



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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# Measure G1 Carryover Justification

## Long Form (Complete if carryover is more than \$5000)

**Due Date: October 29, 2021**

School:	Lighthouse Community Charter	Contact/Principal	Jeanine Evains- Robinson
School Address:	444 Hegenberger Road Oakland, CA 94621	Principal Email	Jeanine.evains-robinson@lighthousecharter.org
		School Phone:	510-562-8801

**Please fill out the information below for school-wide carryover.**

2020-21 Measure G1 Allocation including 2019-20 carryover	<b>\$95,682.21</b>
2020-21 Measure G1 Dollars Spent	<b>\$75,373.44</b>
Carryover Amount	<b>\$20,308.77</b>

### Summary of Proposed Use of Carryover for 2020-21 (listed in order of priority)

2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	Middle School Madness (3x) a year This is be a community building event that is ran by Student Government to promote positive student culture	\$2,500
2	Rhythmic Mind. We would bring in this partner organization to offer culturally responsive avenues to engage in their own empowerment through hip-hop, giving tools to promote their personnel development and healing within their communities.	\$5,000
3	Events Budget- Extra Curricular events that are focused on building positive student culture. These will include a speaker series, cultural dance groups, and student assemblies.	\$3,500
4	Challenge Day. This event is run to provide an event for 7th graders to be supported with socio-emotional challenges.	\$4000
5	Ropes Course	\$3000
6	Got Choice. This program administered by the Girl Scouts of America supports students in 6th - 8th grade, to build healthy and emotional schools through life skills curriculum, special events, and small group discussions. Each program runs 8 weeks.	\$2000
<b>Budget Total (must add up to Anticipated Grant Amount)</b>		<b>\$20,000</b>

**Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.**

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**REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
<a href="#">G1 Parent Attendance Sheet &amp; Notes</a>	Nov. 5

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
<a href="#">Culture Team Meeting</a>	Nov. 11

### ***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

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 2020-21 school year.

1. Please explain how you plan to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.

3. All budget items should total up to the total carry-over amount.

### 3. World Language Program

Programmatic Narrative Based on Rubric		
<p>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.</p>		
Budget	Description of 2020-21 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>

### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>Over the last four years, we strategically engaged in the 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 developing a common response to behavior designed to increase students time in class, we seated the culture leadership team to collaboratively create crew (advisory) lessons to ensure students were having a common experience, and we also established a whole school daily morning community meeting. As a result of our focus on creating a welcoming and supportive learning community, our attendance is consistently strong. 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 crew lesson contribution and leadership of all community meetings and assemblies.</p> <p>Our 2019-20 SCAI data, students favorably rated the each topic at the following rates:</p> <p>Attitude &amp; Culture: 47%</p> <p>Learning/Assessment: 55%</p> <p>Student Interactions: 52%</p>

The strengths in our Learning/Assessment component are reflective of this year's professional development initiatives. Within the Student Interactions data we see an increase in students reporting a sense of belonging in the community and that people interact positively across different groups which were focal points in our G1-related work this year. We continue to have room to improve in school pride and nurturing student voices.

We have seen significant progress since the changes mentioned above in average daily office referral rates dropping from 4 to 1 as a result of a stronger balance of restorative practices and accountability measures. A closer look at our data reveals that our most common challenging behavior falls in the defiance/disrespect/disruption category (43%) with elopement on the rise at (18%). We still see that the perceived motivation is largely seeking peer attention (54%) with task avoidance (19%) following that. We have decreased the suspension rate from 13% to 9.1%. It is a direct result of our combined efforts in ensuring that students are heard and have experiences where they are building community. Examples of these experiences include Middle School Madness, Ropes Course and Challenge Day. We have also implemented a girls group that allows our young ladies to voice their concerns and develop skills that allow them to deal with conflict in a healthy way. While we've made progress in respect and inclusion across differences, the data reveals that our students are continuing to seek peer interaction and are struggling to process conflict and challenges in a healthy way.

Taken as a whole, our school culture data compels us to continue to focus our efforts here. The work of our Middle School Youth Culture Developer will be informed by data including student focus group qualitative data and focus on initiatives like:

- 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;
- coordinating cultural celebrations and awareness building;
- consulting with teachers on Crew curriculum development;
- 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 via student council;
- maintaining a service component which is integral to our approach to learning and character development.

#### Anticipated 2020-21 Outcomes:

The positive student and staff responses in the Student Interactions and Attitude & Culture domains of the SCAI will increase by 5% from the previous year.

Minor discipline incidents will decrease by 10% from the previous year with the support of a solid Dean team and targeted Social Skills group to serve the needs of middle school.

Suspensions will not exceed 6%.

Celebrations increase across the middle school to 2 per quarter.

Budget	Description of 2020-21 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$20,000	See Narrative above	See Narrative above

**Please submit your 2020-21 Measure G1 Carryover Justification Form to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



## Parent Attendance Sheet and Notes

Date: Friday, November 5

Name/Nombre	Phone/Telephone
Elida Cortes	
Martha Siadadros	
Maria Moreno	
Maria Vargas	510 2398734
Claudia Franco	
Imelda Perez	4044535855
Lourdes Barrios	
Reina Mendoza	emendoza508@gmail.com 5108665937
Virginia Lopez	
Patty Aguirre	510 467 2366 Matiasboy11@gmail.com

Topic	Detail	Notes
Welcome	Discussing G1 Funds and Activities \$18,000-fund	
Culture and Community Building	7th Grade Challenge Day 8th Grade Ropes Course 6th-grade Vida Verde	G-1 Funds
Culture Building	Middle School Madness	
Cheerleading	Uniforms for Cheerleaders	Fundraiser
Athletics	Uniform and fees associated with Sports	G-1 Funds
College Field trips	We want to take our students to tour Local colleges and universities	G-1 funds
Parent Feedback		

### Next Steps: What to do with Carryover Expenditures

#### Parents would like to see

- Community College visits
  - Parents stated that not all students are heading to a 4-year college and that they should be able to explore options like community college and certificated vocational programs.
- Music Classes
  - The parent stated that they would like to see music classes
  - Guitar, flute, drums
- Dance classes or Cheer
  - They really loved that we had Cheer two years ago and they would like to see if we would be able to start it back up again.
- Parents were also curious about student responses to surveys given to them. Dean informed them that we had 234 students respond to the survey. They agreed that students should have the most input because they are the ones here at the school.
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