



**Measure G1
Grant Application
2018-19**

School	Lighthouse Community Charter School	Principal	Kate Bowman
School Address	444 Hegenberger Rd. Oakland, CA 94621	Principal Email	kate.bowman@lighthousecharter.org
School Phone	510-562-8801	Anticipated Grant Amount*	\$33,187
Actual 2017-18 Enrollment (6-8) (20 day count)	180	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	158

**Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2017-18 (link to 2016-17 full approved proposal will be here)

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Student Culture Developer: Compensation & Benefits This budget includes: salary for this role (at .55 FTE) and benefits (estimated at 23%).	\$37,208
2	Materials budget This budget includes: materials and supplies to support culture-building activities.	\$500
3	PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Attendance & Registration for Professional Development	\$543
Budget Total (must add up to Current Grant Amount)		\$38,251

**Note: Lighthouse Community Charter decided to rollover the 2017-18 allocation into 2018-19. This decision was made at Lighthouse after clarifying that this was a permissible use with the Commission and district staff during commission hearings in the fall of 2017.*

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Student Culture Developer: Compensation & Benefits This budget includes: salary for this role (at .45 FTE) and benefits (estimated at 23%).	\$30,433
2	Materials budget This budget includes: materials and supplies to support culture-building activities.	\$1,000
3	PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Attendance & Registration for Professional Development	\$1,744
Budget Total (must add up to Anticipated Grant Amount)		\$33,187

- **Note: Based on the rollover of funds, and the alignment between priorities, the result would be the hiring of a full-time Student Culture Developer role (total of \$71,438)*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
102 students 102/193=52.8%	91 students 91/193= 47.2%	91.12% (K-8) 89.12% (6-8)	18 students 18/193=9.3%	16 students 16/18=88.9%	75 students= EL 75/193= 38.9%	180 students 180/193=93.3%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20 students 20/193= 10.4%	0 students	5 students 5/193= 2.6%	158 students 158/193= 81.9%	1 student 1/193=.5%	0 students	2 students 2/193= 1%	7 students 7/193= 3.6%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Kate Bowman	Principal
Melanie Swandby	Math Lead Teacher; 7th Math Teacher
Benjamin Adams	5th/6th Humanities Teacher
Sarah Swanson-Hysell	Humanities Lead Teacher; 5th Humanities Teacher
Adam Kupersztoch	Middle School Dean of Students
Brandon Paige	Director of Finance

School Vision (insert here):

The mission of the Lighthouse Community Charter School is to prepare a diverse, K-12th grade student population for college and the career of their choice by equipping each child and youth with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner.

In order to achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- High Expectations for All Students
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

At Lighthouse Community Public Schools, we believe that persistent inequity in education threatens our collective future. To address that problem, we focus on creating a family of exceptional school communities serving youth and families in Oakland. Collaboratively, we have defined our stance: All young people have the potential to become lifelong changemakers 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.

Our organizational strategies include:

- Prepare students for college success with academic skills, a sense of self, and the ability to navigate university systems.
- Bring forth young people’s natural curiosity and ability to pursue their interests and affect change.
- Teach and learn using engaging curriculum and instructional practices that put students at the center of their own learning.
- Recruit, hire, develop and retain excellent, culturally competent educators who reflect the communities we serve.
- Create an environment in which all people feel safe, respected, bring their authentic selves, and thrive.
- Intentionally build a restorative and responsive school community that supports character development.
- Mindfully address a lens of systemic oppression and integrate cultural identity into curriculum, communications and programming.
- Work to transform leadership and decision-making, counteracting existing power structures that perpetuate inequity.
- Regularly analyze multiple sources of data to consistently move toward equitable outcomes for all members of our community.

Our anticipated changes include:

- All students are lifelong learners, fully prepared to be successful in four-year college and a career of their choice.
- Graduates have a clear sense of personal purpose and are equipped to pursue it throughout their lives.
- All members of our community recognize and value their cultural identity and have a strong sense of self worth.
- Schools support students and graduates as community change-makers committed to promoting equity and compelled to serve.
- Parents, students, community members and staff are active decision-makers in their school community.
- Schools are staffed by skilled, experienced, dedicated and diverse educators prepared to support positive identity development and equipped to actively interrupt instances of inequity.
- School staff and leadership better reflect the backgrounds and experiences of the communities they serve.

Our work is grounded in our Core Values:

- COMMUNITY: We are best when we respect, value and celebrate our diversity and strengthen our connections.
- INTEGRITY: We act on our shared and personal values, especially in the face of adversity.
- LOVE: We extend ourselves so that all feel a sense of belonging and acceptance.
- SOCIAL JUSTICE: We act with courage and commitment to move toward a just and equitable world.
- AGENCY: We are empowered to pursue purposeful action as life-long changemakers.

Taken together, these characteristics make our mission into an actionable vision.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative

Section below.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Entry	Entry	Staffing	Quality	Quality
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Entry	Entry	Equipment and Materials	Quality	Quality
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Quality	Quality
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/ Retention (SPSA/ Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	96% of 2015-16's 5th graders returned in 2016-17.	88% of 2016-17 5th graders returned for 2017-18.	Suspension	8% — 2015-16 (both in & out of school)	5.7% so far in 2017-18
ES Outreach Strategy Actions	100% We are a K-12 school in which our 5th graders loop into 6th with the same set of teachers. We have strong retention figures as a result. Our charter ensures continuous enrollment from K-12.	100% We are a K-12 school in which our 5th graders loop into 6th with the same set of teachers. We have strong retention figures as a result. Our charter ensures continuous enrollment from K-12.	Chronic Absence	3% — 2015-16	2016-17 — 6% 9% so far in 2017-18
Programs to support ES students transition to MS	see above	see above	CHKS data (district only)	The following was included in the analogous section from 2017-18 titled Survey Data: Students 55% positive responses* on the student SCAI in Student Interactions, Discipline Environment, and Attitude & Culture domains. 87% of responses at 3+ Families 73% positive responses* on the family SCAI in Student Interactions, Discipline Environment, and Attitude & Culture domains. 94% of responses at 3+ Staff 51% positive responses* on the staff SCAI in	N/A (As a charter school, we don't administer CHKS; however, our school culture data is described in section 5 below)

				<p>Student Interactions, Discipline Environment, and Attitude & Culture domains.</p> <p>91% of responses at 3+</p> <p>*We internally define a positive response as one that is ≥ 4.</p>	
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REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Lighthouse Parent Meeting	Tuesday, March 13 Presentation Slide Deck Family Attendance Sheet Agenda & Meeting Notes Flyer (English & Spanish)

Staff Engagement Meeting(s)	
Staff Group	Date
Lighthouse Middle School Staff	Tuesday, March 6 Agenda and Notes

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plans to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>Our 7th and 8th grade students engage in one trimester of music class per year as part of a rotation of enrichment classes that includes: Music; Making and Programming. The curriculum is standards-based, rooted in theory and aligned with our high school program in scope and sequence. Given our relatively small size and the constraints of our facility, we are unable to offer multiple courses but do have heterogeneous classes in which the existing curriculum is differentiated based on students’ skills, interests and needs. In terms of performance, we focus on guitar, ukulele, piano, vocals and electronic music and do not have the physical space to increase to full orchestral ensembles or support a 1-to-1 instrument ratio to enable all students to take instruments home. Many do take advantage of the universal opportunity to borrow instruments overnight and during vacation breaks. The music room is a shared space that is adequately soundproofed and doubles as a Humanities classroom when it’s not enrichment class time. Our musicians have performed as ensembles in-house at middle school assemblies, biannually at our evening showcases of student work and most recently at an exhibit of an interdisciplinary Expedition at an art gallery space in downtown Oakland.</p> <p>Our music teacher has regular internal professional development and opportunities for external site visits and PD as well. He is regularly observed and evaluated by our Electives Manager who oversees electives in grades 7-12. He also participates in middle school level culture work and collaborates with general ed teachers to integrate music across disciplines and address students’ needs. At this time, given our space and size constraints, this is not an area we are targeting for this proposal.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$0		

2. Art Program

Programmatic Narrative Based on Rubric

At our K-12 school, K-6 students engage in a standards-based, visual arts program with a highly-skilled, fully-credentialed, art teacher. She integrates elements of art history, interdisciplinary content, and literacy into her studio arts classes. All students participate throughout the year in their grade level's specific course. Because of our small size, we cannot logistically offer multiple courses. However, each year's curriculum integrates a variety of media to ensure exposure to a range of experiences and skills.

Our 7th and 8th grade students engage in arts-based, enrichment classes on a trimesterly rotation that includes: Music; Making and Programming. The Making and Programming curricula are infused with visual arts, design thinking and technology elements. At times, the instructors work with gen ed teachers to develop shared interdisciplinary curriculum. Given our relatively small size and the constraints of our facility, we are unable to offer multiple courses but do have heterogeneous classes in which the existing curriculum is differentiated based on students' skills, interests and needs.

Both our Making class and K-6 Art classes are housed in dedicated classrooms that are equipped with the requirements to meet the "quality" descriptors in the self-assessment rubric, with the exception of additional spaces like a kiln room. All arts classes participate in two in-house formal showcases for school stakeholders each year. Occasionally, student work is displayed at external community events like Maker Faires.

All arts teachers participate in internal professional development, and are observed and evaluated regularly by school administration. Additionally, our teachers attend external PD at places like the Exploratorium, and external discipline-specific conferences. Their prep time is commensurate with their planning needs throughout the year and we offer stipended work days in the summer as well.

At this time, given our relative strength in this domain and our space and size constraints, this is not an area we are targeting for this proposal.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$0		

3. World Language Program

Programmatic Narrative Based on Rubric

We don't currently have a world language course offering and consequently rated ourselves "emerging" here. While this is something we are interested in strategically addressing in the future, the cost of staffing a quality language program is not within the range of this grant, nor do we have space in our facility to accommodate this shift without dismantling existing programs that are also designed to serve the whole child. Given the range of our students' language proficiency levels, we would need to significantly adjust our block schedules to allow for multiple course offerings, and an undertaking of this magnitude is not feasible at this time. Consequently, this is not the area we are targeting for this proposal.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$0		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Lighthouse is a K-12 school in which we practice looping with our students. Students have the same teachers for two sequential years to develop strong relationships between students, families and teachers. Unlike other middle schools, our program begins with 5th grade and students loop up to 6th with the same set of teachers. This ensures continuity and eliminates the challenges of enrollment retention. Our fifth graders are guaranteed placement in our 6th grade under or K-8 charter. As a result, we often see figures like 96% of our 5th graders are enrolled in 6th. This dipped slightly this year to 88% and we are monitoring that and addressing it on individual basis since it represents so few students.

We also personalize families' experiences with student-centered Individualized Learning Plan (ILP) conferences at three points during the year. During our April conferences, we have already collected intent-to-return paperwork and personally encourage all families to remain part of the community if they have not already committed to doing so.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$0		

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

Over the the last four years, we strategically engaged in a process of bringing Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices into our school to establish best practices in this domain. These practices have increased our overall consistency as a staff and facilitated a shift in the way we respond to and repair harm when it occurs. It has also helped create a strong foundation from which to work and has enabled us to get closer to the vision of who we aspire to be. This year, we prioritized integrating our 5 new Core Values: Community, Social Justice, Integrity, Agency and Love into our staff and student culture. This has focused our Tier 1 practices like Crew (advisory); monthly, middle school, student-led assemblies; appreciations; and celebrations. Our efforts are reflected in strong positive student responses on the SCAI survey question about teachers holding high expectations for all students.

Our attendance data overall is consistently strong. We had a slight dip this year, but most of that was due to an increase in illness in our community this winter. Our students are regularly at school and we have great opportunity to work with them to co-create an environment in which they are seen and thrive. Efforts to develop consistency over the last few years have been effective, however, we see our next step as a need to put students at the center and integrate their voices in a variety of ways. This is factored into our school's work plan over the next three years.

Our 2017-18 SCAI data, in which 53% of students rate our student culture positively overall, confirms this challenge. We are approaching the threshold for positive ratings and need shifts to reach the next level. The 2017-18 student SCAI data shows us that we have room to grow in the following specific areas: students feeling engaged as active leaders in the school (36%), developing relationships across groups (38%) and feeling pride in their school (38%). When we drill down a bit further into our discipline data we see suspension rate in 2016-17 of 5.6% and similar numbers so far in 2017-18. Closer analysis of those incidents reveals that most are the consequence of fighting or hate speech. When considering more minor discipline events, the perceived motivation was overwhelmingly seeking peer attention (60% in 2016-17 & 60% currently) with the 2nd greatest factor being task avoidance (19% in 2016-17 and 18% currently). This data reveals that our students are craving interaction with each other, opportunities to have their voices heard and identities affirmed. It also confirms that our middle schoolers need support developing social and conflict resolution skills. We are called take steps to foster an environment in which we structure positive peer-to-peer interactions and develop more cultural awareness, tolerance and celebration.

This analysis of SCAI and discipline data matched what we heard directly from parents and staff. The need to directly support positive student interactions throughout the school program, and to work with our staff to develop that in the classroom, became the clear priority after conducting our self-assessment and engagement sessions. To meet this goal, we are proposing the addition of a full-time Student Culture Developer. This role is designed to be student-facing and work closely with the Dean of Students and staff to develop proactive positive school culture initiatives that may include:

- developing and supporting the role of our student council leadership;
- implementing Tier 2 small group and/or individual case management targeted at social-emotional needs;
- leading and supporting student-driven affinity groups;
- coordinating cultural celebrations and awareness building;
- consulting with teachers on Crew curriculum development;
- developing a peer-to-peer conflict resolution program that incorporates elements of our Restorative Justice approach;
- collaborating with Deans from across the K-12 school to organize cross-grade activities and programs (ex. ongoing 6th grade reading buddies for kindergarten students)
- developing entrepreneurship and student fundraising;
- maintaining a service component which is integral to our approach to learning and character development.

In order to support the implementation of this work, our school can make shifts in schedule to create shared spaces in which assemblies can increase and become more frequent as well as creatively find a physical space where this new team member can meet with small groups of students during and after regular school hours to do this work.

Anticipated 2018-19 Outcomes:

- The positive student and staff responses in the Student Interactions and Attitude & Culture domains of the SCAI will increase by 10% from the previous year.
- Minor discipline incidents will decrease by 10% from the previous year.
- Suspensions will not exceed 6%.
- We will have at least 3 peer mediators per grade trained in conflict resolution and actively working with their peers with the Student Culture Developer’s support.
- Celebrations increase across the middle school.
- At least 10% of students engage in voluntary affinity groups.

Anticipated 3-Year Outcomes:

- The positive student responses in the Student Interactions and Attitude & Culture domains of the SCAI will increase by 20% from 2017-18.
- Minor discipline incidents will decrease by 20% from 2017-18.
- Suspensions will not exceed 5.5%.
- Cultural celebrations will become ritualized and predictable.
- We will have at least 6 peer mediators per grade trained in conflict resolution and actively working with their peers and training each other with Student Culture Developer’s support.
- At least 20% of students voluntarily engage in an affinity group.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$30,433	Student Culture Developer: Compensation & Benefits This budget includes: salary (for .5 role) and benefits (estimated at 23%).	See above
\$1,000	Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$500 per semester.	
\$1,744	PD to be targeted to this person’s identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Conference fee registrations.	

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

MARCH 3, 2018

WEEKLY NEWSLETTER



LIGHTHOUSE

A Lighthouse Community Public School

Dear Families,

Thank you for your attendance and voice at the recent Coffee Tuesdays. We've heard your collective concerns about our food program. Themes amongst the concerns included:

Increased need for higher quality food

Increased need for more variety

Food waste is an issue.

At last week's coffee Tuesday, the founder and CEO of Revolution Foods, Kristin Richmond, and Executive Chef, Cliff Lyles, came to hear from our parents directly and they are both eager to problem solve with us.

A few action steps we are immediately taking:

Installation of re-therm ovens to improve the quality and heat of our meals. Doing this not only prevents warming of food for a long duration of time which has impacted the quality and taste of meals.

Adding spice bars to the cafeterias so that students can add flavor

Retraining our staff how monitoring food temperature (so that it is not too cold, or not too overcooked, etc)

Other actions that will happen later this spring are:

Student focus groups allowing student voice to weigh in on new menu items and give feedback directly to RF. Questions or concerns? Reach out to Arlene Aldrette at arlene.aldrette@lighthousecharter.org

2018-2019 School Calendar

We're pleased to roll out our 2018-19 school calendar! Here are a few things to note:

We tried to align our calendar as much as possible to OUSD in response to feedback we have heard from parents who may have students across schools in Oakland.

There is an additional day off of school for Indigenous Peoples' Day in October.

One less student-facing day in March, to allow for staff development across our Family of Schools in February.

With the exceptions above, most other aspects of the calendar remain the same.

Stop by our main office to pick up a hard copy! Pending and not included on this calendar are community events- both site-based and family of schools based. A revised version with community dates will be released later in the Spring and a 12th month calendar for families and staff will be published in August 2018. Stay tuned!

Middle School Families'

G1 Proposal Meeting

Date: Tuesday, 3/13/18

Time: 8:45-9:45 (Coffee Tuesday)

Place: Family Resource Center

Please join middle school principal, Kate Bowman, and learn more about a great opportunity to improve student culture in the middle school! G1 is an approved ballot measure that provides funding for specific middle school goals. She will be presenting our G1 proposal to improve student culture for family input and feedback. Please come, learn about this great opportunity and make sure your voice is heard!

Summer Resources

As the school year is getting closer to ending, it is now time to sign up for summer learning camps/programs for your child! Read below for more information and resources.

Here is some information from Bright Hub Education on some of reasons why summer learning is so important. (<http://www.brighthubeducation.com/summer-learning-activities-ideas/78257-why-summer-learning-is-so-important/>)

- Students experience significant learning loss when they do not participate in educational activities during the summer months. Research shows that students on average score lower on standardized tests at the end of summer than they do on the same tests at the end of the school year (Cooper, 1996).
- On average, students lose about 2.6 months of grade level equivalency in mathematical computation skills during the summer. (Cooper, 1996).
- Low-income students experience greater summer learning losses than their higher income peers. On average, middle-income students experience slight gains in reading performance during summer vacation. Low-income students experience about a two month loss in reading achievement (Cooper, 1996).
- The achievement gap in reading scores between higher and lower income students grows during the summer. Research shows that student achievement for both middle- and lower-income students improves at a similar rate during the school year, low-income students experience a higher level of summer learning loss during their elementary school years (Alexander & Entwisle, 1996).

Check out these websites for information on Summer camps in the East Bay!

<https://www.510families.com/>

<https://trackersbay.com/youth/summer-camps.php>

<https://www.bayareakidfun.com/east-bay-summer-camps/>

<https://campedmo.org/locations/oakland/>

<http://www.campsbayarea.com/oakland-summer-camps.html>

<https://www.galileo-camps.com/galileo-summer-quest/location/oakland>

and here is a list of ways you can support your child at home if you are unable to send your child to a summer camp. <https://www.edutopia.org/blog/7-ways-prevent-summer-learning-loss-barbara-dianis>

NOTICIAS SEMANALES



LIGHTHOUSE

A Lighthouse Community Public School

Queridas familias,

Gracias por su asistencia y voz en los recientes Cafe de Martes. Hemos escuchado sus preocupaciones colectivas sobre nuestro programa de alimentos. Temas entre las preocupaciones incluidas:

Mayor necesidad de alimentos de mayor calidad

Mayor necesidad de más variedad

El desperdicio de comida es un problema.

El martes de la semana pasada, la fundadora y CEO de Revolution Foods, Kristin Richmond, y el chef ejecutivo, Cliff Lyles, vinieron a escuchar a nuestros padres directamente y están ansiosos por resolver el problema con nosotros.

Algunos pasos de acción que estamos tomando de inmediato:

Instalación de hornos de recalentamiento para mejorar la calidad y el calor de nuestras comidas. Hacer esto no solo evita el calentamiento de los alimentos durante un período prolongado, lo que ha afectado la calidad y el sabor de las comidas.

Agregar barras de especias a las cafeterías para que los estudiantes puedan agregar sabor

Volver a capacitar a nuestro personal sobre cómo controlar la temperatura de los alimentos (para que no haga demasiado frío, o no se cocine demasiado, etc.)

Otras acciones que sucederán más adelante en esta primavera son:

Grupos de enfoque de estudiantes que permiten que la voz del estudiante influya en los nuevos elementos del menú y brinde retroalimentación directamente a RF ¿Preguntas o inquietudes? Póngase en contacto con Arlene Aldrette en arlene.aldrette@lighthousecharter.org

Calendario Escolar 2018-2019

¡Nos complace implementar nuestro calendario escolar 2018-19! Aquí hay algunas cosas a tener en cuenta:

Intentamos alinear nuestro calendario tanto como sea posible con OUSD en respuesta a los comentarios que hemos escuchado de los padres que pueden tener estudiantes en todas las escuelas de Oakland.

Hay un día libre adicional para el Día de los Pueblos Indígenas en octubre.

Un día menos para los estudiantes en marzo, para permitir el desarrollo del personal en toda nuestra familia de escuelas en febrero.

Con las excepciones anteriores, la mayoría de los demás aspectos del calendario siguen siendo los mismos.

Pase por nuestra oficina principal para recoger una copia impresa. Pendientes y no incluidos en este calendario son eventos comunitarios, tanto basados en el sitio como en la familia de escuelas. Una versión revisada con fechas de la comunidad se lanzará más adelante en la primavera y un calendario de 12 meses para las familias y el personal se publicará en agosto de 2018. ¡Estén atentos!

Familias de la escuela intermedia 5to-8vo

Reunión de propuesta G1

Fecha: martes, 13/03/18

Hora: 8: 45-9: 45 (café de martes)

Lugar: Centro de Recursos Familiares

¡Únase a la directora de la escuela secundaria, Kate Bowman, y aprenda más sobre una gran oportunidad para mejorar la cultura de los estudiantes en la escuela secundaria! G1 es una medida de votación aprobada que proporciona fondos para objetivos específicos de la escuela intermedia. Ella presentará nuestra propuesta de G1 para mejorar la cultura de los estudiantes con el aporte y la retroalimentación de la familia. ¡Venga, aprenda sobre esta gran oportunidad y asegúrese de escuchar su voz!

Recursos para el Verano

A medida que el año escolar se acerca al final, es hora de inscribirse en los campamentos / programas de aprendizaje de verano para su hijo. Lea a continuación para obtener más información y recursos.

Aquí hay información de Bright Hub Education sobre algunas de las razones por las cuales el aprendizaje de verano es tan importante. (<http://www.brighthouseeducation.com/summer-learning-activities-ideas/78257-why-summer-learning-is-so-important/>)

- Los estudiantes experimentan una pérdida significativa de aprendizaje cuando no participan en actividades educativas durante los meses de verano. La investigación muestra que los estudiantes en promedio obtienen puntajes más bajos en las pruebas estandarizadas al final del verano que en las mismas pruebas al final del año escolar (Cooper, 1996).
- En promedio, los estudiantes pierden alrededor de 2.6 meses de equivalencia de nivel de grado en habilidades de cálculo matemático durante el verano. (Cooper, 1996).
- Los estudiantes de bajos ingresos experimentan mayores pérdidas de aprendizaje durante el verano que sus compañeros de mayor ingreso. En promedio, los estudiantes de ingresos medios experimentan leves aumentos en el rendimiento de lectura durante las vacaciones de verano. Los estudiantes de bajos ingresos experimentan una pérdida de dos meses en el rendimiento de lectura (Cooper, 1996).
- La brecha de rendimiento en los puntajes de lectura entre los estudiantes con ingresos más elevados y los de menor ingreso aumenta durante el verano. La investigación muestra que el rendimiento estudiantil para estudiantes de ingresos medios y bajos mejora a un ritmo similar durante el año escolar, los estudiantes de bajos ingresos experimentan un mayor nivel de pérdida de aprendizaje de verano durante sus años de escuela primaria (Alexander y Entwisle, 1996).

Echa un vistazo a estos sitios web para obtener información sobre campamentos de verano en el este de la bahía.

<https://www.510families.com/>

<https://trackersbay.com/youth/summer-camps.php>

<https://www.bayareakidfun.com/east-bay-summer-camps/>

<https://campedmo.org/locations/oakland/>

<http://www.campsbayarea.com/oakland-summer-camps.html>

<https://www.galileo-camps.com/galileo-summer-quest/location/oakland>

Y he aquí una lista de maneras en que puede apoyar a su hijo en casa si no puede enviar a su hijo a un campamento de verano.

https://docs.google.com/document/d/1KgYJtf0BycmBP2ezZeWgFXQIAy_-j2Ts4PXud4g1EDM/edit?usp=sharing

Lighthouse's Middle School G1 Proposal

Propuesta G1 de Lighthouse

What is G1? ¿Qué es G1?

- **Part 1: Money to increase Oakland's teachers' salaries**
Dinero para aumentar los salarios de los maestros de Oakland
- **Part 2: Middle School Funds to meet specific goals in the areas of:** *Fondos de la escuela secundaria para cumplir objetivos específicos en las áreas de:*
 - Arts (artes)
 - Music (música)
 - World Languages (lenguaje mundial)
 - School Culture (cultura de escuela)

Process of Self-Reflection Proceso de autorreflexión

Strengths / fortalezas:

- Arts (artes)
- Music (musica)

Areas we can grow / áreas en las que podemos crecer:

- World Languages (lenguaje mundial)
- School Culture (cultura de escuela)

STUDENT CULTURE COORDINATOR

COORDINADOR DE CULTURA ESTUDIANTIL

ROLE & RESPONSIBILITIES PAPEL Y RESPONSABILIDADES

- **Student council coordination** / Coordinación del consejo estudiantil
- **Case management (supporting small groups of students who are struggling academically, socially or emotionally)**/ apoyando grupos pequeños de estudiantes que están luchando académica, social o emocionalmente
- **Peer conflict resolution program coordinator** / Coordinador del programa de resolución de conflictos entre pares
- **Organizing cultural celebrations** / Organizando celebraciones culturales
- **Organize and facilitate student selected affinity groups** / Organizar y facilitar grupos de afinidad seleccionados por los estudiantes
- **Consulting with teachers about positive culture building** /
- Consultar con los maestros sobre la construcción de cultura positiva

Families' Priorities / Prioridades de las familias

Activity:

In groups, please sort the responsibilities in order of importance to you. You may use the blank pieces to write new ideas that aren't yet included.

Share your thinking with the whole group.

En grupos, clasifique las responsabilidades en orden de importancia para usted. Puede usar las piezas en blanco para escribir nuevas ideas que aún no están incluidas.

Comparta su pensamiento con todo el grupo.

Closing / Clausura

Small Group Discussion / Discusión en grupos pequeños

What qualities are most important for this person to have?

¿Qué cualidades son más importantes para que tenga esta persona?

What do you hope to see change in the middle school once someone is doing this important work?

¿Qué esperas para ver el cambio en la escuela secundaria una vez que alguien está haciendo este importante trabajo?

Share with the whole group / Comparte ideas con todo el grupo



G1 Family Engagement Meeting
 3/13/18
 8:45-9:45
 Family Resource Center (FRC)

Objectives:

- Family members can understand what G1 is.
- Family members can understand the proposed role and share their priorities regarding the proposed staff member's roles and responsibilities.
- Family members can share their vision for the characteristics they find valuable in the ideal candidate for the role.
- Family members can envision potential improvements in school culture based on this proposed role.

Time	Activity	Materials
5 min	Check-in: Settle in and get some coffee	
3 min	Overview of presentation agenda	Slide Deck
10 min	What is G1? What has been the process?	
15 min	What is Lighthouse's G1 proposal?	
15 min	What are families' priorities within the proposed role? What are their hopes for the ideal candidate and school culture shifts in 2018-19?	
5 min	Process Debrief: Plus/Deltas	

G1 Family Engagement Meeting Notes

3/13/18

Parents' Questions and Conversation Themes:

- What does school culture mean?
 - There is a need to define this more clearly in various contexts.
- There is a complementary relationship between the supports this person will provide and the activities proposed.
 - When kids are taking on more ownership of the school and participating more, they will deal with different viewpoints and have authentic chances to practice the interpersonal skills being developed in the case management groups and peer mediation program.
- Parents are interested in maximizing the opportunities for cross grade collaboration and academic support.
- Parents want this candidate to truly love our students, be able to persevere when it's hard and stick by the kids.
- Trends in high priority elements: Case Management; Peer Conflict Resolution Training; Consulting with teachers to enhance positive school culture in the classrooms

Parent Sign in Sheet

CT PIA OTHER:

March

13

DATE:

Name/ Nombre	Number/Numero
Sandra Hernandez	510-3878552
Maribel Rivera	(510) 228-6634
Patricia Aguirre	(510) 467-2366
Letra Aguilar	(510) 279-8879
Yasmin Rojas	510) 3166505
JOHN W. ECUST	510-682-4398
Yescenia Castillo	(510) 501-1574
ASTER JOSEPH	(510) 301-1421
Martha Aiello	
Virginia Bruno	510 3029717



G1 Staff Committee Meeting
 3/6/18
 3:35-4:45
 Bowman's office

Objectives:

- Teachers can understand what G1 is and the timeline that has brought us to today.
- Teachers can analyze the proposed role, identify areas of alignment and misalignment and any omissions.
- Teachers can define key elements of the job description for public posting.

Time	Activity	Materials
5 min	Check-in: Student School Culture Wishlist <i>Get in the mind of a middle schooler, what would you like him or her to say at the end of next school year when describing school culture?</i>	
5 min	Overview of process and materials	G1 Proposal
10 min	Review School Culture section of proposal and annotate: Star- yes, definitely ?- not sure if this is a priority or fit Chart Out Responses	
10 min	Draft Job Description Bullet Points	
5 min	Define Next Steps & Appreciations	

G1 Staff Committee Meeting Notes

3/6/18

Meeting Notes:

Attendees: Kate Bowman; Melanie Swandby; Sarah Swanson Hysell; Benjamin Adams; Adam Kupersztoch

Check-in Whip:

I like my school!
School's not so bad anymore.
We work hard but we are rewarded with fun.
It was lit and I learned a ton.
Everyone's included!

School Culture Section Analysis:

Strong Agreement	Disagreement/ Questioning	Omissions
<p>BA: students craving positive interaction and opportunities to convene together in a positive way (disruptive behaviour is often a result of this need) AK: peer mediation/conflict resolution (student agency) SS: service component; affinity groups; cultural celebrations becoming ritualized and predictable; something to look forward to makes kids happier AK: loves idea of case management with someone who is not disciplinarian; lens on building school pride</p>	<p>BA: no disagreement or questions MS: is it a realistic role? It has been assigned to people well; service learning coordinator is its own job</p>	<p>BA: none AK: some connection to families; incorporating families</p>

Job Description Bullet Points:

- Candidates with experience in the East Oakland community are strongly encouraged to apply (*build out the standard blurb around DEI statement)
- Experience working with adolescents
- Experience with RJ and trauma-informed practices
- Energetic and enthusiastic team player
- Experience with youth leadership development
- Learner orientation/resourceful
- Strong organization and communication skills