



**Measure G1
Grant Application
2018-19**

School	Lodestar: A Lighthouse Community Charter Public School	Principal	Yanira Canizales
School Address	2634 Pleasant St. Oakland, CA 94602	Principal Email	yanira.canizales@lighthousecharter.org
School Phone	510-775-0255	Anticipated Grant Amount*	\$17,656
Actual 2017-18 Enrollment (6-8) (20 day count)	88	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	68

*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	World Language Library	\$6,000
2	Professional Development for staff regarding: a.) Restorative Justice, and b.) culturally responsive teaching.	\$4,947
Budget Total (must add up to Current Grant Amount)		\$10,947

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	Theatre Enrichment Teacher (.35 FTE*)	\$17,656
2	If any additional funds become available upon final allocations, additional dollars would be used for classroom materials in the Theatre Enrichment class.	-
Budget Total (must add up to Anticipated Grant Amount)		\$17,656

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
47	50	72/97= 74.23%	16/97= 16.5%	4/102=4%	EL= 18 REFP= 34 18/97=18.5%	88/97 90.7%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
23 students 23/97=24%	0 students	2 students 2/97=2%	66 students 66/97=68%	0 students	0 students	4 students 4/97= 4%	2 students 2/97=2%

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

Name	Role
Lia Shepherd	MS Dean of Students
Bri Zika	MS Assistant Principal
Laura Einhorn	MS Founding Teacher
Yanira Canizales	Principal

School Vision:

Lodestar, a Lighthouse Community Public School, opened its doors in the fall of 2016 to 240 students in grades K, 1, 2, and 6, then grew in year 2 to include students in grades 3 and 7. Now with 323 students, we are looking forward to our 3rd year, when we will serve 500 students in grades K-4 and 6-8, ultimately growing to serve K-12 as we grow each year in service of Oakland's students.

Built from the design principles of "agency and belonging," Lodestar strives to create the conditions necessary for students to truly be leaders of their own learning, within the context of a community that loves them and knows them well. As the sister school to Lighthouse Community Charter School, Lodestar has learned from the great successes of the Lighthouse model, which has served East Oakland families for 15 years, far surpassing graduation and college completion rates of schools in the District and across the country serving similar populations. Lodestar pulls best practices and learns from its Lighthouse colleagues while simultaneously continuously iterating, redesigning, and innovating, in an effort to rethink how to "do school" to best prepare our students for the futures of their dreams.

Lodestar is unique in four important ways:

Project-Based Learning Expeditions

Lodestar students engage in daily project based learning blocks in which they have extended opportunities to collaborate with their age-group peers to solve problems facing their communities. These semester-long inquiries are grounded in complex text, integrated with social studies and science content, designed to help students answer essential questions about their world, and built backwards from high-quality authentic products in which students need to design a solution

for a complex problem. Expeditions are cohort-based to give students developmentally appropriate opportunities to create healthy relationships with their peers, and co-taught by a content specialist (social studies or science) and an arts or making teacher to give students a deeply integrated experience. Expeditions take students into the community to research and develop sensitivity around complex problems and lead students through the design thinking process so that they can empathize, prototype, revise, and present a high-quality product that meets a community need.

Personalized Learning Lab

We believe that students need to have agency in order to shape their worlds, and in order to have agency, students must have mastery of key skills. In traditional classrooms, students are often faced with a “one size fits all” approach, but at Lodestar, we believe students learn best when given opportunities to learn at their own pace. Therefore, each Lodestar student has a Personalized Learning Plan which clearly tracks student progress toward mastering character and academic targets, completing high quality work benchmarks, and completing college and career readiness tasks -- at their own pace. Students are intimately engaged and familiar with their plans; they are aware of long-term goals, know what progress they have made toward meeting goals, and often have choice in deciding what path to take to work towards meeting goals.

To meet student needs, Lodestar staff flexible implements a daily block of self-paced, personalized, mixed-age instruction. During this Lab time, students work independently on Personalized Learning Plan goals on computers and in centers until invited to join a teacher for small group “just right” instruction in math, ELD, and reading. When students feel they are ready, they opt-in to formative assessments to track their progress against a competency-based map of skills. Rather than being held back or left behind by an age-based cohort, students receive just-right instruction in small groups that enables them to accelerate at their optimal pace.

Social Emotional Learning.

Students begin and end their day in Crew, a small family-like community that get to know each other well and advocate for one another. During morning Crew time, students transition into school, participate in team-building initiatives, and set individual character and skill-based goals for their day. Students are supported in individualized goal-setting (morning) and reflecting on progress (afternoon), as well as portfolio development. Crew is supported by a K-12 social-emotional and college-preparedness curriculum that intentionally teaches character and mindsets, and fosters healthy relationships.

Finally, Lodestar is a proud member of the EL Education network, a national group of schools that strives to support students in achieving more than they think possible and redefines what schools define as important. Rather than a simple focus on test scores, EL Education schools redefine student achievement as equal parts mastery of knowledge and skills, character, and the completion of high quality work. Through our partnerships with EL Education, our membership in the Lighthouse Family of Schools, our deep connections with Lodestar families, and with support from organizations such as NGLC, we have successfully launched our second year with exciting results, and eagerly look forward to welcoming a new class of 6th graders and kindergarteners into our family every year until we are fully built-out as a K-12 school in the year 2023.

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	N/A	Entry	Access and Equitable Opportunity	N/A	Basic/Quality
Instructional Program	N/A	Entry	Instructional Program	N/A	Entry/Basic
Staffing	N/A	Entry	Staffing	N/A	Entry/Basic
Facilities	N/A	Entry	Facilities	N/A	Entry/Basic
Equipment and Materials	N/A	Entry	Equipment and Materials	N/A	Basic
Teacher Professional Learning	N/A	Entry	Teacher Professional Learning	N/A	Basic
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	N/A	Emerging			
Communication	N/A	Developing			
Real world learning and Global competence	N/A	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)	N/A	N/A	Suspension	12%	14%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	12%	8%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (district only)	N/A	N/A

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
MS Family Focus Group: Agenda and Minutes here Sign in sheet here Power Point here	Wednesday, March 7th, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
MS ILT team: Agenda and Minutes here	Tuesday, March 6 th , 2018

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

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

As a second year school, we have not yet developed a school-wide music program and therefore self-assessed our program as entry-level. Our initial focus in developing our arts program has been on visual, and to a lesser extent, performing arts.

For access and equity, we ranked our program as entry-level. We have a world drumming teacher from the Oakland Public Conservatory of Music on Fridays to teach middle school students in our extended day program. Due to the fact that this program is only offered to our sixth and seventh graders after school and rather than the entire school population during core day hours, we recognized that our access and equity to music instruction is entry-level. Similarly, for the quality of our instructional program, we ranked ourselves as entry level given the fact that we only offer instruction on one level regardless of student experience and offer limited performance opportunities. Our drumming teacher is an outside contractor rather than a core day teacher, so we also self-assessed our teaching staff as entry level. For facilities and equipment, we also ranked our program as entry level given the fact that the drumming teacher shares a classroom space and that our instruments are borrowed from the Oakland Conservatory. We do not offer professional development for music instruction staff.

Our G1 funds from 2017-2018 were allocated towards building our library of World language texts and restorative justice and culturally responsive teaching training for our staff, and therefore did not impact our music program.

- **Access/Equity: Entry**
 - We have a world drumming teacher from OPC that visits on Fridays after school in our EDP

program for middle school (offered to some in EDP)

- **Instructional Program: Entry**
 - single level, limited performance opportunities
- **Teachers**
 - Outside contractors (OPC)
- **Facilities: Entry**
 - Shared space versus own intentional space
- **Equipment: Entry**
 - instruments not available to students at home -- drums borrowed from OPC
- **Professional Development: N/A**
 - Contracted versus internal staff

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>
	N/A	

2. Art Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Every Lodestar student receives high-quality visual art, making, and design instruction that is integrated for parts of the school year with their learning expedition (project-based learning in social studies or science). For example, a sixth grader at Lodestar in the fall of 2017 learned screen printing and printed protest art related to welcoming Muslims and Arabs into our community when engaged in a semester-long social studies expedition on religious tolerance. In the spring of 2018, these sixth graders are designing and building aquaponics systems in their art program tied into a science expedition on sustainable ecosystems. Students also receive arts, design, and making instruction in drawing, sewing, woodworking, and computer programming that is independent of their learning expeditions.

In terms of the access and equitable opportunity of our arts program, we self-assessed between basic and quality. All of our students have access to arts in durations that are similar to their core subject areas; between 40-50 minutes each day. However, we do not yet provide instructional aide support for students with special needs in the arts classroom. We ranked our instructional program between entry and basic. While we only offer one arts class at each grade level, we do ground instruction firmly in the arts standards drawn from the California Visual Arts Standards and the 21st Century Skills Framework. Students in our arts program have limited performance opportunities to share their work with our wider community; for example at our winter and spring Expos (expositions of student work). For staffing, we ranked our program between entry and basic levels. We currently employ non-credentialed arts teachers who are ideally moving into a pipeline credential program, and provide our arts teachers with formal training through both the Learning Integration Specialist training through the ACOE and through the Agency by Design fellowship through Maker Ed. Our arts teachers have their own classroom spaces, but given that we are not yet in our permanent facility, these classrooms are not intentionally designed to be arts spaces. For this reason, we ranked our facilities between entry and basic. We provide an instructional materials budget and equipment so our equipment and materials self-assessment was basic. We also self-assessed our teachers' professional learning opportunities as basic given that arts teachers have planning time, are supported through coaching cycles of observation and feedback, and participate in content-specific professional development.

- **Access and Equitable Opportunity: Basic/Quality**
 - Basic: all kids have access in durations similar to core subject areas (i.e. students receive MAD for 40-50 per day)
 - Quality: not yet providing IA support for students with IEP's in this setting
- **Instructional Program: Entry/Basic**
 - Entry: single leveled classes (one offering), limited performance opportunities (i.e. Expos)
 - Basic: Standards Based Instructional program (standards drawn from CA visual arts standards and the 21st century skills framework)
- **Staffing: Entry/Basic**
 - Entry: non-credentialed teachers (ideally moving into pipeline program)
 - Basic: formal training (i.e. ACOE Integration PD and Maker Fellowship)
- **Facilities: Entry/Basic**
 - Entry/Basic: own space but not yet designed intentionally for MAD
- **Equipment and Materials: Basic**
 - Basic: Instructional Materials budget, equipment
- **Teacher Professional Learning: Basic**
 - planning time, observation and feedback, content specific PD

Given this self-assessment and feedback from our stakeholders (in particular, our families), our proposed

expenditures focus on the art program, and building our a Theatre elective. Families want enrichments that elevate opportunities for identity, celebration and connection across cultures and they believe that theatre in an expansive notion that includes music is a way to integrate culture. This is informed by a short exposure to improv this year, in which students and staff have reported the high levels of engagement with kids.

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>
\$17,656	Fund .35 FTE for a Theatre teacher* <i>*Note that - because of rolled over funds explained above - the actual staffing will be .72 FTE.</i>	Every middle school student would have access to a 40-50 minute theatre class as part of a quarterly enrichment wheel. Theatre will be integrated with grade level project based learning expedition to showcase a high quality product that demonstrates the major learnings of the expedition. Exhibitions of student work will occur at least once per quarter at our Expos (Celebrations of Learning) or at other community forums at and beyond the school.
-	If any additional funds become available upon final allocations, additional dollars would be used for classroom materials in the Theatre Enrichment class	

3. World Language Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

As part of our use of funds during the 2017-2018 school year, we purchased Spanish texts for our library to support bilingual students' development and retention of Spanish. During the school year 2017-2018, we are also piloting a Crew (advisory) of students that conducts all of their daily activities as well as home communication in Spanish.

In terms of our content and course offerings, we self-assessed our program at an emerging level given that we don't currently offer world language instruction. However, for communication and recognition, we ranked our program at a developing level. While we don't offer opportunities to demonstrate proficiency or formally recognize language development achievements, we do have limited efforts to recognize and celebrate home languages. Students conduct their student-led conferences in their home language, we translate all of our communication with families, and we offer Spanish books in our self-directed learning library. In terms of real-world learning and global competence, we scored our current program as emerging. Students have limited opportunities to use their home languages in real world settings during our student-led conferences when students engage in their advisor and family in a reflection on their academic and character progress and goals. Through our celebrations of the diverse cultures of our student body, we provide limited opportunities to foster global awareness in students.

- **Content/Course Offering: Emerging**
 - No world language offerings

- **Communication and Recognition: Developing**
 - No opportunities yet to demonstrate proficiency
 - Limited efforts to recognize and celebrate home languages (SLC's in home language, spanish book library in SDL, events and information translated)

- **Real world learning and global competence: Emerging**
 - Limited opportunities for students to use their home language in real world settings (i.e. SLC's)
 - Limited attempts to foster global awareness in students

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>
	N/A	

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
N/A		
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>
	N/A	

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
N/A		
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>
	N/A	

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

Measure G1 Staff Input Meeting

3/6/18

7:15am-8am

Present: Lia Shepherd (Dean of Students), Yanira Canizales, Bri Zika, Laura Einhorn

Objective:

- Understand Measure G1 purpose, grant amount and timeline
- Self-Reflect on enrichment rubrics provided
- Use self-reflection to provide staff input on best usage of monies in service of kids

Time	Topic	Notes
5 min	<p>Opening</p> <ul style="list-style-type: none"> ● Check-In: <i>What do you think is the biggest need that you see when it comes to enrichments in the middle school and/or positive and safe student interaction?</i> ● Agenda Review 	<p>Lia:</p> <ul style="list-style-type: none"> - We need more physical options (i.e. boxing, wrestling, exercise equipment) - Our kids would love a theater program and would thrive in it - Music (Jazz Band). <p>Bri:</p> <ul style="list-style-type: none"> - Our MS teachers need more training, support and professional development in classroom management that is developmentally appropriate to support our students with positive interactions across all learning spaces - Agree with Lia about fitness, music, and theater <p>Yanira:</p> <ul style="list-style-type: none"> - Topics like health, drug and alcohol abuse -- need more consistency around preventative work in this curriculum work while providing fitness opportunities.
5 min	<p>Measure G1</p> <ul style="list-style-type: none"> ● What is it? <ul style="list-style-type: none"> ○ See Slideshow ● Grant Amount ● Timeline 	<p>What is it?</p> <ul style="list-style-type: none"> - Parcel tax - 65% Going to salaries wholeschool - 35% Going to middle school enrichment <p>Ways money could be spent:</p> <ul style="list-style-type: none"> - Music - Art - World language - Safe and positive school culture <p>School Culture:</p> <ul style="list-style-type: none"> - Suspension rate: 14% (goal is less than 5%) - Chronic Absenteeism: 8.7% (goal is less than 10%) <p>Timeline:</p>

		<ul style="list-style-type: none"> - By March 15: Family input, staff input, drafting <p>Grant amount:</p> <ul style="list-style-type: none"> - \$10,000 is what it says on paper, but this is a conservative guess that doesn't take our growth (doubling) into account - We might be able to count on approximately \$30,000 for next year - Plan for \$30k and prioritize from top to bottom
10 min	<p>Self-Reflection</p> <ul style="list-style-type: none"> ● Review Rubrics ● Self-Reflect 	<ol style="list-style-type: none"> 1. World Music Reflection <ol style="list-style-type: none"> a. Access/Equity: Entry (we have a world drumming teacher from OPC that visits on Fridays after school in our EDP program for middle school) b. Instructional Program: Entry (single level, limited performance opps) c. Teachers: outside contractors (OPC) d. Facilities: Entry (shared spaces) e. Equipment: Entry (instruments not available -- drums borrowed from OPC) f. Professional Development: Entry (none) 2. World Language Reflection <ol style="list-style-type: none"> a. Access/Equity: Emerging (no world language offerings) b. Communication and Recognition: Developing (no opportunities to demonstrate proficiency; but students' home languages are recognized and celebrated through students leading their own conferences in their home language and through students translating school events) c. Real world learning and global competence: Developing (students use their home language in student-led conferences) 3. Visual Art Reflection <ol style="list-style-type: none"> a. Access Equity- Basic/Quality because all students have access and time allocations to other areas. We don't have I.A. supports for students with disabilities b. Instructional Program- Single approach for all. No leveled differences and we have limited opportunities for showcasing work (Expos) c. Teachers- Entry/Basic- non credentialed-training for ACOE- arts integration training. Fellow with Maker Ed. Works with the Director of creativity d. Facilities- Basic- they don't share space but the space isn't designed for their particular work due to our facilities space e. Equipment/Materials- Basic- Instructional

		<p>materials budget, lots of equipment for students and teachers.</p> <p>f. PD- Quality- due to integration and working across subjects with other Professionals i.e. science teachers (Earthquake & Aquaponics).</p> <p>4. Safe and positive school culture data</p> <p>a. There is no rubric for this category -- see data above</p> <p>b. Dean Sheperd's reflections on suspensions:</p> <p>i. Fights (2 incidents, 3 students)</p> <p>1. Happening during after school program play time, or during recess play time</p> <p>ii. Physical space violations (4 incidents, 4 students)</p> <p>1. Students using their bodies unsafely to communicate -- all happened during EDP</p> <p>iii. Drugs (1 incident, 5 students)</p> <p>1. All happening during bathroom breaks and transition times</p> <p>iv. Alcohol (1 incident, 3 students)</p> <p>1. Brought from home, consumed in the bathroom during transition time</p>
10 min	Staff Input on Usage of Monies	<p>Family of Schools:</p> <ul style="list-style-type: none"> - Lighthouse Middle School hoping to hire an additional culture role that does peer to peer conflict mediation and celebrates more joyful moments <p>Given this info, where do you think we should invest this money?</p> <ul style="list-style-type: none"> - Performing arts role -- would cost approx \$15k to move our current IA into an enrichment role - School Culture Health and Wellness role -- would cost around \$30k to bring someone in part time - Positive interactions through fitness/sports -- <p>Bri: split the money between performing arts and health/wellness</p> <p>Laura: split the money between performing arts and health/wellness; Vero is talented and has a lot to offer -- tap into her and Coach Matt</p> <p>Lia: split the money</p> <p>Yanira: we need to build from strength, so contribute the funds to Vero, which would create a void in fitness. Could we give stipends to staff and families to start after-school</p>

		<p>sports programs.</p> <p>Priorities:</p> <ol style="list-style-type: none"> 1. Increase performing arts program to a full-time role; students each receive 1 trimester of performing arts <ol style="list-style-type: none"> a. Cost: approximately \$10-\$15k 2. Increase health and wellness: <ol style="list-style-type: none"> a. Extend retreat supervisors' day by 30 min to give students an opportunity to have 2 days of fitness and 2 days of health <ol style="list-style-type: none"> i. Cost: \$10k? b. Offer parents and teachers stipends to coach after school sports programs <ol style="list-style-type: none"> i. Cost: \$4k-\$6k
5 min	<p>Closing</p> <ul style="list-style-type: none"> ● Next Steps <ul style="list-style-type: none"> ○ Family Input ○ Application Completion 	

**Measure G1 Family
Input Session
March 7th, 2018**



Today's Agenda

Agenda	Time
Welcome/Review Agenda	5 min
What is Measure G1?	5 min
Self-Reflection	10 min
Lodestar Proposal on Spending	10 min
Closing Next Steps/Appreciations	5 min



What is Measure G1?

- **What is Measure G1?**
 - \$120 annual parcel tax
 - \$12 million per year
 - 65% for teacher salaries
 - 35% for middle school enrichments
- **Goals of the Measure**
 - Increase access to courses in arts, music, and world languages in grades 6-8
 - Create a more positive and safe middle school learning environment
- **Spending Towards**
 - Music
 - World Language
 - Art (Visual, Theatre, Dance)
 - Safe and Positive School Culture



HOW IT WORKS...

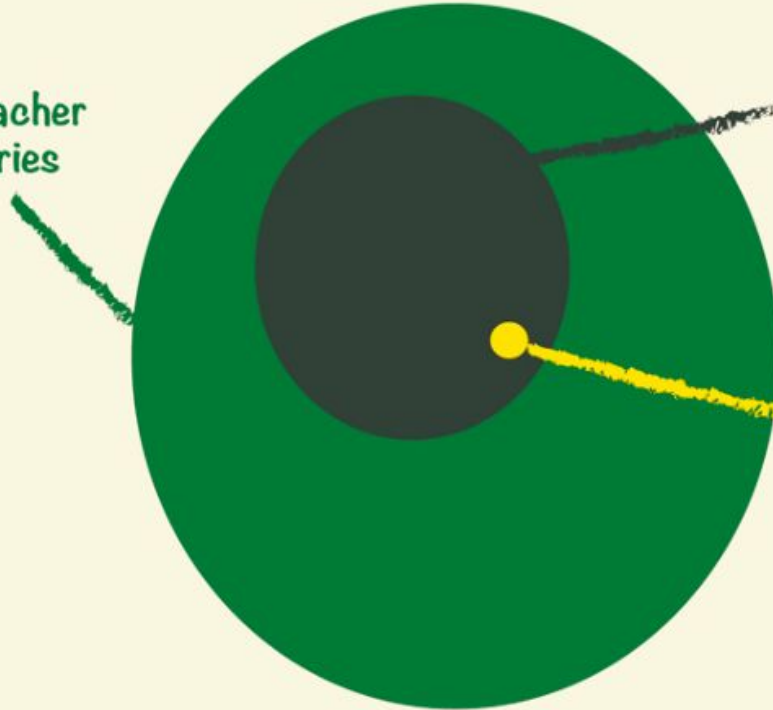
Measure G1 is a \$120 Annual Parcel Tax.

Projected Net Revenue: \$12M per year for 12 years

65% allocated to teacher and school staff salaries

35% allocated to middle school sites for enrichment

Only 1% of funds set aside for administration



Grant Amount

- Right Now: \$10,200
- May increase as enrollment increases



Self-Assessment: Overview

- **Arts**
 - Entry
 - **Basic**
 - Quality
- **Music**
 - **Entry**
 - Basic
 - Quality
- **World Language**
 - **Emerging**
 - Developing
 - Sustaining
 - Thriving



Self-Assessment: Visual Arts (MAD) - Basic

Levels	
1	Entry
2	Basic
3	Quality

- **Access and Equitable Opportunity: Basic/Quality**
 - Basic: all kids have access in durations similar to core subject areas (i.e. students receive MAD for 40-50 per day)
 - Quality: not yet providing IA support for students with IEPs in this setting
- **Instructional Program: Entry/Basic**
 - Entry: single leveled classes (one offering), limited performance opportunities (i.e. Expos)
 - Basic: Standards Based Instructional program (standards drawn from CA visual arts standards and the 21st century skills framework)
- **Staffing: Entry/Basic**
 - Entry: non-credentialed teachers (ideally moving into pipeline program)
 - Basic: formal training (i.e. ACOE Integration PD and Maker Fellowship)
- **Facilities: Entry/Basic**
 - Entry/Basic: own space but not yet designed intentionally for MAD
- **Equipment and Materials: Basic**
 - Basic: Instructional Materials budget, equipment
- **Teacher Professional Learning: Basic**
 - planning time, observation and feedback, content specific PD



Self-Assessment: Music (Entry)

Levels	
1	Entry
2	Basic
3	Quality

- **Access/Equity: Entry**
 - We have a world drumming teacher from OPC that visits on Fridays after school in our EDP program for middle school (offered to some in EDP)
- **Instructional Program: Entry**
 - single level, limited performance opportunities
- **Teachers: Entry**
 - Outside contractors (OPC)
- **Facilities: Entry**
 - Shared space versus own intentional space
- **Equipment: Entry**
 - instruments not available to students at home -- drums borrowed from OPC
- **Professional Development: N/A**
 - Contracted versus internal staff



Self-Assessment: Languages (Emerging)

Levels	
1	Emerging
2	Developing
3	Quality

- **Content/Course Offering: Emerging**
 - No world language offerings
- **Communication and Recognition: Developing**
 - No opportunities yet to demonstrate proficiency
 - Limited efforts to recognize and celebrate home languages (SLC's in home language, spanish book library in SDL, events and information translated)
- **Real world learning and global competence: Developing**
 - Limited opportunities for students to use their home language in real world settings (i.e. SLC's)
 - Limited attempts to foster global awareness in students



Measure G1 Proposal

Increase Quality of Arts (MAD AND Theatre)

- Hiring a full time Theatre Teacher
 - Expanding arts integration to include performing arts

Logistics

- Measure G1 would fund approximately .25% or more of this position.
- We are already hiring a Science Collaborator
- Vision to have each expedition closely integrate with a collaborator to lead to deeper work

Rationale

- Theatre provides further movement/creativity in students' day while supporting literacy and identity development
- Theatre can integrate beautifully into expeditions
- Theatre talent on our team
- Without another arts role, MS will have less MAD time because the teacher to student ratio would be 1:200 and right now it is 1:100



Thoughts

- Question and Answer
- What do you like about this proposal?
- What are you worried about?
- What else do you want us to consider?



Measure G1 Family Input Session

Wednesday, March 7

10:00am-11:15am

Participants:

- Yanira Canizales (Principal), Bri Zika (Assistant Principal)
- Parents: Lakeisha Young, Cecilia Hernandez, Lynn Christina Fallas, Elida Ibanez, Rosa Ibarra, Teryra Hutchinson, Angelica Reyes

Spanish Translation provided by Yanira Canizales.

Time	Agenda	Notes
15 min	<p>Check-In and Agenda Review</p> <p><i>Name, Children at Lodestar, and what's an educational experience you had growing up that shaped us.</i></p>	<ol style="list-style-type: none"> 1. Lakeisha -- mom of Jalen (6th) and Robert (2nd), was a participant in Aim High in San Francisco as a child -- opened her eyes to the possibilities of different school options. 2. Cecilia -- mom of Alondra (7th), I appreciated being able to have extra support with my studies 3. Lynn Christian -- mom of Luiggie (7th), I didn't have many great educational experiences as a kid, but I've enjoyed being able to support my son as an adult 4. Angelica Reyes -- mom of Jacky (7th), wasn't raised by her mom but appreciated having staff in the front office of her middle school who were always there to help her with anything she needed 5. Rosa Ibarra -- mom of Karla (6th), she and her mom moved to the US when she was in middle school, so her mom wasn't able to be as present -- so she's trying to be more involved during this time 6. Terra Hutchinson -- grandma of Dream (3rd) and Faith (7th); had a really strong high school teacher that helped her through challenging times. 7. Bri Zika -- Assistant Principal; part of a work-study program in high school in Los Angeles that changed what I wanted to do with my life. 8. Yanira Canizales -- Principal; part of a youth leadership and volunteer program when she was in middle school in Hayward. 9. Elida Ibanez -- mom of 3rd and 7th grader, remembers a strong connection with a teacher. 10. Maya Contreras -- mom of Ashley (7th) and a 2nd graders; really benefited from support from her teachers.
40 min	<p>Sharing slideshow and taking questions throughout</p>	<p>Yanira: we want your input about how we can spend some special money given by Oakland that's specific for middle school enrichment opportunities.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. When does the money have to be spent?

		<ul style="list-style-type: none"> a. Next year 2. Does it prohibit the lower grades from benefitting from it, or does it just have to be middle school? <ul style="list-style-type: none"> a. Middle school specific 3. Why is it specific for music, art, language, etc.? <ul style="list-style-type: none"> a. The folks who wrote the music are most interested in figuring out how to maintain strong programs in schools that go beyond the basics like math and reading to offset the educational cuts. <p>Shared Rubric:</p> <ul style="list-style-type: none"> 1. Visual and Performing Arts: Basic 2. Music: Entry <ul style="list-style-type: none"> a. Questions: with the grant, is it supposed to be something for the whole school or could it be in the afterschool? 3. World Languages: Emerging <p>Shared Proposal:</p> <ul style="list-style-type: none"> 1. Allocate full share of funds to hire a theater/performing arts teacher to add an additional arts rotation to the students' days, decreasing student:teacher ratio in arts classes from 200:1 to 100:1. Kids would then have opportunities in both the visual and the performing arts.
	<p>Parent Input and Questions</p>	<p>Questions:</p> <ul style="list-style-type: none"> 1. Are these 1 time funds or recurring funds? <ul style="list-style-type: none"> a. Recurring 2. Is this similar to the improv elective they have now? <ul style="list-style-type: none"> a. Yes, currently they have 20 minutes a day of improv, only if they're available when improv is being offered. This is being offered informally by our instructional aide who has a background in theater and ethnic studies. We would be investing in this program fully to give all kids access. 3. What kinds of theater are you talking about? <ul style="list-style-type: none"> a. It could be drama, spoken word, poetry, musical theater, improv -- all of those are included in this person's potential role? 4. Would kids have to choose between visual art or performing arts? <ul style="list-style-type: none"> a. No, they would go on a rotation wheel by trimesters between visual art (already hired), performing arts (proposed with these funds), and science lab (already budgeted but not yet hired). <p>Input/Ideas:</p> <ul style="list-style-type: none"> 1. Lakeisha: See a connection between the music/performing arts and the positive and safe school culture. It's only a small amount of money so you can't

		<p>hire a teacher but I saw something in the Black History Month Celebration around students performing that was really powerful. An example is that kids are doing a planned culmination event where there's some music, some dancing, some language... opportunity to celebrate our differences. We do a good job of weaving the visual arts in through expeditions, but incorporating world language and performing arts that wouldn't be too costly.</p> <p>Reflections:</p> <ol style="list-style-type: none"> 1. What do you like? <ol style="list-style-type: none"> a. We like the idea of having authentic opportunities for students to share their learning in an arts integrated way. It's a creative way to deepen their experience. If possible, to infuse music into the performing arts role. b. I think this is great and really thoughtful, especially given the little amount of money. c. We appreciate being part of the budget conversations and hearing the education around the budget process. 2. What are you worried about? <ol style="list-style-type: none"> a. Nothing -- it makes a lot of sense and feels right for our kids. 3. What would you like us to consider? <ol style="list-style-type: none"> a. I love this idea. Is there any way to incorporate the younger grades into this idea. The younger they start, the better. <ol style="list-style-type: none"> i. For these funds, no. However, our hope is to eventually have different types of arts in our model. There could be an opportunity for our lower school, when we hire our next enrichment teacher, to be a performing arts teacher instead of a visual arts teacher. My hope is to hire one more arts teacher in the elem school. b. Including music in the performing arts role, when possible. c. Having end of quarter celebrations where kids can perform and share their work.
5 min	Closing	<p>Next Steps:</p> <ol style="list-style-type: none"> 1. Ensure more middle school families read the weekly newsletter and apply to be a middle school crew family liaison. 2. We will turn in the application but they still have to approve us. 3. We will let families know.

