

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

1016 Union Street, #940  
Oakland, CA 94607-



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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# Memo

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

**From** Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

**Board Meeting Date**

**Subject** Services For: Lighthouse Community Charter High School

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Lighthouse Community Charter High School as “Approved,” with a base allocation of \$224,400.00, for a total amount not to exceed \$224,400.00.

**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 H

**Attachments**

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

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## Lighthouse Community Charter High School

# Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

### 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, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

**Rating<sup>1</sup>:**    **Fully Approved**    **Approved**    **Conditionally Approved**

**Strengths:**

- Lighthouse demonstrates a strong foundation for pathway implementation through investment in CTE staffing, clear and measurable pathway outcomes, and a coherent, grade-level progression of experiences that support student skill development and postsecondary planning.

**Key Questions:**

- How will the budget and implementation more fully address gaps in work-based learning, dual enrollment, and industry engagement while clearly tying investments to measurable student outcomes?

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

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning 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

Lighthouse Community Charter High School

**Measures N and H 2026-2027 Education Improvement Plan Assessment**

**(Year Four of a Four-Year Cycle)**

- How can alignment between the Program of Study, Master Schedule, and pathway courses be strengthened, along with clearer distinctions in work-based learning and expanded integration across core academics?

**Budget Feedback:**

- See below

**Next Steps for Conditionally Approved Schools: N/A**

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

**Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)**

**Instructions:** Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic &  
Aligned**

**Partially  
Strategic &  
Aligned**

**Unclear  
Strategy &  
Alignment**

**Missing or  
Non-Compliant**

4

3

2

1

- The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

- Expenditures include complete justifications demonstrating alignment between the expense and 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).

**Score:   3**

**Rationale:** Provide feedback only if the site receives a score of 3 or below.

The Lighthouse 2026–27 budget demonstrates alignment to pathway strategic goals through its investment in CTE teaching positions that support course sequencing, interdisciplinary projects, and capstone experiences. These expenditures contribute to the delivery of rigorous pathway instruction. However, the budget does not fully address other pathway strategic goals, particularly in the areas of work-based learning, dual enrollment, and industry engagement. The budget justifications would be strengthened by more clearly articulating measurable student outcomes.

Lighthouse Community Charter High School  
**Measures N and H 2026-2027 Education Improvement Plan Assessment**  
*(Year Four of a Four-Year Cycle)*

Criterion: Evidence of Progress and Linked Learning Implementation	
Section to be completed by Measures N and H Staff	
<p><b>Instructions:</b> Review the <i>Work-Based Learning template</i>, <i>Master Schedule</i>, and <i>Program of Study</i> to demonstrate an understanding of and development of high-quality pathway implementation.</p>	
<input type="checkbox"/> Program of Study	<ul style="list-style-type: none"> <li>- Some of the courses included in the Program of Study are not reflected as pathway classes in the Master Schedule. With the next revision, clarify in the PoS which courses are taken by all students and reflect integration with the career theme and standards.</li> <li>- Graduate profile and pathway outcomes are clear and measurable, lending themselves to CTE, core academic, and staff collaboration in service of students' mastery. If not yet done, consider developing grade-level benchmark outcomes (and related rubrics) to drive collaboration, integration, and design of opportunities for students to practice and master skills and content. With the potential for two parallel pathways (Product Design and Health), crystal clear outcomes with shared rubrics can drive the cohort experience for students through core academics.</li> <li>- Robust two- and four-year colleges visits</li> </ul>
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> <li>- With the update of WBL plan, distinguish which activities are work-based learning (with industry) and which are career preparatory.</li> <li>- Activities spiral intentionally from grades 9-12, providing ample opportunities to inform students' postsecondary goals and plans.</li> <li>- Consider educator externships to deepen core academic teachers' readiness to integrate career themes and standards. <a href="#">OUSD Educator Externship Manual</a></li> </ul>
<input type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> <li>- Grades 10-12 cohorts are clear; was Advanced Design meant to be colored for the 12th grade cohort? Or is it not color-coded because it will be rolled out in the coming year (as described in the "Notes" document)?</li> <li>- The "Notes on our Master Schedule for 2026-2027" provided invaluable insight into the school's plans and strategic thinking.             <ul style="list-style-type: none"> <li>- Thoughtful context in the "Notes" document about the anticipated increase in enrollment and programmatic adjustments anticipated to accommodate new students.</li> <li>- Detailed planning is provided in the "Notes" to achieve signature projects at each grade level.</li> </ul> </li> </ul>

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$224,400.00	\$224,400.00	\$0.00

*\*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (264) multiplied by the per pupil amount of \$850.*

School: Lighthouse Community Charter High School

Site #: 9127

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
9127-1	<p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. 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>	\$94,520.00	1105 - Teacher Salaries	Teacher Salaries	CTE Teacher	1.00	Product Design and Innovation	1
9127-2	Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$23,630.00	3000-3999 - Benefit Costs	Benefit Costs			Product Design and Innovation	2
9127-3	<p>Teacher Salary for 1.0 FTE: CTE 2D Design/Graphic Design 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 Pathway electives such as Digital Photography and Screenprinting 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>	\$85,000.00	1105 - Teacher Salaries	Teacher Salaries	CTE Teacher	1.00	Product Design and Innovation	3
9127-4	Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$21,250.00	3000-3999 - Benefit Costs	Benefit Costs			Product Design and Innovation	4
9127-5								5
9127-6								6
9127-7								7
9127-8								8
9127-9								9
9127-10								10
9127-11								11

<b>School Name:</b>	Lighthouse Community Charter High School	<b>Site #:</b>	9127
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<b>Pathway Name(s):</b>	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 (LCHS), 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**

<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>302</b>									
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCHF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe		
	49.7%	50.0%	88.4%	85.1%	29.5%	15.2%	1.3%	14.6%	NA		
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported		
	7.3%	0.0%	0.7%	86.8%	0.3%	0.7%	3.3%	0.3%	0.7%		
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>						<b>Male</b>				

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
Please refer to this Data Dictionary for definitions of the Indicators. \* Denotes changes for 2024-25 for continuation schools

<i>Whole School Indicator</i>	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	97.3%	92.4%	97.0%	89.6%	N/A	97.0%	89.3%	N/A	N/A	N/A	97.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	1.4%	6.3%	>3%	6.5%	N/A	>3%	10.7%	N/A	>3%	N/A	>3%
A-G Completion - 12th Grade (12th Grade Graduates)	85.0%	90.4%	87.0%	93.3%	N/A	88.5%	89.5%	N/A	90.0%	N/A	90.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	92.0%	97.0%	93.0%	97.0%	N/A	94.0%	86.0%	TBD	95.0%	N/A	95.0%
9th Graders meeting A-G requirements	92.0%	97.0%	93.0%		N/A	94.0%	86.0%	TBD	95.0%		95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.0%	20.0%	40.0%	28.9%	N/A	60.0%	26.4%	N/A	80.0%		80.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	36.0%	57.0%	50.0%	46.0%	N/A	62.5%	62.0%	TBD	75.0%		75.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%	100.0%	100.0%	100.0%		100.0%
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%	95.0%	92.0%	92.8%	N/A	93.0%	97.2%	TBD	94.0%		94.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	32.0%	19.0%	35.0%	TBD	N/A	37.5%			40.0%		40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	50.0%	64.0%	50.0%	TBD	N/A	50.0%			50.0%		50.0%
<i>Focal Student Population Indicator</i>	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	97.1%	93.8%	97.0%	94.7%	N/A	97.0%	94.3%	TBD	97.0%		97.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	0.0%	6.3%	>3%	5.3%	N/A	>3%	TBD	TBD	>3%		>3%
A-G Completion - 12th Grade (12th Grade Graduates)	80.0%	90.0%	83.0%	89.0%	N/A	86.0%	91.0%	TBD	90.0%		90.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	95.0%	94.0%	93.0%	97.0%	N/A	94.0%	84.0%	TBD	95.0%		95.0%
9th Graders meeting A-G requirements	95.0%	94.0%	93.0%	97.0%	N/A	94.0%	84.0%	TBD	95.0%		95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.0%	13.0%	35.0%	9.0%	N/A	55.0%	21.0%	TBD	80.0%		80.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	32.0%	53.0%	45.0%	44.0%	N/A	60.0%	52.0%	TBD	75.0%		75.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%	100.0%	100.0%	100.0%		100.0%
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%	90.0%	85.0%	86.0%	N/A	90.0%	97.0%	TBD	95.0%		95.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.0%	23.0%	32.0%	TBD	N/A	36.0%	21.0%	TBD	40.0%	40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	41.0%	52.0%	44.0%	TBD	N/A	48.0%	32.0%	TBD	50.0%	50.0%

<b>ROOT CAUSE ANALYSIS</b>		
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.		
<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<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>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b>	* 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
<b>A-G Completion - 12th Grade</b>	* 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.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>	* 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
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>	* 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.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	* 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	* 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	* 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	* 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	* Pathway participation is an expectation for all students at our high school	* Lack of choice in Pathway selection, means that it takes many students some time and convincing to buy-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	* Most 12th grade students really bought into our capstone project (bookshelf design) last year and this helped with course outcomes.	* 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.

<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>			
	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	* 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	* 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	<b>Interdisciplinary projects</b> - 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.  <b>More industry participation</b> 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><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>* All students provided equitable access to a range of high-quality WBL experiences across the WBL continuum</li> <li>* WBL plan informed by input from students, staff and industry partners</li> <li>* 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.</li> </ul>	<ul style="list-style-type: none"> <li>* We need to better articulate and promote WBL continuum and rationale</li> <li>* Students do not consistently get feedback from industry professionals and community partners after participation in WBL activities</li> <li>* WBL continuum still in flux - need to figure out how to connect the range of experiences we offer to different classes, grade levels, programs, grad profile</li> <li>* Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences)</li> </ul>	<p>WBL opportunities need to be better articulated, promoted, codified, tracked, and measured.</p>
<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>* College/career support integrated into school day for all students through advisory and College/Career Seminar in Grades 11/12</li> <li>* Partnership with One Goal (college/career curriculum, additional support for students in first year after high school)</li> <li>* Expanded dual enrollment opportunities; more than 50% of students will graduate with college credit this year</li> <li>* Post-secondary visits at every grade level</li> <li>* 90%+ college acceptance and FAFSA completion; 80%+ enrollment in post-secondary program</li> <li>* Triennial student-led conferences help with progress monitoring and goal setting</li> <li>* In the process of putting a MTSS system in place to help ensure we meet the needs of more students and families (wrap-around services)</li> </ul>	<ul style="list-style-type: none"> <li>* Peer mentoring is not formally structured - this feels like a missed opportunity</li> <li>* Need to refine how we deal with credit recovery (better progress monitoring and communication with families)</li> <li>* More student input and leadership needed</li> <li>* Need to continue to promote dual enrollment program to students, families and teachers in order to get a broader group of students to participate.</li> </ul>	<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>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p><b>Goal #1:</b> By 2026</p>	<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2027, all students will graduate having completed an internship or similar personal/professional development experience</p>
<p><b>Goal #3:</b> By 2026</p>	<p>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</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p><b>Strategic Actions for Goal #1</b></p>	<p>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.</p> <p>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.)</p> <p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.</p> <p>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</p>
<p><b>Strategic Actions for Goal #2</b></p>	<p>Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels</p> <p>Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum</p> <p>Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.</p> <p>Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences</p>
<p><b>Strategic Actions for Goal #3</b></p>	<p>Have teachers nominate and encourage students to take Dual Enrollment classes</p> <p>Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success</p> <p>Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw</p> <p>Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school</p>

<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						
<b>BUDGET JUSTIFICATION</b>						
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.                      - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a>, if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>						
<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	
<p><b>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher</b>                      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><b>Benefit Costs</b> associated with the 3D Design/Advanced Design/CAD teacher</p>	\$20,500.00	3000	Employee Benefits			Product Design and Innovation
<p><b>Teacher Salary for 1.0 FTE, 2D Design/Graphic Design/Digital Photo Teacher</b>                      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><b>Benefit Costs</b> associated with the 2D Design/Graphic Design/Digital Photo Teacher</p>	\$18,625.00	3000	Employee Benefits			Product Design and Innovation
<p><b>Pathway Coordinator: Salary for .20 FTE</b>                      Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with 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><b>Benefit Costs</b> associated with the Pathway Coordinator position</p>	\$6,025.00	3000	Employee Benefits			Product Design and Innovation

<p><b>Consultant Contract with OneGoal</b> The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools. The program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p>	<p>\$20,000.00</p>	<p>5822</p>	<p>Consultant Services</p>			<p>Product Design and Innovation</p>
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**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>	<p>Significant leadership and staff changes (a new high school Principal and a new 2D Design Teacher among others) prevented us from realizing this goal, however, we have made some steps in the right direction. Most notably, we have started to explicitly identify how/where interdisciplinary collaboration will take place in our high school. This will allow us to focus our efforts in creating common planning time and administrative support moving forward. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). This semester we are piloting some integration of environmental science concepts in Advanced Design by having students assess the sustainability of the materials they are using for their capstone projects. Environmental Science students also had the opportunity in Semester 1 to attend the Headwaters Science Institute, in which they used design principles and the scientific method to implement and present their own scientific research project.</p>
<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience</p>	<p>Passage was de-emphasized this year due to leadership and staff transitions, but led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for 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, 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 and Pacific Charter School Development partnership in CAD class.</p> <p>Funding for our Work-Based Learning Coordinator position is set to run out at the end of this school year. We are currently applying for other grants to fund this role as well as a Service Learning Coordinator position. If neither of these roles is funded, we will need to figure out who will lead our WBL work.</p>
<p>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</p>	<p>In 2023, 57% of 12th-grade students graduated with some college credit with 30% of seniors earning at least 6 units. We are estimating similar numbers this year. These outcomes show the tremendous growth in our dual enrollment program over the past few years, but to get to 80% of students earning college credit and more than 50% earning more than 6 units of credit, we likely need to add another dual enrollment class to our master schedule and continue working to find ways to incentivize, promote and support dual enrollment.</p> <p>Ongoing partnership with the Peralta Summer Institute has also helped us to increase dual credit opportunities for students.</p>

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>		<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
<p><b>23-24 Strategic Actions for Goal #1</b></p>	<p>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.</p> <p>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.)</p> <p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.</p> <p>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</p>	<p>With a new principal and many new teachers in our high school this year, we have not yet conducted a professional development session on the Design process for all high school staff. As we plan for next year, this should be prioritized during our summer PD, or early in the fall.</p> <p>Our EL School Designer worked primarily with school leaders this year so our Pathway Coordinator tried to support interdisciplinary collaboration. One learning we had here is that this sort of planning works best when partnerships are identified ahead of time so that collaboration can be carefully planned and structured. That said, even though we did not meet our goal of implementing 2+ interdisciplinary projects per grade level, we did identify how/where interdisciplinary collaboration will take place at each grade level. Specifically, what we've decided is that our 2D/Graphic Design teacher will collaborate with Social Studies teachers, US History in Semester 1 and Ethnic Studies in Semester 2, and our 3D Design/Advanced Design teacher will work with Science teachers, Biology in Semester 1 (focus on biomimicry) and AP Environmental Science in Semester 2 (focus on sustainability). Identifying these interdisciplinary partnerships in advance will allow us to structure common planning time and administrative support for these endeavors into our plans for next school year.</p> <p>Some but not all CTE classes have meaningfully incorporated industry professionals this year. For example, all students in our CAD class are working with architects and project managers at Pacific Charter School Development Group to see how building renovations are designed and actualized. Our CTE teachers also worked with Enlisted Design to plan immersive workshops at their design studio for students in grades 9 and 12 later this spring, but these workshops are currently on hold due to staffing changes at Enlisted. It can be hard to get working professionals into classes or to get whole classes/grade levels of students to visit industry professionals at their workplaces. One strategy we may need to employ more regularly is to have professionals speak to students on zoom.</p>
<p><b>23-24 Strategic Actions for Goal #2</b></p>	<p>Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels</p> <p>Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum</p> <p>Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.</p>	<p>Passage was de-emphasized this year due to leadership and staff transitions, but...</p> <p>Led by our Work Based Learning Coordinator and College/Career Success Team, we implemented a scope and sequence of WBL activities in grades 9-12. These included: a career fair for all students 9-12, career exploration and job shadow day for all 10th grade students, professional aspirations project in One Goal class for all 11th graders, One Goal Bay Area Summit (featuring career panels and opportunity fair) for all 11th and 12th grade students, and expanded internship opportunities, especially for students in grades 11-12. We also had more WBL opportunities that were integrated into classes this year, such as the Headwaters Science Program in AP Environmental Science.</p> <p>We developed a working draft of what it means to complete an internship or personal/professional growth experience: Internships or equivalent personal/professional growth experiences take place for a minimum of 40 hours and provide students with structured opportunities to develop, practice, and demonstrate marketable skills. These experiences may be paid or unpaid, but must be actively supervised by a professional mentor who can ensure that students receive the training, support, and feedback they need to successfully engage in hands-on activities that foster personal/professional growth.</p> <p>We conducted informal focus groups with young men which indicated that they'd like more WBL experiences related to the construction/building trades. Automotive technology is</p>

	Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences	We conducted informal focus groups with young men from across the city to identify their interests and experiences related to the work-based learning model. A second focus group was another popular field of interest among the young men in our community. Based on this data, we took the following actions: (1) sent a group of young men to OUSD's Manufacturing Day to learn about opportunities in the construction/building trades; (2) partnered with Local 104 to make their union apprenticeship training center one of our sites for our 10th grade Job Shadow Day, and sent a mostly male group of students there; (3) collaborated with Pacific Charter Schools Development Group to create some WBL opportunities for students to get involved with upcoming building renovations at our school sites; (4) Partnered with the MESA program at UCSF to offer hands-on inquiry-based engineering projects to students after school (5) 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.
<b>23-24 Strategic Actions for Goal #3</b>	Have teachers nominate and encourage students to take Dual Enrollment classes	The number of students taking and completing dual enrollment classes has increased significantly this year.
	Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success	We've made a conscientious effort to better promote the dual enrollment program to students, families, and staff. This included our first Dual Enrollment Info Night for families at the beginning of the year.
	Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw	We didn't have students sign a contract but have made the expectations of dual enrollment very explicit to students before they enroll and reiterated these during the first few weeks of class. This seems to have been effective. Very few students (<5%) dropped dual enrollment courses this year.
	Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school	We drafted an honors diploma policy for students who complete more than 6 units of college credit which is awaiting approval from our Board. We also solicited input from students about what dual enrollment classes they were most interested in taking and used this input to inform our selection of dual enrollment classes.

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<b>Goal #1:</b> By 2026	We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.	<b>New or Revised Strategic Actions for Goal #1</b>	Embed interactions with industry professionals in our 9-12 curriculum map based on course content. For example, 11th graders in Graphic Design class will interface with professionals in the graphic design and fashion industries.
			When building our master schedule for 2024-25, ensure that our 2D Design/Graphic Design teacher shares a common prep with the US History teacher and the Ethnic Studies teacher, and the 3D Design/Advanced Design teacher shares a common prep with our Environmental Science and Biology teachers. 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 help us identify/solidify industry partners.
			Organize at least one professional development workshop for all high school teachers about Design Thinking and the Design Cycle; this will help ensure that all teachers are familiar with key concepts in our Pathway and may also provide inspiration for other integrated projects
<b>Goal #2:</b> By 2026	All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience	<b>New or Revised Strategic Actions for Goal #2</b>	Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else
			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.
			Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes.
			Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners Pathway team will identify and participate in at least 2 events for local design professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities.
<b>Goal #3:</b> 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	<b>New or Revised Strategic Actions for Goal #3</b>	Explore and potentially pilot adding a 4th dual enrollment block in the Master Schedule; increase the number of students participating in the Peralta Summer Institute and other summer opportunities that lead to college credit
			Start awarding honors diplomas to students in the class of 2025 who have completed 6+ units of college credit
			Continue promoting dual enrollment opportunities to students, parents, and staff with clear communication around academic expectations
			Form a Student Pathway Leadership Team composed of 3-5 students who meet at least once per grading cycle (6 times per year) and can provide staff and Advisory Board with feedback on learning opportunities and student support systems. Work with MTSS coordinator and our school counseling team to better understand and reduce chronic absenteeism, especially among high school boys

**Budget Expenditures**

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

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

<b>BUDGET JUSTIFICATION</b>								
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 8825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .								
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.								
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)								
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>								
***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.								
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)	Conditionally Approved (Justification Form is required)	(protected cells below to be completed by MN/H staff only)
						(protected cells below to be completed by MN/H staff only)		

<p><b>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher</b>                  This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. 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>	\$91,256.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved
Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$22,814.00	3000	Employee Benefits			Product Design and Innovation	Approved
<p><b>Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher</b>                  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 Pathway electives such as Digital Photography and Screenprinting. 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>	\$81,644.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved
Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$20,411.00	3000	Employee Benefits			Product Design and Innovation	Approved
<p><b>Pathway Coordinator: Salary for .10 FTE</b>                  Role includes coordinating Pathway development and documentation in accordance with our Measures N and H 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/H 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>	\$13,500.00	1300	Certificated Salaries	Pathway Coordinator	.1 FTE	Product Design and Innovation	Approved
Benefit Costs associated with the Pathway Coordinator position	\$3,375.00	3000	Employee Benefits			Product Design and Innovation	Approved
Stipends for teachers to plan and implement interdisciplinary projects (8 x \$500)	\$4,000.00	1103	Teacher stipends			Product Design and Innovation	Approved
Benefit Costs associated with teacher stipends	\$1,000.00	3000	Employee Benefits			Product Design and Innovation	Approved
<b>2025-2026: YEAR THREE</b>							
<b>Pathway Strategic Goals</b>							
<i>Pathway Quality Strategic 3 Year Goal</i>	<p><b>Check in on 3-Year Goals</b>                  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?</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>We implemented one exemplary interdisciplinary project in 2024-25 and were on track to implement a second one before our 2D/Graphic Design teacher quit in early February. Student engagement in the one interdisciplinary project we did complete this year was high. While we are not on track to meeting our goal of 3 interdisciplinary projects this year, notable progress has been made in establishing the conditions that make interdisciplinary collaboration possible - common planning time, teacher stipends, and professional development. If we can retain most of our staff and leaders next year, there is a good chance we can implement 4 integrated projects over the year and accomplish our 3-year goal.</p>						

<p>All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience</p>	<p>With a brand new administrative team and many new/inexperienced teachers, passage requirements have been de-prioritized this year in lieu of more fundamental instructional practices and needs. That said, we are looking to pilot some work-based learning processes in 10th grade passage this year including resume development and mock interviews. If this goes well, we could solidify this practice in Grade 10, and work on building out similar experiences at other grade levels in 2025-26. Given where we are at, a realistic goal is to commit to including work-based learning requirements in our passage process for at least two grade levels next year.</p> <p>In terms of internships, we've done our best to maintain and develop relationships with community partners in 2024-25 while also exploring avenues to secure more attainable and sustainable work-based learning opportunities. Unfortunately, our advisory board has not produced many internship opportunities, and without a Work-Based Learning Coordinator, our bandwidth to form and nurture new industry partnerships has been limited. For the most part, we've simply been trying to sustain some of our existing connections with partners such as PCSD, Galaxy Explorers, Headwaters Science Institute, Genesys Works, and others. However, given that these opportunities are limited, we've also invested in some educational platforms (Willow, Pilot City) that allow students to access work-based learning and internships on their computers. While these are inferior alternatives to in-person, industry experiences, we believe that they still have value and are worth exploring. Looking ahead to next year, we are excited to implement some more school-based internships and hire another Work-Based Learning Coordinator, while continuing to put effort into growing industry partnerships.</p> <p>Given this reality, it doesn't feel realistic to expect 100% of our seniors to complete an internship or personal/professional experience by 2026. When we set this goal, we didn't anticipate a gap in available funding for a Work-Based Learning Coordinator, that "working from home" would become the new normal for many professionals (making in-person internships harder to coordinate), or that securing design-related internships would be so challenging. All that said, for next year, we believe a realistic goal is that at least <b>50%</b> of our seniors will graduate having completed an internship or similar personal/professional development experience.</p>
<p>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</p>	<p>Our intensive focus on dual enrollment over the past three years has led to tremendous growth in this area. Among this year's senior class, 45 of 73 students (62%) have already earned college credit, with several more currently enrolled in college classes. Moreover, many of these students are graduating with at least a full semester (12+ units) of college credit.</p> <p>Although our 3-year goal is ambitious, looking at current data for the class of 2025, we are close to meeting or exceeding our targets of having 80% of graduates earn college credit and at least 50% of students graduate with more than 6 units of college credit. As of right now, 73% of students in the Class of 2026 have earned college credit and 43% have earned more than 6 units of college credit. One potential obstacle to reaching our goal is that Merritt and Laney are cutting their dual enrollment classes with charter schools next fall. We are currently exploring options for replacing these partnerships, such as working with Berkeley City College, College of Alameda and Las Positas College.</p>

**Pathway Strategic Actions Reflection**

**2024-2025 Strategic Actions**

**Reflection on 2024-2025 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?

<p><b>24-25 Strategic Actions for Goal #1</b></p>	<p>Embed interactions with industry professionals in our 9-12 curriculum map based on course content. For example, 11th graders in Graphic Design class will interface with professionals in the graphic design and fashion industries.</p> <p>When building our master schedule for 2024-25, ensure that our 2D Design/Graphic Design teacher shares a common prep with the US History teacher and the Ethnic Studies teacher, and the 3D Design/Advanced Design teacher shares a common prep with our Environmental Science and Biology teachers. The Pathway Coordinator and administrative team will help support this collaboration.</p> <p>Provide a small stipend for teachers to plan interdisciplinary projects and/or participate in summer externships; this would cover 1-2 summer planning days as well as the extra time needed during the school year to fully implement interdisciplinary lessons. Summer externships could also help us identify/solidify industry partners.</p> <p>Organize at least one professional development workshop for all high school teachers about Design Thinking and the Design Cycle; this will help ensure that all teachers are familiar with key concepts in our Pathway and may also provide inspiration for other integrated projects</p>	<p>Common preps between CTE teachers and other staff were strategically built into the Master Schedule in 2024-25. This led to a stellar collaboration between our 3D Design teacher and Biology teacher in fall 2024 in which all 70 of our 10th-grade students created models showing the evolution of different species over time, including representations and explanations of future species. We had another collaboration between 2D Design and Ethnic Studies planned for this spring, but our 2D Design teacher quit in early February. Collaboration was also facilitated this year through stipends of \$500 per teacher per approved interdisciplinary project. Our new MESA (Math Engineering Science Achievement) elective is also integrating elements of the Design Thinking process into the curriculum.</p> <p>We did not send any teachers on externships in summer 2024, but are currently looking for 1-2 teachers to attend a one-week externship with EBMUD in summer 2025 around <i>designing</i> sustainable water systems.</p> <p>We have a professional development session planned for all Lighthouse teachers in grades 6-12 with someone from the Stanford d.school on April 23 focused on design thinking. Many of our teachers are new to Lighthouse within the past few years and have limited understanding and connection to our Pathway. Our hope is that this professional development session will increase buy-in and collaboration within the Pathway across content areas and grade levels, leading to a more robust program.</p> <p>With many new teachers and a new administrative team at Lighthouse High this year, the planned integration of industry professionals into course content has been limited. In most classrooms, we are dealing with much more fundamental issues - teacher attendance, classroom management, student-centered lesson plans, and standards-based assessments. Hopefully, we can retain and develop more teachers this year and have the capacity to actualize some of these more ambitious but important goals.</p> <p>Another action we've taken this year to promote the visibility and importance of our Design Pathway is to create a permanent gallery space in our high school to show student work.</p>
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<p><b>24-25 Strategic Actions for Goal #2</b></p>	<p>Hire a new WBL Coordinator or delegate the responsibility of coordinating WBL opportunities to someone else</p> <p>Continue to refine and implement WBL activities at each grade level including but not limited to resume/portfolio development and interview practice; create and implement systems for tracking the impact of various WBL experiences such as student surveys and interviews.</p> <p>Formally incorporate internship expectations into our graduation requirements and socialize this new policy to students, families, and staff; Pathway team will begin mapping how/when/where internships will take place and how internships contribute to student mastery and Pathway learning outcomes.</p> <p>Pathway Advisory Board will meet 2-3 x per year and help expand network of WBL partners</p> <p>Pathway team will identify and participate in at least 2 events for local design professionals and identify at least 2 new internship partner organizations. LCPS will also continue to expand internal internship opportunities.</p>	<p>Unfortunately, we were not able to hire a Work-Based Learning Coordinator this year because we didn't receive any of the grants we applied for to fund this position. So, for 2024-25, this job has been shared across our College and Career team. With our limited bandwidth, we have tried to maintain as many WBL practices and experiences as we can, while also exploring ways to implement work-based learning that are less time-consuming such as through online platforms. Two of the online WBL platforms we are experimenting with this year are <i>Willow Education</i> and <i>PilotCity</i>. Before the end of the year, we will administer some staff and student surveys to measure the impact of these partnerships and decide whether either is worth continuing and/or expanding. In 2025-26, with funds from our latest Strong Workforce grant, we should have a Work-Based Learning Coordinator again, though it is important to ensure that the WBL structures we build are designed to survive the ebb and flow of soft money.</p> <p>While we have steadily increased the number of students participating in internships over the past three years, we have not added enough internship partners to move forward with making this a graduation requirement. Among this year's seniors, 27 of 73 (37%) have completed a school-approved internship. For next year, we are looking into adding an internship elective at Lighthouse in which participating students would be tasked with completing design projects for the LCPS community and partner organizations. This could add another 25-50 internships per year (classes of 25 x 2 semesters). We are also hopeful that adding a Health Pathway and second Advisory Board will expand our professional network and potential access to internships at Lighthouse.</p> <p>This year, we have begun to incorporate work-based learning into our passage process. For passage this year, our 10th graders will be creating resumes and participating in mock interviews with local professionals. 12th graders will be presenting their capstone projects to an audience that includes at least one individual from the Design industry.</p> <p>Our Design Pathway Advisory Board meets 1-2 times per year and has helped cultivate some but not many WBL partnerships.</p> <p>Our Pathway Lead Teacher, Lillian Ortiz attended the FOG Design Fair in January 2025 and we are collectively looking to attend at least one more event for design professionals this spring. Pathway Coordinator Joshua Weintraub is attending the Educating for Careers Conference in March, 2025.</p>
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<b>24-25 Strategic Actions for Goal #3</b>	Explore and potentially pilot adding a 4th dual enrollment block in the Master Schedule; increase the number of students participating in the Peralata Summer Institute and other summer opportunities that lead to college credit	We did not have the staffing to add a 4th dual enrollment block in the master schedule but have increased the number of students taking dual enrollment, the percentage of students passing dual enrollment, and the number of students participating in the Peralata Summer Institute. This year, more than 60% of our seniors will graduate with some college credit and we are planning to honor students at graduation who've earned more than 6 credits. This spring, we also hosted our first Dual Enrollment Awards night where we celebrated all students who have completed at least one college class with a special dinner, certificates, and some speeches.
	Start awarding honors diplomas to students in the class of 2025 who have completed 6+ units of college credit	In order to encourage student buy-in and leadership, we formed a Student Pathway Leadership team in 2024-25. This team meets once per month to give input on Pathway plans and developments including this EIP document. The students on our Leadership Team are also helping plan and implement some beautification projects and are hoping to sponsor a design competition for students before the end of the year. Students are paid a small stipend for their participation in the leadership team.
	Continue promoting dual enrollment opportunities to students, parents, and staff with clear communication around academic expectations	With help from our MTSS Coordinator, Program Specialist, and other support staff, we have marginally reduced chronic absenteeism at our high school this year (from 30.9% to 28.8%), though it remains a significant challenge.
	Form a Student Pathway Leadership Team composed of 3-5 students who meet at least once per grading cycle (6 times per year) and can provide staff and Advisory Board with feedback on learning opportunities and student support systems.  Work with MTSS coordinator and our school counseling team to better understand and reduce chronic absenteeism, especially among high school boys	One new initiative that we are piloting this year to combat absenteeism and disengagement is a group for young men (our student focal group) facilitated by Youth Alive. This group called Unity Crew is composed of 10 young men and meets 2 x per week during our advisory time. Through pre and post-surveys as well as indicators such as attendance, grades, and behavioral referrals we strive to measure the effectiveness of this group.

**Pathway Strategic Actions 2025-2026**  
 2025-2026 Strategic Actions  
 Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<b>Goal #1: By 2026</b>		<b>New or Revised Strategic Actions for Goal #1</b>	Build on collaboration between 3D Design/Biology to implement another interdisciplinary project for 10th graders in 2025-26
			Plan and implement interdisciplinary projects: in 2D Design and Ethnic Studies for all 9th graders and in Graphic Design and U.S. History for all 11th graders; still TBD for how to run an interdisciplinary project for all 12th graders
			Explore the possibility of an interdisciplinary project (Chocolate Making, Molding, and Packaging) between Model Making, Chemistry, and Graphic Design - this project would impact a cross-section of students in grades 9-12.
			Codify components of a successful interdisciplinary project and connect these to stipends so that teachers clearly understand what's expected
			Our admin team will also provide targeted bi-weekly support to teachers implementing interdisciplinary projects during their common planning time
<b>Goal #2: By 2026</b>		<b>New or Revised Strategic Actions for Goal #2</b>	Survey/interview students about interdisciplinary projects to gauge impact
			Encourage teachers to add the role of Designer to all group projects in high school
			Work-Based Learning Coordinator will work with CTE, Science and Social science teachers to integrate work-based learning, especially interaction with industry professionals, into interdisciplinary projects. Work-Based Learning Coordinator will connect with teachers over the summer to identify relevant careers, speakers, activities for their classes and then do the legwork to coordinate these experiences.
			Build on what we accomplished and learned in 2024-25 to incorporate working-based learning into passage requirements for grade 10 and one other grade level.
			In collaboration with our Administrative Team, our Work-Based Learning Coordinator will lead a professional development session for all 6-12 staff around work-based learning. Through 1-1 coaching, our admin team will then help at least 3 teachers implement work-based learning in their classes.
<b>Goal #3: By 2026</b>		<b>New or Revised Strategic Actions for Goal #3</b>	Add an internship elective class at Lighthouse where students can complete work for the school, the local community, and/or work on their own project/business ideas
			Using surveys from 2024-25 and feedback from students and staff, the Work-Based Learning Coordinator will work with our administrative team to refine our work-based learning continuum for 2025-26 and beyond, honing in on experiences that are both impactful and sustainable
			In order to create an accessible on-ramp into dual enrollment for 9th and 10th grade students, we will at least one Counseling (PSCN) class per year with Chabot College such as Career and Educational Planning (PSCN 10), Study Skills (PSCN The College Experience (PSCN 20). These are engaging 2 unit classes that are not as demanding or time-intensive as other college courses.
			Continue to ask teachers to nominate students for the dual enrollment program and encourage promising students without any college credit to try a dual enrollment class. We will also host another Dual Enrollment Awards Dinner in Spring 2026 to celebrate student success and promote our dual enrollment partnerships.
			Improve consistency among staff in response to student behavior dysregulation. This helps provide structure and a sense of security for all students, but is especially important for our focal group of young men.
<b>Budget Expenditures</b> Effective July 1, 2025 - June 30, 2026 2025-2026 Pathway Budget			Continue to run our Unity Crew with Youth Alive and/or identify and invest in other support structures for our most marginalized male students
			Reduce chronic absenteeism to < 25%. In partnership with Oakland Natives Give Back, we are in the process of gathering data from students, families and staff about attendance culture, barriers to student attendance, and potential solutions and will use this data to develop an action plan for the 2025-26 school year. We also are hiring a dedicated Attendance Coordinator for the 25-26 school year.

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.                      For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the, <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b></p> <p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b></p> <p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p><b>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design Teacher</b>                      This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and Pathway elective courses such as Design Drawing, Model Making, and CAD. 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>	\$92,730.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved	
Benefit Costs associated with the 3D Design/Advanced Design/CAD teacher	\$23,182.50	3000	Employee Benefits			Product Design and Innovation	Approved	
<p><b>Teacher Salary for 1.0 FTE: 2D Design/Graphic Design Teacher</b>                      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 Pathway electives such as Digital Photography and Screenprinting. 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>	\$85,430.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation	Approved	
Benefit Costs associated with the 2D Design/Graphic Design/Digital Photo Teacher	\$21,357.50	3000	Employee Benefits			Product Design and Innovation	Approved	
<b>2026-2027: YEAR FOUR</b>								
<b>Pathway Strategic Goals</b>								
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.								
All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2027, all students will graduate having completed an internship or similar personal/professional development experience								
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								
<b>Budget Expenditures</b> Effective July 1, 2026 - June 30, 2027								
<b>2026-27 Pathway Budget</b>								



# Lighthouse - Product Design Pathway - Program of Study

**Industry Sector:** Manufacturing and Product Development

**Industry Partners:** Blueprint, Lombera Construction, Sunset Printshop

**Post-Secondary Partners:** Peralta Community College District, Chabot College

**Community-Based Partners:** Home Builders Institute, Green Career Guidance Initiative (ACOE), ACE Mentor Program, One Goal, Destination College Advising Corps (DCAC), Oakland Promise, Oakland Rotary Club, Suit Up, Project Touchdown, Genesys Works, Global Glimpse, Higher Ground

<b>Pathway Vision</b>	LIGHTHOUSE'S PRODUCT DESIGN PATHWAY GIVES STUDENTS THE OPPORTUNITY TO THINK AS DESIGNERS USING MULTIPLE TOOLS, TECHNOLOGIES, AND SKILLS. FROM GRADES 9 TO 12, STUDENTS ENGAGE IN HANDS-ON PROJECTS THAT ALLOW THEM TO PRACTICE A USER-CENTERED APPROACH TO DESIGN, EXPRESS THEMSELVES CREATIVELY, AND PRODUCE HIGH-QUALITY WORK.				
<b>Pathway COP Meeting Time:</b>	<b>9th Grade Program</b> Grade level meetings: Wed 4-5 pm	<b>10th Grade Program</b> Grade level meetings: Wed 4-5 pm	<b>11th Grade Program</b> Grade level meetings: Wed 4-5 pm	<b>12th Grade Program</b> Grade level meetings: Wed 4-5 pm	<b>Pathway Student Learning Outcomes</b>
<p><b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i></p> <p>(Replace with course names linked to course descriptions)</p>	<ul style="list-style-type: none"> <li>English 9: Eddie Nunez</li> <li>Ethnic Studies: Manuel Manzo</li> <li>Physics: Christy Belecario</li> <li>Math (IM1): Daniel Lane</li> <li>Spanish: Gladys Carillo, Yamil Assi</li> </ul>	<ul style="list-style-type: none"> <li>English 10: Adam Mellott</li> <li>AP World History: Alessandra Robles</li> <li>Biology: Michael Feinberg</li> <li>Math (IM2): Maredy Melo</li> <li>Spanish: Gladys Carillo, Yamil Assi</li> </ul>	<ul style="list-style-type: none"> <li>English 11: Jordan Johnson</li> <li>AP U.S. History: David Kaufman</li> <li>Chemistry: Lara Shaw</li> <li>Math (IM3): Marilou Dientre</li> <li>College and Career Seminar 11: Edbell Alvarado</li> </ul>	<ul style="list-style-type: none"> <li>English 12: Sabrina Ybarra</li> <li>Honors U.S. Gov/Econ: Manuel Manzo, Alessandra Robles, David Kaufman</li> <li>AP Env Sci: Lara Shaw</li> <li>Math (Pre-Calc): Marilou Dientre</li> <li>College and Career Seminar 12: Edbell Alvarado</li> </ul>	<p><a href="#">Graduate Profile</a></p> <p><a href="#">Design Pathway Outcomes</a></p>
<p>Technical Core/Theme (CTE Sequence)</p> <p><a href="#">CTE Course Resources</a></p>	<a href="#">2D Design</a>	<a href="#">3D Design</a>	<a href="#">Graphic Design</a>	<a href="#">Advanced Design</a>	
<p>Integration Types (include description)</p> <p><i>What will be true across the pathway cohort classes?</i></p> <ul style="list-style-type: none"> <li>- Practice</li> <li>- Skills</li> <li>- Projects (see row below)</li> <li>- Events (WBL)</li> </ul>	<p>The <a href="#">LCPS Design Thinking Framework</a> is the Foundation of our Pathway and serves as a guide for all integrated projects.</p> <p>To date, integration and interdisciplinary collaboration has been strongly encouraged but mostly organic, with projects shifting each year. Most of our integrated projects to date have taken place in Science and History classes, with several other core academic teachers incorporating Media Arts into their curricula and assignments. Our CTE Media Arts teachers assist with planning, training, equipment, and support. Moving forward, we are committed to taking a more strategic approach around integration, particularly with respect to Science, Social Science, and English. These classes are all cohorted by grade level. Working with our academic leadership team and content area leads, our plan is to develop pathway-themed integrated projects in each of these subject areas over the next 3 years, focusing on one content area per year.</p> <p>Here is an <a href="#">initial brainstorm</a> of some integrated project ideas for next year and beyond. This spring, we are going to explore some of these ideas with staff and hone in one at least one project at each grade level to develop for the 2026-27 school year. Teachers will then be stipended and supported this summer to fully develop these projects into concrete lesson plans.</p>				
<p>Dual Enrollment</p> <p><a href="#">[Link to Dual Enrollment]</a></p>	<p>Classes vary each semester based on student interests and professor availability. In 2025-26, we've offered the following classes:</p> <p><b>Fall:</b> Intro to Mass Media (Merritt), Marketing (Chabot), Public Health (Chabot)</p> <p><b>Spring:</b> Lifespan Development (Laney), World Religions (Chabot), Personal Health (Chabot)</p>				
<p>Integrated Projects/ Common Performance Assessments</p>	<ul style="list-style-type: none"> <li>Social Justice Posters or T-Shirts (Ethnic Studies/2D Design)</li> </ul>	<ul style="list-style-type: none"> <li>3D Models showing species evolution over time (Biology/3D Design)</li> </ul>	<ul style="list-style-type: none"> <li>Redesign of Periodic Table in (Chemistry/Graphic Design)</li> <li>Chocolate and soap molds (Chemistry/Model Making)</li> </ul>	<ul style="list-style-type: none"> <li>Headwaters Science: environmental research design and presentation</li> </ul>	

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	<ul style="list-style-type: none"> <li>Mousetrap cars (Physics using Design Framework and Makerspace tools)</li> </ul>		<ul style="list-style-type: none"> <li>Book cover redesign (English/Graphic Design)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and practice Advanced Design Capstone Presentation in English 12</li> </ul>	
Defenses or Capstones					<a href="#">Capstone project in Advanced Design</a>
Other Courses / Electives	Interested students can take one or more of our Design electives: Design Drawing, Model Making, Animation, MESA				
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	<ul style="list-style-type: none"> <li>Latinx Heritage Celebration</li> <li>Af. American History Celebration</li> <li>Black College Night</li> <li>Athletics Award Dinner</li> <li>MESA Day competition</li> <li>Dual Enrollment Awards Dinner</li> </ul>	<ul style="list-style-type: none"> <li>Latinx Heritage Celebration</li> <li>Af. American History Celebration</li> <li>Black College Night</li> <li>Athletics Award Dinner</li> <li>MESA Day competition</li> <li>Dual Enrollment Awards Dinner</li> </ul>	<ul style="list-style-type: none"> <li>Headwaters Science Trip (Students work with scientists to design and present their own scientific research projects)</li> <li>Global Glimpse</li> <li>Latinx Heritage Celebration</li> <li>African American History Celebration</li> <li>Black College Night</li> <li>Athletics Award Dinner</li> <li>MESA Day competition</li> <li>Dual Enrollment Awards Dinner</li> </ul>		
Work Based Learning  [reference documents: <a href="#">WBL Continuum</a> ]	<a href="#">WBL Plan</a>	<a href="#">WBL Plan</a>	<a href="#">WBL Plan</a>	<a href="#">WBL Plan</a>	<b>Certifications</b>  In 2026-27, we'd like to pilot certifications in one or more of the following: Adobe Certified Professional, OSHA 10 Safety Training - General Industry (Manufacturing), Coursera certifications, including Product Design and UX/UI Fundamentals and Product Design Process  Additionally, we've received grant funding from the Home Builders Institute to offer <a href="#">PACT certification in carpentry</a> over the next 2 years
Student Leadership, including CTSO	<ul style="list-style-type: none"> <li>Design Pathway Student Leadership team</li> <li>Student Government</li> <li>Oakland Rotary Interact Service Club</li> </ul>				
Summer Learning (Summer Bridge, summer learning, credit recovery)	<ul style="list-style-type: none"> <li>LCPS Summer School (credit recovery)</li> <li>Peralta Summer Institute</li> <li>Various other <a href="#">summer programs</a></li> </ul>	<ul style="list-style-type: none"> <li>LCPS Summer School (credit recovery)</li> <li>Peralta Summer Institute</li> <li>Various other <a href="#">summer programs</a></li> </ul>	<ul style="list-style-type: none"> <li>LCPS Summer School (credit recovery)</li> <li>Peralta Summer Institute</li> <li>Global Glimpse</li> <li>Genesys Works Internship Training</li> <li>Various other <a href="#">summer programs</a></li> </ul>	<ul style="list-style-type: none"> <li>College Summer Bridge Programs</li> <li>MC3 Pre-Apprenticeship @ Laney</li> <li>Cypress Mandela Pre-Apprenticeship</li> <li>Rising Sun Pre-Apprenticeship</li> </ul>	
College Awareness & Exploration <a href="#">College and Career Readiness Classroom Framework</a>	<ul style="list-style-type: none"> <li><a href="#">OneGoal Essentials</a> (in crew)</li> <li>College Visit: SJSU</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">OneGoal Essentials</a> (in crew)</li> <li>College Visit: UC Santa Cruz</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">One Goal curriculum</a> (Y1)in College and Career Seminar</li> <li>College Visits: CSUEB and Chabot College</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">One Goal curriculum</a> (Y2)in College and Career Seminar</li> <li>College Visits: UC Davis and Laney College</li> </ul>	

# Lighthouse - Product Design Pathway - Program of Study

**Industry Sector:** Manufacturing and Product Development

**Industry Partners:** Blueprint, Lomberra Construction, Sunset Printshop

**Post-Secondary Partners:** Peralta Community College District, Chabot College

**Community-Based Partners:** Home Builders Institute, Green Career Guidance Initiative (ACOE), ACE Mentor Program, One Goal, Destination College Advising Corps (DCAC), Oakland Promise, Oakland Rotary Club, Suit Up, Project Touchdown, Genesys Works, Global Glimpse, Higher Ground

Community Building and Motivational Activities and Trips	<ul style="list-style-type: none"> <li>• Spirit Week</li> <li>• Dances</li> <li>• Field trips to museums, amusement parks, etc...</li> <li>• End of year celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit Week</li> <li>• Dances</li> <li>• Field trips to museums, amusement parks, etc...</li> <li>• End of year celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit Week</li> <li>• Dances</li> <li>• Field trips to museums, amusement parks, etc...</li> <li>• End of year celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit Week</li> <li>• Dances</li> <li>• Field trips to museums, amusement parks, etc...</li> <li>• End of year celebrations</li> </ul>	
Advisory	<ul style="list-style-type: none"> <li>• <a href="#">Crew goals/overview</a></li> <li>• <a href="#">OneGoal Essentials</a> (in crew)</li> <li>• <a href="#">Youth Alive Unity Crew for targeted students</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Crew goals/overview</a></li> <li>• <a href="#">OneGoal Essentials</a> (in crew)</li> <li>• <a href="#">Youth Alive Unity Crew for targeted students</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Crew goals/overview</a></li> <li>• <a href="#">Youth Alive Unity Crew for targeted students</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Crew goals/overview</a></li> <li>• <a href="#">Youth Alive Unity Crew for targeted students</a></li> </ul>	
Personalized Supports	<ul style="list-style-type: none"> <li>• Resource specialists, SSAs, and others support students with IEPs and help teachers make appropriate accommodations/modifications</li> <li>• 1-1 and small group college/career advising with LCPS Advisors and DCAC Advisor Fellows</li> <li>• Socio-emotional counseling through LCPS and Seneca Family of Agencies</li> <li>• Violence prevention and targeted case management through Youth Alive</li> <li>• Crew structure provides each student and family with a teacher advocate/case manager who facilitates student-led conferences 3x per year</li> <li>• Assistant Principal of Culture and MTSS Coordinators support additional interventions and restorative practices</li> <li>• All teachers offer office hours weekly to support struggling students</li> <li>• <a href="#">Online credit recovery for students who can't make up classes within the confines of our school schedule or summer school</a></li> </ul>				
Use of expanded learning time (before or after school)	<ul style="list-style-type: none"> <li>• Office hours (every teacher holds 1-2 hours after school)</li> <li>• Lighthouse afterschool program</li> <li>• Saturday School/Break School</li> </ul>	<ul style="list-style-type: none"> <li>• Office hours (every teacher holds 1-2 hours after school)</li> <li>• Lighthouse afterschool program</li> <li>• Saturday School/Break School</li> </ul>	<ul style="list-style-type: none"> <li>• Office hours (every teacher holds 1-2 hours after school)</li> <li>• Lighthouse afterschool program</li> <li>• Saturday School/Break School</li> </ul>	<ul style="list-style-type: none"> <li>• Office hours (every teacher holds 1-2 hours after school)</li> <li>• Lighthouse afterschool program</li> <li>• Saturday School/Break School</li> </ul>	

**Director of College and Career Success:** Joshua Weintraub

**Work-Based Learning Coordinator:** Nicole Green

**Pathway Name:** Product Design

**Collaborators:** Edbell Alvarado (College and Career Advisor), Muwazu Chisum (DCAC Advisor Fellow), Lillian Ortiz (CTE Teacher), Anna Lima (Assistant Principal of Instruction), Alicia Blacknell (Principal)

**Goals: Key data points we are trying to sustain or move in this pathway** (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Strategically expand work-based learning experiences with a focus on impact and long-term sustainability to foster student excitement and buy-in
2. Help teachers integrate Design Thinking and work-based learning into their classes to elevate the purpose and relevance of our Pathway and academic program
3. Continue to grow our internship program, especially the number of paid internships available to students

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> <li>• Workplace tour</li> <li>• Guest speaker/teacher</li> <li>• Career fair</li> <li>• Visit a workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Informational interview</li> <li>• Job shadow</li> <li>• Virtual exchange with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Student-run enterprise with partner involvement</li> <li>• Virtual enterprise</li> <li>• Integrated projects with partners</li> <li>• Service projects</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Internship required for a credential or entry to occupation</li> <li>• Apprenticeship</li> <li>• Clinical experience</li> <li>• On-the-job training</li> <li>• Work experience</li> </ul>
<b>9th</b>	<ul style="list-style-type: none"> <li>• <a href="#">OneGoal Essentials</a> lessons in Crew</li> <li>• Career interest inventory</li> <li>• Guest speakers in classes</li> <li>• Guided career exploration activities in Crew</li> <li>• Career day</li> </ul>	<ul style="list-style-type: none"> <li>• Dream job presentations in Crew (small group)</li> <li>• Workplace tours/job shadows</li> <li>• Informational interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Showcase at the end of the semester in 2D Design</li> <li>• Participation in a Lighthouse design competition (organized by our student Pathway leadership team)</li> </ul>	<ul style="list-style-type: none"> <li>• Support with job applications and work permits</li> </ul>
<b>10th</b>	<ul style="list-style-type: none"> <li>• <a href="#">OneGoal Essentials</a> lessons in Crew</li> <li>• Career interest inventory</li> <li>• Guest speakers in classes</li> <li>• Lighthouse Career Day</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace tours/job shadows</li> <li>• Passage Interviews (end of 10th grade)</li> </ul>	<ul style="list-style-type: none"> <li>• Showcase at the end of the semester in 3D Design</li> <li>• Product design competitions with Suit Up (1-3x per year)</li> <li>• Participation in a Lighthouse design competition (organized by our student Pathway)</li> </ul>	<ul style="list-style-type: none"> <li>• LCPS Screenprinting Internship</li> <li>• Support with job applications and work permits</li> </ul>

			leadership team)	
<b>11th</b>	<ul style="list-style-type: none"> <li>• Career interest inventory</li> <li>• Guest speakers in classes</li> <li>• Career Pathway research in College and Career Seminar</li> <li>• Lighthouse Career Day</li> <li>• OUSD Skilled Trades Fair, NorCal Carpenter’s Union Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Aspiration assignment in College and Career Seminar</li> <li>• Financial literacy certification through Everfi (in College and Career Seminar)</li> <li>• All 11th graders complete resume and mock interview</li> <li>• Workplace tours/job shadows</li> <li>• OUSD Skilled Trades Fair, NorCal Carpenter’s Union Visits</li> <li>• Manufacturing Day at Chabot College</li> </ul>	<ul style="list-style-type: none"> <li>• Showcase at the end of each semester in Graphic Design</li> <li>• Shared management of LCPS Screenprinting Store</li> <li>• Product design competitions with Suit Up (1-3 x per year)</li> <li>• Product Design and Marketing project in</li> <li>• Lighthouse design competition (organized by our student Pathway leadership team)</li> <li>• Professional input on student projects</li> <li>• Internships: Genesys Works, Chabot Space and Science, SF Exploratorium, HEAL, LCPS (Business, Development, Communications, Tech, ELP)</li> </ul>	<ul style="list-style-type: none"> <li>• LCPS Screenprinting Internship</li> <li>• Blueprint Internship</li> <li>• Pilot certifications in one or more of the following: Adobe Certified Professional, OSHA 10 Safety Training - General Industry (Manufacturing), Coursera certifications, including Product Design and UX/UI Fundamentals and Product Design Process</li> <li>• Support with job applications and work permits</li> </ul>
<b>12th</b>	<ul style="list-style-type: none"> <li>• Career interest inventory</li> <li>• Guest speakers in classes</li> <li>• Career Pathway research in College and Career Seminar</li> <li>• Lighthouse Career Day</li> <li>• Green Career Guidance Initiative (1-1 and small group counseling for skilled trades)</li> <li>• OUSD Skilled Trades Fair, NorCal Carpenter’s Union Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace tours/job shadows</li> <li>• Green Career Guidance Initiative (1-1 and small group counseling for skilled trades)</li> <li>• OUSD Skilled Trades Fair, NorCal Carpenter’s Union Visits</li> <li>• Manufacturing Day at Chabot College</li> </ul>	<ul style="list-style-type: none"> <li>• Product Design capstone project - school community as client</li> <li>• Shared management of LCPS Screenprinting Store</li> <li>• Product Design competitions with Suit Up (1-3 x per year)</li> <li>• Lighthouse design competition (organized by our student Pathway leadership team)</li> <li>• Internships: Genesys Works, Chabot Space and Science, SF Exploratorium, HEAL, LCPS (Business, Development, Communications, Tech, ELP)</li> </ul>	<ul style="list-style-type: none"> <li>• LCPS Screenprinting Internship</li> <li>• Blueprint Internship</li> <li>• Pilot certifications in one or more of the following: Adobe Certified Professional, OSHA 10 Safety Training - General Industry (Manufacturing), Coursera certifications, including Product Design and UX/UI Fundamentals and Product Design Process</li> <li>• PACT Construction Pre-apprenticeship program</li> <li>• Support with job applications and work permits.</li> </ul> <p>Support enrolling in one of the following apprenticeship programs or entry-level jobs:</p> <ul style="list-style-type: none"> <li>• Cypress Mandela</li> <li>• Rising Sun</li> <li>• MC3 program at Laney</li> </ul>

- Eden Area ROP (Electrical, Welding)
- CTE programs at community colleges
- Union apprenticeships
- EBMUD
- PG&E
- Year Up

**General Roles/Responsibilities:**

Person or Position	Responsibilities
Director of College and Career Success & Work-Based Learning Coordinator	<ul style="list-style-type: none"> <li>● Work with admin and teacher leaders to plan work-based learning initiatives and events</li> <li>● Conduct outreach and communicate with community partners and industry representatives</li> <li>● Coordinate and supervise internships; arrange payment of stipends as needed with Oakland Public Ed Fund</li> <li>● Facilitate Pathway Advisory Board Meetings 2-3x per year to review work-based learning plans and garner connections/resources</li> <li>● Attend professional development focused on work-based learning</li> <li>● Use information learned to adjust our WBL plans</li> <li>● Manage funding streams for WBL initiatives and activities</li> </ul>
College and Career Advisor, DCAC Advisor Fellow	<ul style="list-style-type: none"> <li>● Facilitate career research and exploration in College and Career Seminar</li> <li>● Attend professional development focused on career counseling</li> <li>● Coordinate GCGI Skilled Trades counseling with ACOE staff and LCPS students</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>● Teach OneGoal essentials lessons to guide career exploration in crew (grades 9-10)</li> <li>● Implement work-based learning activities within classes and crew; support other WBL initiatives and activities</li> </ul>
Principal, Assistant Principal	<ul style="list-style-type: none"> <li>● Meet regularly (at least 1x per month) with the Director of College and Career Success and/or Work-Based Learning Coordinator</li> <li>● Support WBL initiatives and activities through the provision of time, messaging, and expectations</li> </ul>

**Next Steps in Plan Development / Implementation:**

- Continue to implement and evaluate work-based learning experiences, committing to those that are most impactful, least resource-intensive, and appealing to our focal groups
- Increase work-based learning integration in CTE and core academic classes through professional development, coaching, and support for teachers
- Increase the number of internships, especially paid internships, available to students through the expansion of our internal internship program as well as community/industry partnerships



## Notes on our Master Schedule for 2026-2027

While our master schedule for 2026-27 will be similar to this year's, there are some important changes to note:

1. In our efforts to offer all students a full 3 years of CTE classes, we are moving from holding semester-long CTE classes in each grade to yearlong classes in grades 11 and 12. We started this with our 11th-grade concentrator course, Graphic Design, this year, and will be continuing this with our Capstone class, Advanced Design, next year.
2. We are continuing to build out our second CTE Pathway in Health Science by adding a capstone class, Advanced Patient Care, next year.
3. Based on our recent enrollment lottery and intent to return forms, we are looking at increased enrollment for next year that may require us to add additional sections of some courses in certain grade levels. Many of our new students will be coming from the recently closed Aspire Golden State Prep, and we are in the process of conducting a thorough transcript analysis for these new students so that we can adjust our master schedule accordingly. We will also need to figure out how to strategically integrate new students in grades 11 and 12 into our Pathways.
4. We are also planning a new approach to Pathway integration and interdisciplinary projects that we hope will result in more consistency, sustainability, and success. To date, interdisciplinary collaboration has been fairly organic and generally changes from year-to-year. We are committed to taking a more strategic approach moving forward, particularly with respect to Science, Social Science, and English. These classes are all cohorted by grade level. Working with our academic leadership team and content area leads, our plan is to develop pathway-themed integrated projects in each of these subject areas over the next 3 years, focusing on one content area per year. Using the curriculum maps for each of these content areas, we've started identifying opportunities for integration that would be viable year after year. By May 1, we will identify the subject area targeted for Pathway integration across all grade levels in 2026-27 and stipend that team to develop curriculum with support from our admin team and CTE teachers this summer. Selecting which content area to start with will depend largely on teacher retention, as we've found that returning teachers have more capacity to adapt and create curriculum than new staff.
5. We are moving from offering AP World History and AP US History to all students in grades 10 and 11, to standard World History and US History. This will allow with more flexibility for curriculum integration in these social science classes.
6. We were recently awarded a grant from the Home Builders Institute (HBI) to pilot a pre-apprenticeship certification in construction over the next two years. Once we receive more information about the PACT curriculum and training, we will explore the viability of integrating this certification into our Advanced Design class and/or offering a separate elective for interested students.

Lighthouse High Master Schedule Fall 2025-26		Time	8:30-10:00	10:05-11:30	11:35-12:10	12:10-12:40	12:45-2:10	2:15-3:45		8:30-10:00	10:05-11:30	11:35-12:10	12:10-12:40	12:45-2:10	2:15-3:45
		Mins	90	80	35	30	80	80		90	80	35	30	80	80
		Blocks	1 8:30-8:40 Breakfast/Announcements	2	CREW		3	4		5 8:30-8:40 Breakfast/Announcements	6	CREW		7	8
Room #	Teacher Name	Course Names													
MAD	<b>Ortiz, Lillian</b> (ILT- CTE)	3D Design Adv. Design	Model Making (CTE Elective) MAD	prep	CREW 12 w/ Tyjae MAD		Design Drawing (CTE Elective) MAD	PLC		3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	CREW 12 w/ Tyjae MAD		3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	
N140	<b>Dominic Dowell</b>	Graphic Design 2D Design	Graphic Design 11 (Full Year) (CTE Concentrator) N140	Graphic Design 11 (Full Year) (CTE Concentrator)	CREW 11 w/ Shaw N142		prep	PLC	prep	Printmaking Elective (Fall) 2D Design (Spring) N140	CREW 11 w/ Shaw N142		Printmaking Elective (Fall) 2D Design (Spring) N140	Printmaking Elective (Fall) 2D Design (Spring) N140	
N110	<b>Carrillo, Gladys</b> (ILT- Electives)	Spanish	Spanish 3H N110	Spanish 3H N110	CREW 10 w/ Arndt-Schreiber N110		prep	AP Spanish N117	SNS 1 N110	SNS 1 N110	CREW 10 w/ Arndt-Schreiber N110		prep	prep	
N110	<b>Krystol Sanders</b> (SWING sub)	Spanish	prep Class Coverage as Needed Coaching	prep	CREW 9 w/ Belecario N104		Span 2 N110	Span 2 N110		prep	CREW 9 w/ Belecario N104		Span 1 N110	Span 1 N110	
N117	<b>Mellott, Adam</b>	ENG 10	prep	prep	CREW 10 w/ Cordova N117			Yearbook/ Journalism/ Lit Mag (Eng Elective) N119	English 10 N117	English 10 N117	CREW 10 w/ Cordova N117		English 10 N117	PLC	
N116	<b>Johnson, Jordan</b>	ENG 11	prep	ELA Support 9/10 (Sem 1: 10th Grade:	CREW 11 w/ Dientre N116		English 11 N116	English 11 N116	ELA Support 11/12 (Sem 1: 11th Grade; Sem 2: 12th Grade) N142	prep	CREW 11 w/ Dientre N116		English 11 N116	PLC	
N119	<b>Ybarra, Sabrina</b> (ILT- ELD)	ENG 12	English 12 N119		CREW 12 N119		English 12 N119	prep		prep	CREW 12 N119		English 12 N119	PLC	
N118	<b>Nunez, Eddie</b>	ENG 9		prep	CREW 9 w/ Feinberg N118		English 9 N118	prep	English 9 N118	English 9 N118	CREW 9 w/ Feinberg N118		English 9 N118	PLC	
N141	<b>Lane, Daniel</b>	Algebra 1 Math Support	Math Support (Sem 1: Alg 1 Sem 2: IM2) N141	prep	CREW 9 N141		Algebra 1 N141	Algebra 1 N141	PLC	prep	CREW 9 N141		Algebra 1 N141	Algebra 1 N141	
N139	<b>Melo, Maredy</b>	IM 2 Pre Calc	IM 2 N139	IM 2 N139	CREW 10 w/ Robles N139		IM 2 N139	prep	PLC	Pre Calc N141	CREW 10 w/ Robles N139		prep	IM2 N109	
N139	<b>Dientre, Marilou</b> (ILT- Math)	IM 3 Pre Calc	prep	Pre Calc N141	CREW 11 w/ Johnson N116		Math Support (Sem 1: Pre Calc Sem 2: IM3) N140	prep	PLC	IM 3 N139	CREW 11 w/ Johnson N116		IM 3 N139	IM 3 N139	
N109	<b>Arndt-Schreiber, Jack</b>	Biology MESA	PLC	prep	CREW 10 w/ Carillo N110		MESA N109	MESA N109	Biology N109	Biology N109	CREW 10 w/ Carillo N110		Biology N109	prep	
N142	<b>Shaw, Lara</b> (CLT- 11th)	Chemistry AP Env Sci	PLC	Chemistry N142	CREW 11 w/ Dowell N142		Chemistry N142	Chemistry N142	AP Env. Sci N104	AP Env. Sci N104	CREW 11 w/ Gonzalez N142		prep	prep	
N104	<b>Belecario, Christy</b> (CLT- 9th)	Physics Earth Science	PLC	Physics N104	CREW 9 w/ Spanish Teacher N104		Physics N104	Physics N104	prep	prep	CREW 9 w/ Lane N104		Earth Science N104	Earth Science N104	

N109 N142	<b>Sharma, Dr. Pratintha</b>	Intro to Health Anatomy & Physiology	Anatomy & Physiology 12 (CTE Concentrator) N109	Anatomy & Physiology 11 (CTE Concentrator)			prep	prep		prep	CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring)	CREW 11 w/ Kaufman N109		CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring)	CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring)
N117	<b>Olmedo Robles, Alessandra (CLT- 10th)</b>	AP World History	AP World History N117	AP World History N117	CREW 10 w/ Melo N139		PLC	US Gov/Econ MAD		Student Government/Leadership (Soc Stud Elective) MAD	prep	CREW 10 w/ Melo N139		prep	AP World History N117
N116	<b>Kaufman, David (ILT- SS)</b>	AP US History	History of Music (Soc Stud Elective) N116	US Gov/Econ MAD	CREW 11 w/ Sharma N109		PLC	prep		AP US History N116	AP US History N116	CREW 11 w/ Sharma N109		prep	AP US History N116
N118	<b>Manzo, Manuel (CLT- 12th)</b>	Ethnic Studies	Ethnic Studies N118	Ethnic Studies N118	CREW 12 N140		PLC	Ethnic Studies N118		US Gov/Econ N140	prep	CREW 12 N140		prep	Honors Latin Am History (Soc Stud Elective) N118
	<b>Chenevert, TyJae'</b>	Guided Studies 11/12		Coaching Meeting	CREW 12 w/ Ortiz MAD					Guided Stud. 11 N139		CREW 12 w/ Ortiz MAD			Guided Stud. 12 N119
	<b>Cruz Cordova, Ilse</b>	Guided Studies 10	Mateo / Rigo Drop Off Support PREP	Foundational Literacy N105	CREW 10 w/ Mellott N117			Guided Stud. 10 N140		PREP	Guided Stud. 10 N119	CREW 10 w/ Mellott N117		Coaching Mtg	
	<b>Feinberg, Michael</b>	Guided Studies 9	Guided Stud. 9 N104		CREW 9 w/ Nunez N118						Math Foundations N105	CREW 9 w/ Nunez N118			
N101	<b>Alvarado, Edbell</b>	College & Career Seminar	prep	prep			prep	College Application Support 12 (Fall) N101		prep	College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell		College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell	College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell	
N101	<b>Santoyo, Mayra</b>	Dual Enrollment	Dual Enrollment (Intro to Public Health) Santoyo N101	Dual Enrollment (Marketing) Santoyo N101			Dual Enrollment (Survey of Mass Media) Santoyo N101		prep	prep	Dual Enrollment @ Lodestar			Dual Enrollment @ Lodestar	prep
	<b>Available Rooms</b>				N141				N139		N141				

LUNCH

KEY		LH HS Bell Schedule ( 9th-11th, M, Tu, Th, F)				Lighthouse Bell Schedule (WED) - A				Lighthouse Bell Schedule (WED) - B						
		Mon/Thurs	Tues /Fri.	Time	Total Min	Inst Min 9th-11th	Wednesdays SEA	Time	Total Min	W Inst Min	Wednesdays SEA	Time	Total Min	W Instr Min		
9th Grade Cohorted Classes		PREP/Duty					PREP/Duty	8:00-8:30	30		PREP/Duty	8:00-8:30	30			
10th Grade Cohorted Classes				8:00-8:30	30											
11th Grade Cohorted Classes		Block 1	Block 5	8:30- 10:00	90	90	Block 1	8:30-9:35	65	65	Block 5	8:30-9:35	65	65		
12th Grade Cohorted Classes		Passing		10:00-10:05	5	5	Passing	9:35-9:40	5	5	Passing	9:35-9:40	5	5		
		Block 2	Block 6	10:05- 11:30	85	85	Block 2	9:40-10:45	65	65	Block 6	9:40-10:45	65	65		
		Passing		11:30-11:35	5	5	Passing	10:45-10:50	5	5	Passing	10:45-10:50	5	5		
		9th-11th Crew (12th lunch)	Crew	11:35-12:10	35	35	Block 3	10:50-11:55	65	65	Block 7	10:50-11:55	65	65		
		Lunch 9th-11th	Lunch	12:10-12:40	30	0	Passing	11:55-12:00	5	5	Passing	11:55-12:00	5	5		
					0	0	Lunch	12:00-12:20	20	0	Lunch	12:00-12:20	20	20		
		Passing		12:40-12:45	5	5	Passing	12:20-12:25	5	0	Passing	12:20-12:25	5	0		
		Block 3	Block 7	12:45-2:10	85	85	Block 4	12:25-1:30	65	65	Block 8	12:25-1:30	65	65		
		Passing		2:10-2:15	5	5	PREP/Duty	1:30-2:00	30		PREP/Duty	1:30-2:00	30			
		Block 4	Block 8	2:15-3:45	85	85	Staff PD	2:00-4:00	120		Staff PD	2:00-4:00	120			
		PREP/Duty		3:45-4pm	15		Grade Level Meetings	4:00-5:00	60		Grade Level Meetings	4:00-5:00	60			
<b>Total Instructional Minutes Reg</b>						<b>400</b>	<b>Total Instructional Minutes W</b>				<b>275</b>	<b>Total Instructional Minutes W</b>				<b>275</b>

Lighthouse High Master Schedule Spring 2025-26		Time	8:30-10:00	10:05-11:30	11:35-12:10	12:10- 12:40	12:45-2:10	2:15-3:45		8:30-10:00	10:05-11:30	11:35-12:10	12:10- 12:40	12:45-2:10	2:15-3:45	
		Mins	90	80	35	30	80	80		90	80	35	30	80	80	
		Blocks	1 8:30-8:40 Breakfast/ Announcements	2	CREW		3	4		5 8:30-8:40 Breakfast/ Announcements	6	CREW		7	8	
		Room #	Teacher Name	Course Names												
MAD	<b>Ortiz, Lillian</b> (ILT- CTE)	3D Design Adv. Design	Model Making (CTE Elective) MAD	prep	CREW 12 w/ Tyjae MAD		Design Drawing (CTE Elective) MAD	PLC		prep	3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	CREW 12 w/ Tyjae MAD		3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	3D Design (Fall) (CTE Concentrator) Adv. Design (Spring) MAD (CTE Capstone)	
N140	<b>Dominic Dowell</b>	Graphic Design 2D Design	Graphic Design 11 (Full Year) (CTE Concentrator) N140	Graphic Design 11 (Full Year) (CTE Concentrator) N140	CREW 11 w/ Shaw N142		prep	PLC	prep	Printmaking Elective (Fall) 2D Design (Spring) N140	CREW 11 w/ Shaw N142		Printmaking Elective (Fall) 2D Design (Spring) N140	Printmaking Elective (Fall) 2D Design (Spring) N140		
N110	<b>Carrillo, Gladys</b> (ILT- Electives)	Spanish	Spanish 3H N110	Spanish 3H N110	CREW 10 w/ Arndt- Schreiber N110		prep	AP Spanish N117	SNS 1 N110	SNS 1 N110	CREW 10 w/ Arndt- Schreiber N110		prep	prep		
N110	<b>Yamil Assi</b>	Spanish	prep Class Coverage as Needed Coaching	prep	CREW 9 w/ Belecario N104		Span 2 N110	Span 2 N110		prep	CREW 9 w/ Belecario N104		Span 1 N110	Span 1 N110		
N117	<b>Mellott, Adam</b>	ENG 10	Yearbook/ Journalism/ Lit Mag (Eng Elective) N116	prep	CREW 10 w/ Cordova N117				English 10 N117	English 10 N117	CREW 10 w/ Cordova N117		English 10 N117	PLC		
N116	<b>Johnson, Jordan</b>	ENG 11	prep	ELA Support 12th Grade N116	CREW 11 w/ Dientre N116		English 11 N116	English 11 N116	ELA Support 9th Grade N142	prep	CREW 11 w/ Dientre N116		English 11 N116	PLC		
N119	<b>Ybarra, Sabrina</b> (ILT- ELD)	ENG 12	English 12 N119		CREW 12 N119		English 12 N119	prep		prep	CREW 12 N119		English 12 N119	PLC		
N118	<b>Nunez, Eddie</b>	ENG 9		prep	CREW 9 w/ Feinberg N118		English 9 N118	prep	English 9 N118	English 9 N118	CREW 9 w/ Feinberg N118		English 9 N118	PLC		
N141	<b>Lane, Daniel</b>	Algebra 1 Math Support	Math Support (Sem 1: Alg 1 Sem 2: IM2) N141	prep	CREW 9 N141		Algebra 1 N141	Algebra 1 N141	PLC	prep	CREW 9 N141		Algebra 1 N141	Algebra 1 N141		
N139	<b>Melo, Maredy</b>	IM 2 Pre Calc	IM 2 N139	IM 2 N139	CREW 10 w/ Robles N139		IM 2 N139	prep	PLC	Pre Calc N141	CREW 10 w/ Robles N139		prep	IM2 N109		
N139	<b>Dientre, Marilou</b> (ILT- Math)	IM 3 Pre Calc	prep	Pre Calc N141	CREW 11 w/ Johnson N116		Math Support (Sem 1: Pre Calc Sem 2: IM3) N140	prep	PLC	IM 3 N139	CREW 11 w/ Johnson N116		IM 3 N139	IM 3 N139		
N109	<b>Arndt-Schreiber, Jack</b>	Biology MESA	PLC	prep	CREW 10 w/ Carillo N110		MESA N109	MESA N109	Biology N109	Biology N109	CREW 10 w/ Carillo N110		Biology N109	prep		
N142	<b>Shaw, Lara</b> (CLT- 11th)	Chemistry AP Env Sci	PLC	Chemistry N142	CREW 11 w/ Dowell N142		Chemistry N142	Chemistry N142	AP Env. Sci N104	AP Env. Sci N104	CREW 11 w/ Gonzalez N142		prep	prep		
N104	<b>Belecario, Christy</b> (CLT- 9th)	Physics Earth Science	PLC	Physics N104	CREW 9 w/ Spanish Teacher N104		Physics N104	Physics N104	prep	prep	CREW 9 w/ Lane N104		Earth Science N104	Earth Science N104		
N109 N142	<b>Sharma, Dr. Pratishta</b>	Intro to Health Anatomy & Physiology	Anatomy & Physiology 12 (CTE Concentrator) N109	Anatomy & Physiology 11 (CTE Concentrator) N109			prep	prep	prep	CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring) N142	CREW 11 w/ Kaufman N109		CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring) N142	CTE Intro to Health 9 (Fall) Intro to Health 10 (Spring) N142		
N117	<b>Olmedo Robles, Alessandra</b> (CLT- 10th)	AP World History	AP World History N117	AP World History N117	CREW 10 w/ Melo N139		PLC	US Gov/Econ MAD	Student Government/Le adership (Soc Stud Elective) MAD	prep	CREW 10 w/ Melo N139		prep	AP World History N117		

N116	<b>Kaufman, David</b> (ILT- SS)	AP US History	prep	US Gov/Econ MAD	CREW 11 w/ Sharma N109	<b>L U N C H</b>	PLC	History of Cinema (Soc Stud Elective) N119	AP US History N116	AP US History N116	CREW 11 w/ Sharma N109	<b>L U N C H</b>	prep	AP US History N116
N118	<b>Manzo, Manuel</b> (CLT- 12th)	Ethnic Studies	Ethnic Studies N118	Ethnic Studies N118	CREW 12 N140		PLC	Ethnic Studies N118	US Gov/Econ N140	prep	CREW 12 N140		prep	Honors Latin Am History (Soc Stud Elective) N118
	<b>Chenevert, TyJae'</b>	Guided Studies 11/12		Coaching Meeting	CREW 12 w/ Ortiz MAD				Guided Stud. 11 N139		CREW 12 w/ Ortiz MAD			Guided Stud. 12 N119
	<b>Cruz Cordova, Ilse</b>	Guided Studies 10	Mateo / Rigo Drop Off Support PREP	Foundational Literacy N106	CREW 10 w/ Mellott N117			Guided Stud. 10 N140	PREP	Guided Stud. 10 N119	CREW 10 w/ Mellott N117		Coaching Mtg	
	<b>Feinberg, Michael</b>	Guided Studies 9	Guided Stud. 9 N104		CREW 9 w/ Nunez N118					Math Foundations N106	CREW 9 w/ Nunez N118		Guided Stud. 9- 12 N106	
N101	<b>Alvarado, Edbell</b>	College & Career Seminar	prep	prep			prep	prep	prep	College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell N101			College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell N101	College Career Sem 12 (Fall) College Career Sem 11 (Spr) Edbell N101
N101	<b>Santoyo, Mayra</b>	Dual Enrollment	Dual Enrollment (Intro to Personal Health) Santoyo N101	Dual Enrollment (Religions of the World) Santoyo N101			Dual Enrollment (Lifespan Development) Santoyo N101	prep	prep	Dual Enrollment @ Lodestar	Dual Enrollment @ Lodestar		prep	
	<b>Available Rooms</b>				N141	chat	N139, N101		N141					

KEY	LH HS Bell Schedule ( 9th-11th, M, Tu, Th, F)				Inst Min 9th-11th	LIGHTHOUSE Bell Schedule (WED) - A			W Inst Min	LIGHTHOUSE Bell Schedule (WED) - B			W Instr Min
	Mon/Thurs	Tues /Fri.	Time	Total Min		Wednesdays SEA	Time	Total Min		Wednesdays SEA	Time	Total Min	
9th Grade Cohorted Classes	PREP/Duty				8:00-8:30	30				PREP/Duty	8:00-8:30	30	
10th Grade Cohorted Classes	Block 1	Block 5	8:30-10:00	90	90	Block 1	8:30-9:35	65	65	Block 5	8:30-9:35	65	65
11th Grade Cohorted Classes	Passing		10:00-10:05	5	5	Passing	9:35-9:40	5	5	Passing	9:35-9:40	5	5
12th Grade Cohorted Classes	Block 2	Block 6	10:05-11:30	85	85	Block 2	9:40-10:45	65	65	Block 6	9:40-10:45	65	65
	Passing		11:30-11:35	5	5	Passing	10:45-10:50	5	5	Passing	10:45-10:50	5	5
	9th-11th Crew (12th lunch)	Crew	11:35-12:10	35	35	Block 3	10:50-11:55	65	65	Block 7	10:50-11:55	65	65
	Lunch 9th-11th	Lunch	12:10-12:40	30	0	Passing	11:55-12:00	5	5	Passing	11:55-12:00	5	5
					0	Lunch	12:00-12:20	20	20	Lunch	12:00-12:20	20	20
	Passing		12:40-12:45	5	5	Passing	12:20-12:25	5	5	Passing	12:20-12:25	5	5
	Block 3	Block 7	12:45-2:10	85	85	Block 4	12:25-1:30	65	65	Block 8	12:25-1:30	65	65
	Passing		2:10-2:15	5	5	PREP/Duty	1:30-2:00	30	30	PREP/Duty	1:30-2:00	30	30
	Block 4	Block 8	2:15-3:45	85	85	Staff PD	2:00-4:00	120	120	Staff PD	2:00-4:00	120	120
						Grade Level Meetings	4:00-5:00	60	60	Grade Level Meetings	4:00-5:00	60	60
						PREP/Duty	3:45-4pm	15	15				
	<b>Total Instructional Minutes Reg</b>				<b>400</b>	<b>Total Instructional Minutes W</b>			<b>275</b>	<b>Total Instructional Minutes W</b>			<b>275</b>