

MEASURES 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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Board Office Use: Legislative File Info.	
File ID Number	23-0786
Introduction Date	4/18/2023
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
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 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Lighthouse Community Charter High School as “Approved” in an amount not to exceed \$245,650.00.

Background

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

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

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

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL

Site #: 9127

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

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (289) multiplied by the per pupil amount of \$850.

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

9127-5	<p>Pathway Coordinator: Salary for .20 FTE Role includes coordinating Pathway development and documentation in accordance with our Measure N plan and in conjunction with other instructional leaders/teams at LCPS. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher-education, and others.</p> <p>The Pathway Coordinator plays an integral role in certifying that Pathway/Measure N goals are prioritized amidst all of the various initiatives, responsibilities, and unforeseen challenges that occur during every school year. In particular, the Pathway Coordinator will take a lead role in planning and facilitating the development of integrated projects, connections with industry partners, and coordinate collaboration between our Work-Based Learning Coordinator, Dual Enrollment Coordinator and Pathway staff. Through their interactions with Lighthouse's teachers, administration and Pathway Advisory board, the work of the Pathway Coordinator will indirectly impact all of Lighthouse High School's 310 students.</p>	\$24,000.00	1300	Certificated Salaries	Pathway Coordinator	.20 FTE	Product Design and Innovation
9127-6	Benefit Costs associated with the Pathway Coordinator position	\$6,025.00	3000	Employee Benefits			Product Design and Innovation
9127-7	<p>Consultant Contract with OneGoal The OneGoal Program is a national program that provides our College/Career counseling staff with curriculum, professional development, and membership in a network of schools. The program is especially designed to help students make academic and non-cognitive gains to support enrollment, persistence and completion at their chosen post-secondary programs or institutions. Students gain access to the One Goal curriculum in our 11th and 12th grade College/Career Prep classes and crew (Advisory). The professional development that One Goal offers is for our college/career counseling staff and Crew leaders and focuses on helping students identify and follow-through on post-secondary plans. This is supplemental to any training staff receive through Lighthouse. We believe that our contract with OneGoal is vital to our Integrated Student Supports and helps ensure that students get the information and support they need to strategically identify, explore and pursue college and career options that are a good fit for them individually and collectively. This contract serves approximately 150 students at Lighthouse every year plus 75 recent graduates.</p>	\$20,000.00	5822	Consultant Services			Product Design and Innovation

School Name:	Lighthouse Community Charter High School	Site #:	9124
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Pathway Name(s):	Product Design
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School Description

Lighthouse was founded in 2002 in response to the achievement gap for low-income students and children of color in Oakland. Lighthouse has grown from serving 92 students in grades K and 6 in its first year, to now serving more than 800 students across all grades K – 12 and graduating more than 500 12th grade students. Lighthouse Community Public Schools operates two schools: Lighthouse and Lodestar. Lighthouse consists of Lighthouse Community Charter School (LCCS), a K–8 charter, and Lighthouse Community Charter High School (LCCHS), a 9–12 charter. For the purposes of WASC, Lighthouse is one entity.

All students at Lighthouse Community Charter High School participate in our Product Design Pathway. In this pathway, students learn how to use the design process to develop products that meet market demands and/or a community need, develop entrepreneurial skills and knowledge to market products, develop portfolios to showcase their work, and collaborate with industry professional and real world clients. Students take 2D Design in 9th grade, 3D Design in 10th Grade, Graphic Design in 11th grade, and Advanced Design in 12th grade. Students can also opt to take one of our CTE electives, digital photography or CAD. All of these courses are aligned to the CTE Standards for Product Innovation and Design and provide students with the knowledge, skills and resources to engage in hands-on, project-based learning.

School Mission and Vision

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

School Demographics

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

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

<i>Whole School Indicator</i>	<i>2021-22 Baseline Data</i>	<i>2022-23 Data</i>	<i>2023-24 Benchmark</i>	<i>2023-24 Data</i>	<i>2024-25 Benchmark</i>	<i>2024-25 Data</i>	<i>2025-26 Goal (3-Year Goal)</i>
Four-Year Cohort Graduation Rate	97.3%		97%		97%		97%
Four-Year Cohort Dropout Rate	1.4%		>3%		>3%		>3%
A-G Completion Rate (12th Grade Graduates)	85.0%		87.00%		88.50%		90.00%
On Track to Graduate - 9th Graders	92.0%		93.00%		94.00%		95.00%
9th Graders meeting A-G requirements	92.0%		93.00%		94.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.0%		40.00%		60.00%		80.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	36.0%		50.00%		62.50%		75.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%		100%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	91.0%		92.00%		93.00%		94.00%

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	32.0%		35.00%		37.50%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	50.0%		50.00%		50.00%		50.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	97.14%		97%		97%		97%
Four-Year Cohort Dropout Rate	0.0%		>3%		>3%		>3%
A-G Completion - 12th Grade (12th Grade Graduates)	80.0%		83%		86.00%		90.00%
On Track to Graduate - 9th Graders	95.0%		93.00%		94.00%		95.00%
9th Graders meeting A-G requirements	95.0%		93.00%		94.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17%		35%		55.00%		80.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	32.0%		45.00%		60.00%		75.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%		100%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	80.0%		85.00%		90.00%		95.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.0%		32.00%		36.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	41.0%		44.00%		48.00%		50.00%

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	* Prioritizing strong relationships with students and families and providing a network of support to help struggling students	* Students with IEPs are more likely to dropout than other students * The credit recovery system we use (Apex) is not engaging
A-G Completion - 12th Grade	* Lighthouse's graduation requirements exceed A-G requirements; this helps ensure that most students clear this bar	* Some newcomers and students with IEPs or 504s are able to earn a diploma if they meet the CA state diploma requirements rather than A-G.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	* We have a strong 9th grade team; it's a real benefit to have experienced, impactful teachers working with 9th graders * Success is expected; there is a longstanding college-going culture at our school	* Many students struggle with the transition from middle school to high school * High school graduation and college feel very distant to most 9th graders
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	* Students are exposed to a diverse array of post-secondary options and are applying broadly * Approximately 90% of the Class of 2022 were accepted into 4-year colleges	* College enrollment numbers have dropped since the pandemic (this is true nationwide) * Many community college courses are still online * Summer/fall melt - some students who enroll in college during their senior year fail to show up for classes in the fall.

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

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<ul style="list-style-type: none"> * 100% of students (including ELLs and students with IEPs) are enrolled in Pathway * Students provided with multiple opportunities to demonstrate mastery in all subjects * All students have access to AP, Honors, and Dual enrollment courses * Advisory Board has both industry and post-secondary partners and contributes ideas for Pathway growth and development * Students regularly get feedback from teachers and peers * Project-based learning in many subject areas * Equitable access provided through individual student support in class and during office hours 	<ul style="list-style-type: none"> * More inclusion of industry professionals in the learning process * More interdisciplinary projects across content-areas needed * Portfolio process not fully developed (example: we need a portfolio rubric) * Need more alignment around presentation expectations, reflection and feedback * Capstone project needs to be more clearly defined 	<p>Interdisciplinary projects - this has been an ongoing priority for several years but for many reasons, most notably staff transitions and the pandemic, integration between CTE and core classes has been haphazard. We are now naming that CTE integration will take place in Social Science, Science and Language classes and building planned collaboration into our curriculum map and instructional expectations.</p> <p>More industry participation in the learning process. We believe that this will make learning more relevant and meaningful for our students, especially in their Pathway classes. Now that we have some solid industry partners, an Advisory Board that meets regularly, and a Work-Based Learning Coordinator, we aspire to have all students interact in meaningful ways with industry professionals at least 2X per semester.</p>

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> * All students provided equitable access to a range of high-quality WBL experiences across the WBL continuum * WBL plan informed by input from students, staff and industry partners * Extensive partnership with Enlisted Design, a full service design agency with about 200 employees spread across Oakland and Salt Lake City. This year, they've hosted several hands-on participatory workshops for our students at their office that allow students to apply skills they've learned at school in a professional setting and with mentorship from folks in the industry. 	<ul style="list-style-type: none"> * We need to better articulate and promote WBL continuum and rationale * Students do not consistently get feedback from industry professionals and community partners after participation in WBL activities * WBL continuum still in flux - need to figure out how to connect the range of experiences we offer to different classes, grade levels, programs, grad profile * Need to improve data tracking of WBL experiences (and report out on student progress at Student Led Conferences) 	<p>WBL opportunities need to be better articulated, promoted, codified, tracked, and measured.</p>
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<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> * College/career support integrated into school day for all students through advisory and College/Career Seminar in Grades 11/12 * Partnership with One Goal (college/career curriculum, additional support for students in first year after high school) * Expanded dual enrollment opportunities; more than 50% of students will graduate with college credit this year * Post-secondary visits at every grade level * 90%+ college acceptance and FAFSA completion; 80%+ enrollment in post-secondary program * Triennial student-led conferences help with progress monitoring and goal setting * In the process of putting a MTSS system in place to help ensure we meet the needs of more students and families (wrap-around services) 	<ul style="list-style-type: none"> * Peer mentoring is not formally structured - this feels like a missed opportunity * Need to refine how we deal with credit recovery (better progress monitoring and communication with families) * More student input and leadership needed * Need to continue to promote dual enrollment enrollment program to students, families and teachers in order to get a broader group of students to participate. 	<p>Continue expanding and improving the quality of our dual enrollment program until it becomes a seamless and integral part of the student experience at Lighthouse</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

<p>Goal #1: By 2026</p>	<p>We will implement at least 2 interdisciplinary projects per grade level and facilitate meaningful interactions between students and industry professionals at least 2 times per semester (4 times per year). We will steadily ramp up our integrated projects by having a total of 2 or more in 2023-24, 3 or more in 2024-25, and 4 or more in 2025-26.</p>
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Goal #2: By 2026	All students will complete passage requirements at each grade level that include Work-Based Learning experiences; by 2026, all students will graduate having completed an internship or similar personal/professional development experience
Goal #3: By 2026	More than 80% of students will graduate Lighthouse with some college credit and 50% of students will graduate Lighthouse with at least 6 units of college credit

Pathway Strategic Actions

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

Strategic Actions for Goal #1	Offer professional development related to our CTE Pathway and Linked Learning to all high school teachers so that the Design process is a common reference point across all classes and subject areas.
	Work with EL (previously Expeditionary Learning) school designer to help teachers design and implement interdisciplinary projects. (EL is a national school reform organization that we work with. The school designer works directly with teachers to plan curriculum.)
	When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for teachers who will be working together on interdisciplinary projects.
	Work with our Pathway Advisory Board and CTE teachers to plan and implement at least 2 learning experiences in each CTE class that meaningfully incorporate industry professionals
Strategic Actions for Goal #2	Working with grade level teams and school administration, redefine passage and graduation requirements to include some element of Work-Based Learning at all grade levels
	Create a year-long scope and sequence of work-based learning experiences that helps students meet passage/graduation requirements and progress on the WBL continuum
	Set parameters around what it means to complete an internship or personal/professional growth experience, create a menu of options for students to complete this requirement, and determine when we will start holding all students accountable for fulfilling this requirement.
	Identify what sort of WBL experiences most appeal to our focal student population (young men) and work on securing and promoting these experiences
Strategic Actions for Goal #3	Have teachers nominate and encourage students to take Dual Enrollment classes
	Better promote dual enrollment to students, families and teachers - making explicit connections between dual enrollment and students' future success
	Have students and families sign a dual enrollment contract at the beginning of the semester to reduce the number of students who withdraw
	Create honors diploma as an incentive for students who complete at least 9 units of college credit before the end of high school

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

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

<p>Teacher Salary for 1.0 FTE: 3D Design/Advanced Design/CAD Teacher This teacher facilitates two essential courses in our Pathway, 3D Design (10th grade concentrator course), Advanced Design (12th grade capstone course), and CAD (Computer-Aided Design), which is an elective class in our CTE Pathway. The teacher in this role must be CTE credentialed (or in the process of getting their credential), capable of engaging students in standards-based, experiential CTE curriculum, and willing to collaborate with other Pathway teachers, core academic staff and industry partners.</p> <p>Funding for this position is essential to our entire Pathway program and key to some of our 3-year goals such as the development and implementation of relevant and engaging CTE lessons, interdisciplinary projects, work-based learning opportunities, and a meaningful capstone experience. Over the course of the school year, this teacher will impact the educational experience of 150-200 students.</p>	\$82,000.00	1100	Certificated Salaries	CTE Teacher	1.0 FTE	Product Design and Innovation
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Measure N/H 2023-2024 Education Improvement Plan Assessment

Lighthouse Community Charter High School

Checklist of Required Elements:

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

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> Integrated Program of Study Work Based Learning Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Pathway Quality Assessment provides evidence of all 3 domains of Linked Learning Structured opportunities for teacher collaboration time identified in Linked Learning 1-Pager 1-pager also indicates that work-based learning is integrated into all Pathway classes and some core academic classes CTE course sequence in place for 9th-12th grade Assessment identifies the following areas of growth: <ul style="list-style-type: none"> Integrated Program of Study: need greater inclusion of industry professionals, more interdisciplinary projects, more development of portfolio and capstone project Work Based Learning opportunities need to be better articulated, promoted, tracked and measured Integrated Student Supports: Expansion of Dual Enrollment 			
<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> N/A 				

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> • School has identified a Focal Student population that is not achieving key outcome indicators. • School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined • For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Identified focal group is male students. • All sections of the root cause analysis are complete. Some of the identified challenges include: meeting the needs of students with IEPs, a credit recovery program that's not engaging, challenges with the transition from middle school to 9th grade, summer melt, inconsistent tracking of internship data, and the withdrawal of students from dual enrollment. • Some deeper reflection about challenges is evident in discussion about dual enrollment. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • The particular challenges impacting male students are not clear from the root cause analysis. It would be useful to take a deeper dive into the reasons why males are not performing as well as the whole school population on key indicators. 			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Thoughtful analysis of Linked Learning domains; the following areas of growth are noted: interdisciplinary projects, greater industry participation, articulation and tracking of Work-Based Learning activities, expanding and improving quality of dual enrollment classes • Identified next steps support continuous quality improvement of pathway • Evidence of strengths section references data and concrete examples <p>Feedback for continued progress monitoring: N/A</p>			

<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Identified goals align to each of the 3 domains of Linked Learning • Challenges identified in Pathway Quality Assessment and root cause analysis lead nicely into goals and strategic actions. • Integrated projects have been an ongoing priority for Lighthouse. Identifying specific core classes for CTE integration (Social Science, Science and Language), designating collaboration planning time and identifying integration as an instructional expectation should provide a level of focus and accountability towards reaching this goal. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • It might be helpful for you to develop near, mid and long term benchmarks towards realizing goals 2 and 3
<p>Strategic Actions</p> <ul style="list-style-type: none"> • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> • Integrated Program of Study • Work-Based Learning • Integrated Student Support • Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The identified strategies, if implemented, should lead to progress towards 3 year goals • Strategies for Goal 2 are particularly well-defined <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • You've identified strategies to incentivize participation in dual enrollment and a dual enrollment contract to encourage students not to withdraw. What other strategies will you implement to support students taking dual enrollment classes? How will you increase the number of African American students taking dual enrollment? • What barriers do you anticipate related to implementing integrated projects?

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget includes funding for 2.0 FTE CTE teachers, 0.2 FTE Pathway Coordinator, and Consultant Contract with OneGoal for college and career curriculum and professional development • Proper justification is provided that clearly articulates what Measure N/H dollars are funding and how it is aligned to pathway development • Proposed Measure N/H budget is in support of and aligned with outlined goals • Proposed FTE are necessary due to the existence of Linked Learning pathway at school 			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating: Approved

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

Strengths:

- School Commitment to Pathway Vision: It is clear that Lighthouse is committed to the *Linked Learning* model as evidenced in the plan, presence of CTE credentialed teachers, commitment to quarterly CTE Advisory Board meetings, addition of 2 CTE electives, and securing of additional funding sources that have allowed them to add a *Work-Based Learning* Coordinator and *Dual Enrollment* Coordinator.
- Partnership with *Enlisted Design* provides students with hands-on work-based learning experiences with professional design firm.
- Strategic Goal 2 and related Strategic Actions are particularly well-defined.

Key Questions:

- How might you address the needs of your target population (males) through your goals, strategic actions and/or budgeted resources?

Budget Feedback:

- Since your *Work-Based Learning* Coordinator and *Dual Enrollment* Coordinator are funded through grants, how are you thinking about sustainability of the positions once the grants end?

Next Steps:

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