.00 | 1300 | Certificated Salaries | Pathway Coordinator | .20 FTE | Product Design and Innovation |
| 9127-6 | Benefit Costs associated with the Pathway Coordinator position | \$6,025.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| 9127-7 | <p>Consultant Contract with OneGoal 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. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p> | \$20,000.00 | 5822 | Consultant Services | | | Product Design and Innovation |

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| School Name: | Lighthouse Community Charter High School | Site #: | 9124 |
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| Pathway Name(s): | Product Design |
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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 more than 800 students across all grades K – 12 and graduating more than 500 12th grade students. 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 Product Design Pathway. In this pathway, students learn how to use the design process 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, and collaborate with industry professional and real world clients. Students take 2D Design in 9th grade, 3D Design in 10th Grade, Graphic Design in 11th grade, and Advanced Design in 12th grade. Students can also opt to take one of our CTE electives, digital photography or CAD. All of these courses are aligned to the CTE Standards for Product Innovation 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

| 2022-23 Total Enrollment Grades 9-12 | | | | | | | | | % Current Newcomers | |
|--------------------------------------|---|-------------------|---------------------|-------------------|--------------------|--------------------|------------|----------------------|---------------------|-------|
| | | | 309 | | | | | | | 0.98% |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe | |
| | 48.36% | 50.98% | 93.42% | 95.10% | 29.61% | 14.71% | 12% | 12% | 1% | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported | |
| | 6.91% | 0 | 0.66% | 87.50% | 0 | 0.33% | 3.62% | 0.99% | 0 | |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | Male students | | | | |

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 | 97.3% | | 97% | | 97% | | 97% |
| Four-Year Cohort Dropout Rate | 1.4% | | >3% | | >3% | | >3% |
| A-G Completion Rate (12th Grade Graduates) | 85.0% | | 87.00% | | 88.50% | | 90.00% |
| On Track to Graduate - 9th Graders | 92.0% | | 93.00% | | 94.00% | | 95.00% |
| 9th Graders meeting A-G requirements | 92.0% | | 93.00% | | 94.00% | | 95.00% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 20.0% | | 40.00% | | 60.00% | | 80.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 36.0% | | 50.00% | | 62.50% | | 75.00% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100% | | 100% | | 100% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 91.0% | | 92.00% | | 93.00% | | 94.00% |

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|---|------------------------------|---------------------|--------------------------|---------------------|--------------------------|---------------------|-----------------------------------|
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 32.0% | | 35.00% | | 37.50% | | 40.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 50.0% | | 50.00% | | 50.00% | | 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 | 97.14% | | 97% | | 97% | | 97% |
| Four-Year Cohort Dropout Rate | 0.0% | | >3% | | >3% | | >3% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 80.0% | | 83% | | 86.00% | | 90.00% |
| On Track to Graduate - 9th Graders | 95.0% | | 93.00% | | 94.00% | | 95.00% |
| 9th Graders meeting A-G requirements | 95.0% | | 93.00% | | 94.00% | | 95.00% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 17% | | 35% | | 55.00% | | 80.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 32.0% | | 45.00% | | 60.00% | | 75.00% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100% | | 100% | | 100% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 80.0% | | 85.00% | | 90.00% | | 95.00% |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 27.0% | | 32.00% | | 36.00% | | 40.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 41.0% | | 44.00% | | 48.00% | | 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 |
|---|---|---|
| Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators. | <i>What is our site doing well that's leading to improvements in this indicator?</i> | <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> |
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together) | * Prioritizing strong relationships with students and families and providing a network of support to help struggling students | * Students with IEPs are more likely to dropout than other students * The credit recovery system we use (Apex) is not engaging |
| A-G Completion - 12th Grade | * Lighthouse's graduation requirements exceed A-G requirements; this helps ensure that most students clear this bar | * Some newcomers and students with IEPs or 504s are able to earn a diploma if they meet the CA state diploma requirements rather than A-G. |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | * We have a strong 9th grade team; it's a real benefit to have experienced, impactful teachers working with 9th graders * Success is expected; there is a longstanding college-going culture at our school | * Many students struggle with the transition from middle school to high school * High school graduation and college feel very distant to most 9th graders |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | * Students are exposed to a diverse array of post-secondary options and are applying broadly * Approximately 90% of the Class of 2022 were accepted into 4-year colleges | * College enrollment numbers have dropped since the pandemic (this is true nationwide) * Many community college courses are still online * Summer/fall melt - some students who enroll in college during their senior year fail to show up for classes in the fall. |

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| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | <ul style="list-style-type: none"> * We have longstanding partnerships with several established internship programs including Genesys Works, YR media, HEAL, TEAM Inc and many more. Many students are taking advantage of these opportunities. * We have started to develop internal internships at Lighthouse including opportunities to work in Finance, Development and Afterschool Program Administration | <ul style="list-style-type: none"> * Internship data hasn't been tracked consistently over the past 3 years. Prior to the pandemic all 11th grade students participated in an internship. Post-COVID, we have not yet figured out how to revise/refresh this expectation and fully define/track participation in the range of internship opportunities students are engaging in. |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | <ul style="list-style-type: none"> * We have greatly expanded Dual Enrollment opportunities on our campus in the past two years and now have a full-time Dual Enrollment Coordinator. * Having CCAP agreements with both Peralta and Chabot increases odds of identifying high-quality dual enrollment professors | <ul style="list-style-type: none"> * 10-20% of students who start the semester in Dual Enrollment classes withdraw before earning a final grade * African-American students and students with IEPs are underrepresented in Dual Enrollment classes. |
| Percentage of 10th-12th grade students in Linked Learning pathways | <ul style="list-style-type: none"> * Pathway participation is an expectation for all students at our high school | <ul style="list-style-type: none"> * Lack of choice in Pathway selection, means that it takes many students some time and convincing to buy-into 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 | <ul style="list-style-type: none"> * Most 12th grade students really bought into our capstone project (bookshelf design) last year and this helped with course outcomes. | <ul style="list-style-type: none"> * If students fail a concentrator course, should they be allowed to move to the Capstone course? To date, we've kept students with their cohort but this sends mixed messages to students and parents. |

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 * Advisory Board has both industry and post-secondary partners and contributes ideas for Pathway growth and development * 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 * Portfolio process not fully developed (example: we need a portfolio rubric) * Need more alignment around presentation expectations, reflection and feedback * Capstone project needs to be more clearly defined | <p>Interdisciplinary projects - this has been an ongoing priority for several years but for many reasons, most notably staff transitions and the pandemic, integration between CTE and core classes has been haphazard. We are now naming that CTE integration will take place in Social Science, Science and Language classes 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, an Advisory Board that meets regularly, 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> |

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| <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 * Extensive partnership with Enlisted Design, a full service design agency with about 200 employees spread across Oakland and Salt Lake City. This year, they've hosted several hands-on participatory workshops for our students at their office that allow students to apply skills they've learned at school in a professional setting and with mentorship from folks in the industry. | <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> |
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| <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 Grades 11/12 * Partnership with One Goal (college/career curriculum, additional support for students in first year after high school) * Expanded dual enrollment opportunities; more than 50% of students will graduate with college credit this year * Post-secondary visits at every grade level * 90%+ college acceptance and FAFSA completion; 80%+ enrollment in post-secondary program * 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"> * Peer mentoring is not formally structured - this feels like a missed opportunity * Need to refine how we deal with credit recovery (better progress monitoring and communication with families) * 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. | <p>Continue expanding and improving the quality of our dual enrollment program until it becomes a seamless and integral part of the student experience at Lighthouse</p> |
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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.

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| <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> |
|------------------------------------|---|

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| Goal #2: By 2026 | All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience |
| Goal #3: By 2026 | More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit |

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 the Design process is a common reference point across all classes and subject areas. |
| | Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. 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 our 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. |
| | Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences |
| Strategic Actions for Goal #3 | Have teachers nominate and encourage students to take Dual Enrollment classes |
| | Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success |
| | Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw |
| | Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school |

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

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|--|------|-------------|-------------------------|----------------|-----|---------------------------------|
| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
| | | | | | | |

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|---|-------------|------|-----------------------|-------------|---------|-------------------------------|
| <p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$82,000.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| <p>Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher</p> | \$20,500.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| <p>Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher This teacher facilitates two core courses in our Pathway, 2D Design (our introductory course for 9th graders) and Graphic Design (our second concentrator course for 11th graders), as well as a CTE Pathway elective, 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 other Pathway teachers, core academic staff, and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p> | \$74,500.00 | 1100 | Certificated Salaries | CTE Teacher | 1.0 FTE | Product Design and Innovation |
| <p>Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher</p> | \$18,625.00 | 3000 | Employee Benefits | | | Product Design and Innovation |

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|---|-------------|------|-----------------------|---------------------|---------|-------------------------------|
| <p>Pathway Coordinator: Salary for .20 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p> | \$24,000.00 | 1300 | Certificated Salaries | Pathway Coordinator | .20 FTE | Product Design and Innovation |
| <p>Benefit Costs associated with the Pathway Coordinator position</p> | \$6,025.00 | 3000 | Employee Benefits | | | Product Design and Innovation |
| <p>Consultant Contract with OneGoal 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. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p> | \$20,000.00 | 5822 | Consultant Services | | | Product Design and Innovation |