MEASURES N AND H - COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940 Oakland, CA 94607



Measures N and H – College & Career Readiness Commission

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File ID Number	24-0720				
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Enactment Number					
Enactment Date					

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment

Services For: Lodestar: A Lighthouse Community Charter Public School 9130

Action Requested and Recommendation

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

Background

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

Competitively Bid Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N

Measure H

Attachments • 2024-2025 Measure N/Measure H Education Improvement Plan - Lodestar

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

2024-2025 MEASURE H BUDGET								
Effective: July 1, 2024 - June 30, 2025								
Resource 9339	Allocation*	Total Expended	Total Remaining					
Measure H	\$181,050.00	\$181,050.00	\$0.00					
*Funding Allocation is becaute a colonally	. 0000 04 -4		-:					

*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (213) multiplied by the per pupil amount of \$850.

School: LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOL

Site #: 9130

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	соѕт	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9130-1	Media Arts CTE Teacher at 1.0 FTE This teacher facilities two courses that are essential to our Pathway, Intro to Media Arts (9th grade introductory course) & Film Production (10th -grade concentrator course) along with a CTE Pathway elective, such as Screenwriting, Digital Photography, or Film Studies. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150- 200 students.	\$88,496.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Media Arts and Design
9130-2	Benefit Costs associated with the 1.0 FTE Media Arts Teacher	\$22,124.00	3000	Employee Benefits			Media Arts and Design

9130-3	Media Arts CTE Teacher at 0.5 FTE This teacher will facilitate our 11th-grade concentrator course (Documentary Film), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective such as Digital Photo or Film Studies. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150- 200 students. This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE.	\$39,344.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design
9130-4	Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,836.00	3000	Employee Benefits			Media Arts and Design
9130-5	Pathway Coordinator: Salary for .10 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher- education, and others. The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lodestar's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lodestar High School's 200-300 students.	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Media Arts and Design
9130-6	Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Media Arts and Design
9130-7	Stipends for teachers to plan and implement interdisciplinary projects (7 x \$500)	\$3,500.00	1103	Teacher stipends			Media Arts and Design

913	30-8	Benefit Costs associated with teacher stipends	\$875.00	3000	Employee Benefits		

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

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.

School: LODESTAR: A LIGHTHOUSE COMMUNITY CHARTER

PUBLIC SCHOOL

Site #: 9130

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	соѕт	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
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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	Media Arts CTE Teacher at .5 FTE This teacher will facilitate our 11th grade concentrator course (likely Audio Production), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective, Music Production, Animation, and/or Podcasting. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2023-24 (1 FTE) with Measure N funding 0.5 FTE.	\$36,000.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design
9130-4	Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,000.00	3000	Employee Benefits		.5 FTE	Media Arts and Design

9130-5	Consultant Contract with OneGoal Partnership The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. The OneGoal program will serve all 11th and 12th graders a total of approximately 110 students in the 2023-24 school year. The remaining portion of this contract will be paid for through other sources of funding.		5822	Consultant Services		Media Arts and Design
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School Name:	Lodestar: A Lighthouse Community Charter Public School	Site #:	9130	
Pathway Name(s):	Media Arts and Design			

School Description

Lodestar, part of Lighthouse Community Public Schools, opened in 2016 and began operating its high school in 2020. Lodestar currently serves students in grades K-11 and will graduate its first senior class in spring 2024. At full capacity, approximately 750-800 students will attend Lodestar, with a high school enrollment of 250-300 students.

All students at Lodestar participate in our Media Arts Pathway. This pathway is designed to spark creativity, empower students to elevate their voices, and open doors to future opportunities. Through a series of courses and hands-on experiences, students will develop problem-solving, critical thinking, and technical skills that will help them learn and grow in the media arts industry. The Pathway courses we've developed so far are Intro to Media Arts and Film Production; we plan to add 1-2 additional CTE Pathway courses over the next two years. Students can also opt to take one of our CTE electives, digital photography or screenwriting. All of these courses are aligned to the CTE Standards for Media Arts and Design and provide students with the knowledge, skills and resources to engage in hands-on, project-based learning.

School Mission and Vision

At Lighthouse Community Public Schools we believe that all young people have the potential to become lifelong change-makers who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the community, leading to a healthier, more joyful world. We are an innovative model for public education that puts each child at the center of their own learning. The LCPS community is equal parts love and rigor where children discover their unique light within.

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

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Tiedoc refer to this <u>Bata Biotonary</u> for definitions of the maladion	0.		Г		1			
Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	N/A	N/A	80%		85%		90%	
Four-Year Cohort Dropout Rate	N/A	N/A	10%		7.50%		5.00%	
A-G Completion Rate (12th Grade Graduates)	N/A	N/A	70%		78.00%		85.00%	
On Track to Graduate - 9th Graders	94%	96%	90%		90.00%		90.00%	
9th Graders meeting A-G requirements	94%	96%	90%		90%		90.00%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	N/A	N/A	20%		40.00%		60.00%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	N/A	N/A	33.00%		50.00%		65.00%	
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	N/A	N/A	50%		70.00%		90.00%	
College Enrollment Data: Percentage of students enrolling in 2- year colleges within one year of graduation	N/A	N/A	50.00%		45.00%		40.00%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	N/A	N/A	30.00%		40.00%		50.00%	
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	N/A	N/A	70%		80%		90%	
Four-Year Cohort Dropout Rate	N/A	N/A	13%		9.00%		5.00%	
A-G Completion - 12th Grade (12th Grade Graduates)	N/A	N/A	65%		72.50%		80.00%	
On Track to Graduate - 9th Graders	83%	100%	85%		87.50%		90.00%	
9th Graders meeting A-G requirements	83%	100%	85%		87.50%		90.00%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	N/A	N/A	20%		40.00%		60.00%	

Percentage of 12th graders who have passed 1 or more dual nrollment courses with a C- or better	N/A	N/A	25.00%		45.00%		65.00%	
Percentage of 10th-12th grade students in Linked Learning athways	100.0%	100.0%	100.00%		100.00%		100%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	N/A	N/A	50%		70.00%		90.00%	
college Enrollment Data: Percentage of students enrolling in 2- ear colleges within one year of graduation	N/A	N/A	50.00%		45.00%		40.00%	
College Enrollment Data: Percentage of students enrolling in 4- ear colleges within one year of graduation	N/A	N/A	30.00%		40.00%		50.00%	
ROOT CAUSE ANALYSIS Root Cause Analysis is the process of discovering the root cause addicators.	s of problems in ord	der to identify appropria	te solutions. Sites eng	age in this process even	ery 3 years to inform strate	gic actions around	d our identified data	
Indicator Instructions: Complete the Strengths and Challenges columns pold (lines 41-44). Then select ONE of the indicators from lines in peach) to complete. You will complete Strengths and Challen indicators/combinations of indicators.	45-48 (color coded	What is our site doing	Strengths g well that's leading to indicator?	improvements in this	What 1-2 challenge improve	Challenges s are the most sig ements in this indi		
Four-Year Cohort Graduation Rate & Four Year Cohort Drop these two indicators together)	out Rate (Analyze	graders, we do not have 21-22 baseline data to report for many of the required indicators. For the purpose of the root cause analysis, we have analyzed relevant data based on our current school population. Here is some of that data: Percentage of 9th grade (88%) and 10th grade students (84%) on track to graduate * Triennial Student Led Conferences (SLCs) help keep families informed of student progress			*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			
A-G Completion - 12th Grade		* Almost all courses at Lodestar are now A-G approved			them) to set an example * We are still refining credit recovery and data monitoring/tracking systems			
On Track to Graduate - 9th Grade & 9th Graders meeting A (Analyze these two indicators together)	-G requirements	* The vast majority of 9th grade students came to us from Lodestar middle school; this helps ease the transition to high school			* High school graduation and college feel very distant to most 9th graders			
College Enrollment Data: Percentage of students enrolling year colleges within one year of graduation (Analyze thes together)		-			Not applicable			
Percentage of 12th Graders who have participated in an emp internship or similar experience	loyer-evaluated	* 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			
	ge of 10th-12th grade students in Linked Learning pathways 100% of 9th-11th graders are in our Linked Learning pathway "Linked Learning pathway" 100% of 9th-11th graders are in our Linked Learning pathway			* 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 attempte completion and achieved a C- or better in both the Concentrate course				* 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								

Evidence of Strengths Areas For Growth Will any of these categories be a prior yes, which on yes, which on yes, which on yes, which are continuum and instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access to AP, Honors, and Dual enrollment courses and Pathway electives is development for all Lodestar staff are individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access provided through individual student support in class and during office hours *All students provided equitable access from industry professional and promined by support in class and during office hours *All students provided equitable access from industry partners are needed *All students provided equitable access from the support in class and during office hours *All students provided equitable access from industry partners after participation in many subject areas *All students provided equitable access from the support in class and during office hours *All students provided equitable access from industry partners after participation in individual student support in class and durin	
and students with IEPs) are enrolled in Pathway "Students provided with multiple opportunities to demonstrate mastery in all subjects 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 "All students regularly get feedback from teachers and peers "Project-based learning in many subject areas and during office hours "All 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 "All students regularly get feedback from teachers and peers "Project-based learning from the received and development for all teachers at Lodestar High believe that this will make learning meaningful for our students, especial classes. Now that we have some so a Work-Based Learning Provider Assessments Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student "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 Work Based Learning Provider Assessment of Student Work Based Learning Provider Assessment of Student "All students provided equitable access to a range of high-quality wBL experiences across the WBL continuum and rationale students in furnity 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	es?
access to a range of high-quality WBL experiences across the WBL continuum and rationale experiences across the WBL continuum and rationale experiences across the WBL continuum and rationale experiences across the WBL continuum "WBL plan informed by input from students, staff and industry 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, promote WBL continuum and rationale students do not consistently get feedback from industry professionals and community partners after participation in WBL activities "WBL continuum and rationale experiences across the WBL continuum and rationale students do not consistently get feedback from industry professionals and community partners after participation in WBL activities "WBL continuum and rationale experiences across the WBL continuum and rationale experiences with the students do not consistently get feedback from industry professionals and community partners after participation in WBL activities "WBL continuum and rationale experiences across the WBL continuum and rationale experiences acros	ts at Lodestar over the with high teacher in the needs, this has not we naming that CTE ocience, Science and arts professional individing planned in pand instructional in the needs of the
profile * Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences)	articulated, promoted,
* 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) * Need to refine credit recovery processes and systems * More student input and leadership needed * Need to continue to promote 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) * 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 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)	odestar, both in terms of
2023-2024: YEAR ONE ANALYSIS	
Pathway Strategic Goals	

Based on the sta Achievable, Rele of students will c	y Strategic 3 Year Goals andards assessment, your data indicators and root cause analysis, wh evant & Time-Bound) using language from the Standards as a guide (omplete it after any type of WBL activity. We will share responses with d use information to update the pathway WBL plan.	when relevant). Goals	should start with the "l	By 2026" Example:	By 2026 we will create and	d utilize a WBL re	flection form and 100%		
Goal #1: By 2026	We will implement at least 2 interdisciplinary projects per gractimes per year). We will steadily ramp up our integrated proje						times per semester (4		
Goal #2: By 2026	All students will complete passage requirements at each grac or similar personal/professional development experience.	e level that include	Work-Based Learnin	g experiences; by 20	026, all students will gra	duate having co	ompleted an internship		
Goal #3: By 2026	By improving and formalizing systems for monitoring and rep four-year cohort graduation rate will exceed 90% and the A-G			in terms of individua	al students and identified	d subgroups, we	will ensure that the		
Pathway Stra	itegic Actions								
Strategic Action What are 3-5 key	n <mark>s for 2023-24</mark> y strategic actions for 2023-24 that will support you in reaching your ic	lentified 3 year goals?							
	Offer professional development related to our CTE Pathway a classes.	and Linked Learning	to all high school tea	achers so that more	teachers are comfortab	le integrating Me	edia Arts into their		
Strategic	Work with EL school designer to help teachers design and im The school designer works directly with teachers to plan curri		nary projects. EL (pr	eviously called Expe	editionary Learning) is a	national school	reform organization.		
Actions for Goal #1	When creating the master schedule and professional develop projects.	ment calendar, ensu	ire that collaboration	time is set aside for	teachers who will be w	orking together	on interdisciplinary		
	Work with both Pathway Advisory Board and CTE teachers to professionals	plan and implemen	t at least 2 learning e	experiences in each	CTE class that meaning	gfully incorporate	e industry		
	Working with grade level teams and school administration, re	define passage and	graduation requirem	ents to include some	e element of Work-Base	d Learning at al	I grade levels		
	Create a year-long scope and sequence of work-based learning								
Strategic Actions for Goal #2	Set parameters around what it means to complete an interrishin or personal/professional growth experience, create a menu of options for students to complete this requirement, and								
	Evaluate current Learning Management System and grading progress most effectively and efficiently	program in comparis	son to other available	e products to ensure	we have the tools and	technology we n	eed to monitor student		
Strategic	Administration will review student academic progress at least	once every six weel	ks and ensure interv	ention measures are	taken and families are	contacted when	students struggle		
Actions for	Refine credit recovery processes and systems (such as where	should students rep	peat a course with yo	ounger students vs.	doing online credit recov	/ery)			
Goal #3	Many of the students with IEPs who struggle academically an teachers to improve attendance.	e also chronically ab	sent. We need to ide	entify the reasons for	their absences and wo	rk with students	, families, and		
	Increase coordination between Resource Specialists and other	er staff (teachers, ad	min, counselors, bel	haviorists) to ensure	the success of our IEP	students			
Budget Exp	penditures								
2023-2024 Bu	udget: Enabling Conditions Whole School								
answers the belo For Object Code additional Budge Instructions.	ne Items, enter 3-5 sentences to create a Proper Justification that by equestions. s 1120, 5825 and all FTE, please also make sure to respond to the st Justification questions outlined in the EIP Budget Justification .								
	ecific expenditure or service type? Please provide a brief description age or hyperlinks) and quantify if applicable. COST OBJECT CODE OBJECT CODE POSITION TITLE FTE PATHWAY NAME								
	specific expenditure impact students in the pathway? (Where insider how the expenditure supports your 3-year goals or 2023-24 .)	expenditure impact students in the pathway? (Where							
questions about list of all OUSD's	ou to refer to this list of <u>OUSD's Object Codes</u> if you have which object codes to use. Please note that this is a comprehensive is object codes and not all of them are permissible uses of Measure refer to the Measure N Permissible Expenses document to confirm								

Media Arts CTE Teacher at 1.0 FTE This teacher facilities 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. 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.	\$79,000.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Media Arts and Design	
Benefit Costs associated with the 1.0 FTE Media Arts Teacher	\$19,750.00	3000	Employee Benefits		1.0 FTE	Media Arts and Design	
Media Arts CTE Teacher at .5 FTE This teacher will facilitate our 11th grade concentrator course (likely Audio Production), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective, Music Production, Animation, and/or Podcasting. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2023-24 (1 FTE) with Measure N funding 0.5 FTE.	\$36,000.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design	
Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,000.00	3000	Employee Benefits		.5 FTE	Media Arts and Design	
Consultant Contract with OneGoal Partnership The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools; the program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. The OneGoal program will serve all 11th and 12th graders a total of approximately 110 students in the 2023-24 school year. The remaining portion of this contract will be paid for through other sources	\$4,150.00	5822	Consultant Services			Media Arts and Design	
			1		1		

2024-2025: YEAR TWO

	Pathway Quality Strategic 3 Year Goal ent at least 2 interdisciplinary projects per grade level and	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year? We have already completed 2 interdisciplinary projects this year and we have up to 4 more scheduled to happen before the end of the school year. These included a
professionals at steadily ramp u	ngful interactions between students and industry tleast 2 times per semester (4 times per year). We will p our integrated projects by having a total of 2 or more in nore in 2024-25, and 4 or more in 2025-26.	filmed interview, real estate advertisement, newscast and <i>Novela</i> in Spanish classes, a video essay in Ethnic Studies, a PSA about nuclear fallout in US History, and a travel advertisement in AP World History. These interdisciplinary projects have impacted students in all grade levels at Lodestar. Another form of progress is that we have now honed in on two academic departments where collaboration with Media Arts seems to flourish: Social Studies and Spanish. For 2024-25, we will try to align teacher preps in these departments with those of our Media Arts teachers to further support collaboration on interdisciplinary projects.
include Work-Ba	complete passage requirements at each grade level that ased Learning experiences; by 2026, all students will g completed an internship or similar personal/professional xperience.	Passage was de-emphasized this year due to leadership and staff transitions, but led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science. Two new internship partnerships we'd like to highlight are (1) Soulbeat - an Oakland-based multi-generational multimedia platform that has helped students apply some of the skills they've learned in Media Arts classes; (2) BART - reserved 5 summer internships for Lodestar students; priority was given to students with IEPs
progress at Lod subgroups, we	nd formalizing systems for monitoring and reporting student destar, both in terms of individual students and identified will ensure that the four-year cohort graduation rate will ad the A-G completion rate will be 85% or higher.	We adopted a new LMS/grading program, Schoology; although implementation of this new technology has been a challenge, we hope that in the long term, it will help with monitoring student progress. We carefully tracked student progress towards graduation and A-G completion on a data dashboard to maximize student outcomes. Based on current projections, we are on track to meet our Year 1 benchmark of 70% A-G completion. Given that the class of 2024 is our first graduating class, this year will give us some valuable baseline data to reflect in and plan around moving forward. One thing we need to work on is the timeliness of teacher grading. While there is accountability for teachers to enter grades every six weeks, it would benefit students and families to shorten this feedback loop.
Pathway Stra	tegic Actions Reflection	
2023-2024 Strate	egic Actions	Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
	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.	We conducted one Media Arts based professional development session for our Spanish and Social Studies teachers this year; our CTE teachers also created a bank of how-to videos for using various pieces of Media Arts technology and equipment. Collaboration has now started happening more organically and is often being initiated by core teaching staff.
23-24 Strategic	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.	We created common planning time for Media Arts teachers during crew 1x per week; we also started monthly community of practice meetings for CTE collaboration across Lighthouse/Lodestar Interdisciplinary collaboration between Media Arts and other teachers is largely happening during prep time. We have scheduled a Pathway Advisory Board meeting for later this spring to review our Media Arts curriculum map 9-12
Actions for Goal #1	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.	While we have not brought in industry professionals into all Pathway classes this year, we've had guest speakers/experts in several classes. This is still a growth area as we build our network of connections in the Bay Area Media Arts industry. Moving forward, we're hoping to attract Advisory Board members who can help us tap into their professional networks. Our EL School Designer has been working mostly with admin on leadership development this year, so they were unable to help with integrated projects.
	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	The LE Control Designer has been working mostly with authin on readership development this year, so they were unable to help with integrated projects.
	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	Passage was de-emphasized this year due to leadership and staff transitions, but Led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities,

23-24 Strategic Actions for Goal #2	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.	especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as a biology lab a the UC Berkeley Innovative Genomics Institute and the Headwaters Science Program in AP Environmental Science. We developed a working draft of what it means to complete an internship or personal/professional growth experience: Internships or equivalent personal/professional growth experiences take place for a minimum of 40 hours and provide students with structured opportunities to develop, practice, and demonstrate marketable skills. These experiences may be paid or unpaid, but must be actively supervised by a professional mentor who can ensure that students receive the training, support, and feedback they need to successfully engage in hands-on activities that foster personal/professional growth. Other steps we took to increase WBL opportunities for students are: (1) sent a group of young men to OUSD's Manufacturing Day to learn about opportunities in the construction/building trades; (2) we signed on as a collaborative partner in ACOE's Green Careers Guidance Initiative. This will provide students with additional info and opportunities about the skilled trades over the next two years; (3) Created a partnership with Soulbeat, an Oakland-based multi-generational multimedia platform; (4) Secured 5 paid summer internships at BART, with a focus on providing internships for students with IEPs.							
	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	This year has been structures. The administration i	a learning and devel s reviewing grades e	bus Learning Management System (LMS) and grading program, Altitude, we adopted a new LMS/grading program, Schoology, lopment year with Schoology as we learn how the system works and interfaces with our Student Information System and other every six weeks and reaching out to students/families who are failing classes, prioritizing case management and support of this end, Principal Baldrige conducted "Winter School" during the first week of Winter Break to give a handful of 12th grade					
	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	Schoology, most tea	achers are now enter	ne semester to submit/revise assignments and get their grades up to passing in key classes. After some initial struggles using grades at least every 6 weeks.					
23-24 Strategic Actions for Goal #3	Refine credit recovery processes and systems (such as when should students repeat a course with younger students vs. doing online credit recovery)	online credit recove Through our Comm SPED department a	earning from our lack of success with online credit recovery (Apex) last year, this year we are having students retake classes they failed in person, and only using nline credit recovery as a last resort. This has led to better outcomes for students, though some students are still struggling to pass repeated classes. hrough our Community Schools grant, we hired a MTSS Coordinator to help support chronically absent students. This individual, Jordan Seiden, works closely with our PED department and administration. Mr Seiden is also co-teaching a class called My Other Brother (MOB), that is especially designed to draw in historically						
	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.	disengaged students. Many of the students in this class have IEPs. Our Resource Specialists and aides have made a conscientious effort to push into classes this year and classroom teachers are also pushing into Guided Studies (IEP support) classes to support our students with learning differences.							
	Increase coordination between Resource Specialists and other staff (teachers, admin, counselors, behaviorists) to ensure the success of our IEP students	in a crisis prevention	n institute	nal development for teachers to work with students with moderate/severe learning differences this year and teachers participated ecialists and all teachers are scheduled to discuss students with IEPs and how to support their success					
Pathway Stra	tegic Actions 2024-2025	Weekly meetings be	stween resource op	colarists and air teachers are sericulted to discuss students with Er's and now to support their success					
2024-2025 Strate	-								
	We will implement at least 2 interdisciplinary projects per grafacilitate meaningful interactions between students and indil least 2 times per semester (4 times per year). We will steadi integrated projects by having a total of 2 or more in 2023-24	stry professionals at ly ramp up our		Plan and arrange more consistent planning time between Media Arts teachers and teachers who are collaborating with the Spanish and Social Studies departments; this includes making sure collaborating teachers have common prep time and that additional time is provided as needed during Wednesday staff development time after school.					
Goal #1: By 2026	25, and 4 or more in 2025-26.		New or Revised Strategic Actions for Goal #1	When building our master schedule for 2024-25, ensure that our Media Arts teachers share a common prep with members of the Social Science and Spanish departments. The Pathway Coordinator and administrative team will help support this collaboration.					
				Provide a small stipend for teachers to plan interdisciplinary projects and/or participate in summer externships; this would cover 1-2 summer planning days as well as the extra time needed during the school year to fully implement interdisciplinary lessons. Summer externships could also helps us identify/solidify industry partners.					
				Move EXPO to later in the semester to highlight integrated projects					
	All students will complete passage requirements at each gra Work-Based Learning experiences; by 2026, all students will completed an internship or similar personal/professional dev experience.	I graduate having		Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else					
	елрененье.			Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews.					
Goal #2: By 2026			New or Revised Strategic Actions for Goal #2	Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners					

Goal #3: By 2026	By improving and formalizing systems for monitoring and reprogress at Lodestar, both in terms of individual students and subgroups, we will ensure that the four-year cohort graduation and the A-G completion rate will be 85% or higher.	l identified	New or Revised Strategic Actions for Goal #3	Reach out to other schools who are using Schoology to figure out how to use this technology more effectively Continue MOB program and/or implement other classes focused on motivating disengaged students Continue structured collaboration between Resource Specialists and classroom teachers; provide SPED training for new					
				teachers	conaboration between	resource open	ansis and classicom to	acricis, provide of EB	training for new
Budget Exp Effective July	enditures • 1, 2024 - June 30, 2025								
2024-2025 Bu	dget: Enabling Conditions Whole School								
answers the belove Reference the Med developing the just For Object Codes additional Budget Instructions for - What is the spect (no vague langua - How does the sign possible, also constrategic actions.) We encourage you questions about vomprehensive lisuses of Measures Permissible Experiments, it will be Fully & Approved and will req Approved and will req Approved and will req and significance in the second property of the second	ne Items, enter 3-5 sentences to create a Proper Justification that w questions. agasures N and H Permissible Expenses document when stification. s 1120, 5825 and all FTE, please also make sure to respond to the t Justification questions outlined in the Measures N and H a Proper Budget Justification. cific expenditure or service type? Please provide a brief description age or hyperlinks) and quantify if applicable. pecific expenditure impact students in the pathway? (Where insider how the expenditure supports your 3-year goals or 2024-25 out to refer to this list of OUSD's Object Codes if you have which object codes to use. Please note that this is NOT a st of all OUSD's object codes and not all of them are permissible is N and H funds. Please refer to the Measures N and H minese document to confirm permissibility. adequately detailed to be deemed a proper justification and permissible use of Approved. If additional detail is needed, the justification will be Conditionally utile a Justification Form.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MIN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
This teacher fac Media Arts (9th concentrator co Screenwriting, I must be CTE cr capable of enga curriculum, and design interdisc meaningful way Funding for this Pathway receive pivotal role in ac projects and inv course of the sc	E Teacher at 1.0 FTE cilities two courses that are essential to our Pathway, Intro to grade introductory course) & Film Production (10th -grade urse) along with a CTE Pathway elective, such as Digital Photography, or Film Studies. The teacher in this role redentialed (or in the process of getting their credential), aging students in standards-based, experiential CTE willing to collaborate with staff and other stakeholders to ciplinary projects staff and help students interact in s with industry partners. position is essential to ensuring that students in our e high-quality CTE instruction. This instructor will also play a chieving our goal of planning and implementing integrated rolving industry professionals in student learning. Over the chool year, this teacher will impact the educational 50-200 students.	\$88,496.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Media Arts and Design	Approved	
Benefit Costs as	ssociated with the 1.0 FTE Media Arts Teacher	\$22,124.00	3000	Employee Benefits			Media Arts and Design	Approved	

Media Arts CTE Teacher at 0.5 FTE This teacher will facilitate our 11th-grade concentrator course (Documentary Film), our 12th grade capstone class (Advanced Media Arts), and a CTE pathway elective such as Digital Photo or Film Studies. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with staff and other stakeholders to design interdisciplinary projects staff and help students interact in meaningful ways with industry partners. Funding for this position is essential to ensuring that students in our Pathway receive high-quality CTE instruction. This instructor will also play a pivotal role in achieving our goal of planning and implementing integrated projects and involving industry professionals in student learning. Over the course of the school year, this teacher will impact the educational experience of 150-200 students. This teacher will be a full-time employee in 2024-25 (1.0 FTE) with Measure H funding 0.5 FTE.	\$39,344.00	1100	Certificated Salaries	CTE Teacher	.5 FTE	Media Arts and Design	Approved	
Benefit Costs associated with the 0.5 FTE Media Arts Teacher	\$9,836.00	3000	Employee Benefits			Media Arts and Design	Approved	
Pathway Coordinator: Salary for .10 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others. The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lodestar's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lodestar High School's 200-300 students.	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Media Arts and Design	Approved	
Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Media Arts and Design	Approved	
Stipends for teachers to plan and implement interdisciplinary projects (7 x \$500)	\$3,500.00	1103	Teacher stipends			Media Arts and Design	Approved	
Benefit Costs associated with teacher stipends	\$875.00	3000	Employee Benefits				Approved	

	MEAS	URE N 202	22-2023 (CARRYOVER	PLAN			
School Name	LODESTAR: A LIGHTHOUSE CO SCHOOL	E COMMUNITY CHARTER PUBLIC			Program Number			9130
Why were you unable to expend all your funds in the 2022-2023 school year?	We budgeted more for benefits than the actual b	penefits cost and t	therefore had u				rom 2021-22.	
	Funds Received in Fiscal Year 2022-2023		\$105.718.35		yover Amount from	Fiscal Year 2022-2023		\$20,227.10
`	including accumulated carryover from previous years) vover Amount from Fiscal Year 2022-2023		\$20,227.10		Total Budge	eted Amount		\$20,227.10
	022-2023 Carryover to Measure N Funds		19.1%			ning Amount		\$0.00
	,					J	1	, 5.55
NOTE:	Measure N funds are to be expended during cannot be paid for from Carryover funds.	the fiscal year	for which the	Measure N Education	on Improvement Plan	was approve	d. Expenses from p	revious fiscal years
Directions:	Please provide a detailed explanation as to it supports and aligns to specific parts of you **Proper justification is required below and s Consultant Contracts online, etc. Examples linked below.	ur Measure Ń Eo should be used v	ducation Impr when creating	ovement Plan (EIP) ı an Escape Purchas	to support students a se Order request, But	and pathway o	development. Journal Entry reque	st, HRA request,
Resources:	2023-2024 Measures N and H Permissible I	<u>Expenses</u>						
	Measures N and H Justification Examples -	A Resource for	EIP Developn	<u>nent</u>				
that answers the below questions. For Object Codes 1120, 5825 and the additional Budget Justification Instructions - What is the specific expenditure of description (no vague language or - How does the specific expenditury your 2022-23 pathway goals/strate. We encourage you to refer to this I questions about which object code comprehensive list of all OUSD's comprehensive list of all OUSD's comprehensive list of all OUSD's control of the second	list of OUSD's Object Codes if you have es to use. Please note that this is a object codes and not all of them are permissible refer to the Measures N and H Permissible	соѕт	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?

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 ensuring students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. Our contract with OneGoal is for \$50,000 per year across both of our sites. Lodestar's portionn of services is about 40% of this or \$20,000 total. We are already paying for \$4150 of our OneGoal expenses through our Measure N/H approved budget.	\$15,827.10	5822	Consultant Services		Whole School	Integrated Student Supports
Consultant Contract with Oakland Public Ed Fund to facilitate and pay-out Lighthouse Student Internship stipends during the school year, through June 30, 2024 In order to increase the number of students participating in internships, a valuable form of work-based learning which typically take place outside of school hours, we are seeking to partner with the Oakland Education Fund to offer internship stipends. Stipends would be awarded to students 2x per semester for 3-6 hours of work per week. Some internships will be based within our organization such as with our Development Team and Business Office, while others will be based off site at local businesses and organizations. Students will receive stipends of approximately \$500 per semester and we are aiming to provide 8 paid internships over the course of the school year. (\$500 x 8 = \$4,000. The other \$400 in our budget comes from the 10% administrative fee charged by the Oakland Education Fund (\$4,000 x .10 = \$400; \$4,000 + 400 = \$4400)	\$4,400.00	5822	Consultant Services		Whole School	Work-Based Learning





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

Lodestar: A Lighthouse Community Charter Public School

Checklist of Required Elements:

✓ Submitted Measures N and H Education Improvement Plan

✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of: • Meaningful reflection about progress toward strategic goals (whole school and pathway) • Clear articulation of connections between these reflections and new or adapted strategic actions • Evidence of progress toward pathway programs' quality standards	(grade 9); (grade 10) Capstone addition, L Electives: Film Studi • 100% of L pathway a 2024 grad Index, exc • An examp included ir described shown at 1	Digital Photo, So es. Lodestar students and Lodestar anti- luates will qualify beeding the benche of a Lodestar of the EIP present and Lodestar Film	urses: Film/Vide ary Film (grade 1 ed Media Arts (Ge following pathoreenwriting, Brosparticipates that appleas CTE comple hmark identified documentary film tation and other tudent document Showcase @ S	o Production 1); and a Grade 12). In way-related CTE badcasting, and the Media Arts roximately 75% of tters on the CCI in the EIP. In project was examples were taries were





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





progress and intervene as needed.

- The MTSS Coordinator helps to address chronic absenteeism.
- Over \$100,000 has been invested in media arts equipment over the past two years. This investment was supported by funding from CTEIG and private philanthropy.

Feedback for continued progress monitoring:

- Since Measure N & H/ Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might Lodestar involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Silver Standards (and eventually Linked Learning Gold Standards)? How might Lodestar create a shared sense of purpose and shared responsibility by engaging stakeholders in backward mapping and forward planning related to the Linked Learning Silver Certification Standards?
- EIP and presentation refer to common planning time for teachers. Progress monitor the effective use of this time and what, if any, coaching might be beneficial for teachers in their common planning toward integrated practices.

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
 Strategic Actions Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the 	aligned w • New or e support f	evised strategic activith the three domainhancement strategor interdisciplinary of the of courses in the	ns of Linked Learn gic actions for 2024 collaboration throug	ing. 1-25 include gh strategic





theory of action and achieving the identified goals

 Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

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

Feedback for continued progress monitoring:

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





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

Category	Strategic & Partially Strategic & Strategy & Aligned 4 Strategic & Alignment 2 Missin Non-Con					
 Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25. Budget A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	aligned There is expend The El highligh Media includir OCAP, applied	I with the three do is a clear through ditures with strate P PowerPoint pre hted the ways in a Arts pathway are ng K12 Strong W and Community I for a Golden Sta	oudget justifications omains of Linked I aline that connects egic actions. esentation included which various eler funded through of orkforce Program, Schools. Lodestar ate Pathways in behave	Learning. budget d a chart that ments of the ther grants, CTEIG, CCAP, has also gram planning		

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.





Rating¹: Approved

Strengths:

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

Key Questions:

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

Budget Feedback:

¹Fully Approved

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

Approved

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

Conditionally Approved

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





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

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

What	Suggested Lead	Deliverable	Date
Not applicable			