



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

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	Principal Phone:	510.692.9346
2017-18 Enrollment (6-8)	194	Anticipated Grant Amount*	50% Allocation: 38,251 100% Allocation: \$76,501

**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 actual enrollment in fall (exact date TBD).*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
45%	55%	83.71%	10.7%	10.7%	43.09%	91.75%

Student Body Ethnic Composition

African-American	American Indian / Alaskan Native	Asian	Hispanic / Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
8%	0%	2%	80%	1%	0%	4%	4%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Kate Bowman	Middle School Principal
Edward Kao	7/8 Science Teacher and Grade Level Leader
Benjamin Adams	5th/6th Humanities Teacher
Lily Carey	7th/8th Math Teacher
Adam Kupersztoch	Middle School Dean of Students
Brandon Paige	Director of Finance

School Vision:

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. School Governance Body, 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)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Basic	Access and Equitable Opportunity	Basic
Instructional Program	Entry	Instructional Program	Entry
Staffing	Entry	Staffing	Quality
Facilities	Entry	Facilities	Basic
Equipment and Materials	Entry	Equipment and Materials	Quality
Teacher Professional Learning	Basic	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	96% of 2015-16's 5th graders returned in 2016-17.	Culture data - Suspension	8% — 2015-16 (both in & out of school)
Elementary School (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.	Culture data - Chronic Absence	3% — 2015-16
Programs to support ES students transition to MS	see above	Survey data - families, students, teachers	<p>Students 55% positive responses* on the student SCAI in Student Interactions, Discipline Environment, and Attitude & Culture domains. 87% of responses at 3+</p> <p>Families 73% positive responses* on the family SCAI in Student Interactions, Discipline Environment, and Attitude & Culture domains. 94% of responses at 3+</p> <p>Staff 51% positive responses* on the staff SCAI in Student Interactions, Discipline Environment, and Attitude & Culture domains. 91% of responses at 3+</p> <p>*We internally define a positive response as one that is ≥4.</p>

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

[Meeting Agendas and Notes](#) (attached)

Community Engagement Meeting(s)	
Community Group	Date
Due to the timing of the application, our Middle School Team has identified the launch meeting for Community Engagement: Parents Group (Coffee Tuesday)	4/18/17

Staff Engagement Meeting(s)	
Staff Group	Date
GI Working Group	3/24/17
G1 Working Group	3/27/17
G1 Working Group	3/29/17
Whole Staff Meeting	4/11/17

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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
2. 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.
 3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
 4. Add additional lines if you would like to add additional budget items.
 5. 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

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.

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.

Budget	2017-18 Activities	Anticipated Outcome
\$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	2017-18 Activities	Anticipated Outcome
\$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	2017-18 Activities	Anticipated Outcome
\$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 last year’s in which 96% of our 5th graders are enrolled in 6th.

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	2017-18 Activities	Anticipated Outcome
\$0		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Over the the last three 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 attendance data overall is consistently strong. Our students are regularly at school and we have great opportunity to work with them to cocreate 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 SCAI data, in which 55% of students and 51% of staff rate our student culture positively, confirms this challenge. We are approaching the threshold for positive ratings and need shifts to reach the next level. When we drill down a bit further into this year’s data, our suspension rate thus far in 2016-17 is 5.6%. 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%) with the 2nd greatest factor being task avoidance (19%). 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.

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: student council staff leadership; Tier 2 small group and/or individual case management targeted at social-emotional needs; supporting student-driven affinity groups; cultural celebrations and awareness building; consultation around Crew curriculum development; developing a peer-to-peer conflict resolution program

that incorporates elements of our Restorative Justice approach; developing entrepreneurship and student fundraising; and maintain a service component which is integral to our approach to learning and character development.

Our school is prepared to 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 2017-18 Outcomes:

- The positive student and staff responses in the Student Interactions, Discipline Environment, 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 decrease to 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 and staff responses in the Student Interactions, Discipline Environment, and Attitude & Culture domains of the SCAI will increase by 20% from 2016-17.
- Minor discipline incidents will decrease by 20% from 2016-17.
- 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	2017-18 Activities	Anticipated Outcome
\$67,650 *50% Amount: \$33,825	Student Culture Developer: Compensation & Benefits This budget includes: salary (benchmarked at \$55,000) and benefits (estimated at 23%). *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a mid-year hire.	See above
\$3,000 *50% Amount: \$1,500	Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$1500 per semester. *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	
\$6,000 *50% Amount: \$3,000	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: Three (3) experiences budgeted at \$1,000 per semester. *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement