



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

School:	Lodestar: Lighthouse Community Charter Public School	Principal	Yanira Canizales
School Address	2433 Coolidge Ave. Oakland, CA 94601	Principal Email:	yanira.canizales@lighthousecharter.org
School Phone	510-775-0255	Principal Phone:	510-209-2166
2017-18 Enrollment (6-8)	144	Anticipated Grant Amount*	50% Allocation: 23,794 100% Allocation: \$47,588

*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
47%	53%	79.66%	8.47%	8.47%	23.73%	92.19%

Student Body Ethnic Composition

African-American	American Indian / Alaskan Native	Asian	Hispanic / Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14%	0%	1%	61%	0%	0%	5%	19%

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

Name	Role
Yanira Canizales	Founding Principal
Lia Shepherd	Middle School Dean of Students/ Family Liaison
Bri Zika	Middle School Reading Specialist/ Teacher Leader
Laura Einhorn	Middle School Expedition Teacher/ Teacher Leader
Brandon Paige	Director of Finance and Operations

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. 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 flexibly 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 new school 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. 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	Entry	Access and Equitable Opportunity	Quality
Instructional Program	Entry	Instructional Program	Entry
Staffing	Entry	Staffing	Entry
Facilities	Entry	Facilities	Basic (*moving to a new site in 2017-2018 so rating is for current facility 2016-2017)
Equipment and Materials	Entry	Equipment and Materials	Basic
Teacher Professional Learning	Entry	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication and Recognition	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)	100% of projected enrollment was filled	Culture data - Suspension	13% (~8 students) of 6th grade students have had a suspension between the start of the year and 3/28/17.
Elementary School(ES) Outreach Strategy Actions	In our Design Year (2015-2016), Lodestar Design Team staff attended Oakland-based events and middle school fairs at local elementary schools. Staff reached out to the Lighthouse waiting list, as well as our family networks, who shared the opportunity with their communities, neighborhoods, religious organizations, etc. Further, staff sent out targeted mailers to families in the Lodestar neighborhood with children of elementary and middle school age. Finally, staff canvassed local neighborhoods on foot, talking to neighbors and sharing flyers.	Culture data - Chronic Absence	5% of 6th graders (only grade served this year)
Programs to support ES students transition to MS	<p>First, each 6th grader and his or her family participate in an individualized, hour-long “pre-conference” with their Crew Leader before the school year starts to build relationships and share hopes and dreams for the year. These conferences are repeated 4 times throughout the year to strengthen the family-school connection in support of the 6th grader.</p> <p>Second, the Lodestar team partners with Outward Bound to implement a retreat for all incoming 6th graders. In collaboration with 6th grade teachers, Outward Bound staff lead 6th graders through activities to support behaviors that build trust, relationships, and community.</p> <p>Third, 6th graders meet in their Crews twice a day to build relationships with their new community, to track their academic progress, and to share information about their goals.</p> <p>Finally, our staff implements a Restorative Justice model to support students in building community, creating healthy relationships, and learning from their mistakes to repair harm.</p>	Survey data - families, students, teachers	No student survey data available until 5/2017.

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

Community Engagement Meeting(s)	
Community Group	Date
<p>Given the timeline provided to complete this application, the larger community has not yet been convened.</p> <p>Meetings are planned for May-June 2017, and will continue into the 2017-18 implementation year.</p>	TBD

Staff Engagement Meeting(s)	
Staff Group	Date
<p>Full Team: Yanira Canizales, Lia Shepherd, Laura Einhorn, Bri Zika, Brandon Paige</p>	Thursday, March 23. 7:30-8:30 am.
<p>Instrucal Team: Yanira Canizales, Lia Shepherd, Laura Einhorn</p>	Monday, March 27. 7:30-8:30 am.
<p>Application Review: Yanira Canizales, Brandon Paige</p>	Thursday, March 30. 2:30-3:30 pm.

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

In design year, we anticipated our arts program being both visual arts, music, and dance/drama. Given our launch year and the staff who applied for our positions, we made a strategic decision to focus on arts integration in our model on visual arts in year 1. As we continue to build the school and hone the model, we anticipate expanding the arts program to include music, dance, and drama.

Budget	2017-18 Activities	Anticipated Outcome
	N/A; Lodestar may be able to supplement this program in future years based on budget priorities and available resources.	N/A

2. Art Program

Programmatic Narrative Based on Rubric

We assessed ourselves on access/equity at a basic level. While visual arts and making is highly prioritized within our model, we serve all of our special needs and ELD students in a general ed environment without additional instructional aides.

Our instructional program is designed to provide standards-based, grade-level access to arts, making, and design in coordination with our grade-level learning expeditions. By design, we do not offer sequenced courses.

Our teachers for making, art, and design are full-time, non-credentialed staff.

We ranked our facilities in our current site (2016-2017) as basic in that we provide ample space within general ed classrooms for arts instruction consistently. We also provide all of our students with access to our shared creativity lab. However, given that we are moving to different sites in 2017-2018, we are not yet able to rank our future facilities. There is a plan for creating a breakout making, arts, and design space on our new campuses.

As a growing school, we dedicate ample resources to visual art, making, and design. As a new community, we are still beginning to develop our resources across the board.

In terms of professional development, we offer a robust program of professional training to our making, arts, and design teachers. Arts and design teachers attend all school-wide professional development including week-long professional development institutes at the end of each quarter. Making and design teachers also attended a full course in Strategies and Resources for Art Integration (ILSP), trainings by Agency by Design, the Tinkering Studio, and EL Education multi-day trainings.

Budget	2017-18 Activities	Anticipated Outcome
\$5,000 *50% Amount: \$2,500	Professional Development for Making, Arts & Design Teachers. This will be provided through a partnership with EL Education. This budget includes: Fees for PD, Travel Costs, and associated expenses (\$2,500 per experience x 1 middle school teacher x 2 experiences each) *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	Teachers will learn the practices associated with developing high-quality arts-integrated curriculum. Students will create high-quality art and making products that meet the California Visual and Performing Arts Standards and serve an impact in their communities
\$6,000 *50% Amount: \$3,000	Resources for Making, Arts & Design course. This includes building up inventory for those classes to be sufficiently implemented. This budget includes: Materials and Supplies (\$1,500 per quarter = \$6,000) *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	Student demonstration of project based learning through integrated products that include elements of craftsmanship, complexity and authentic impact.
\$4,000 *50% Amount: \$2,000	Storage associated with materials-heavy activities run by Making, Arts & Design Teachers. This includes both shelving and storage for those materials. This budget includes: Shelving and Storage (\$2,000 per	Students will have the professional level materials necessary to engage in the design process, to draft, prototype, and create arts and making products that

	grade level) *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	demonstrate craftsmanship and make an impact.
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3. World Language Program

Programmatic Narrative Based on Rubric

In year 1 as a launch school, we decided to not yet include world language. We took some baseline steps to recognize and celebrate students' and families' home languages by ensuring all of our family outreach is bilingual and translators are provided for all meetings. We have systems to support communication with all Spanish-speaking families. Another minimal step we took in year 1 is that we ensured that our blended programs like Dreambox and RazKids were accessible in both languages. We also provided individualized programs for newcomer students. There is also a Spanish-language class offered as part of our extended day program.

For 2017-2018, there is a family committee that is meeting on a regular basis with the principal and our director of language programs that will bring a proposal to our instructional leadership team about how to enhance access to Spanish language programs. When at full growth, Lodestar envisions hiring a full-time Spanish teacher who would provide instruction to both Spanish-speaking and non-Spanish speaking students in targeted groups during our self-directed learning blocks. However, given that Lodestar is still growing and has not yet reached full scale, we would like to provide other ways that we can enhance students' access to language programs through blended learning opportunities and other pathways. The first strategy we'd like to pursue is the introduction of spanish-language access for all students during our Self-Directed Learning time. This includes: use of software during students' flexible, self-directed time and the build-up of our library catalog that will include bilingual materials that are connected to our project-based learning topics.

Budget	2017-18 Activities	Anticipated Outcome
14,280 *50% Amount: \$7,140	Licensing of spanish-language software for a pilot group of students. This would be contracted through a program like Middlebury Interactive Languages or a similar vendor. This budget includes: licensing for the suitable programs across grades 6-7. (\$238 per license per semester. This would be piloted by 60 students. Total: \$14,280) *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.	Positive identity development for our students and families. Agency to engage with different worldviews/cultures. Conditions for belonging in community.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

This is not applicable during our launch years given that we started our school with K, 1, 2, and 6. We are also switching facilities so we anticipate an effect on our baseline retention.

Budget	2017-18 Activities	Anticipated Outcome
	N/A; Lodestar opened in 2017-18	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

In year 1, we launched our school with pre-crew conferences to meet our students and families before the 1st day of school. Our crew structure, a time where students eat breakfast, greet peers, set goals and restore/repair any harm is designed to make sure all students have at least 1 adult that they feel connected to and a group of peers that they feel connected to. Four times a year, we host student led conferences which allow students to reflect and celebrate on their growth with their crew leader and families.

Our work has been grounding in our school wide core values throughout the year: Community, Love, Agency, Social Justice & Integrity. These values keep us aligned as a school which encourages a positive school culture.

As we launched our 6th grade class, we welcomed 6th graders during our first week of school by providing a safe and community building experience in crew. Every 6th grade Lodestar student began their day in crew for 3.5 hours. This time was designed to support students in building connection through community building activities while also sharing who themselves with their peers. In a culmination of that week, 6th grade students and 6th grade teachers/6th grade Dean of Students embarked on our first Lodestar Fieldwork through Outward Bound. We spent an entire day playing uplifting community engaging games and getting to know one another better.

This unified work has allowed us to continue to build a strong community that supports students in leading their own learning and learning from their mistakes/repair any harm. Student in our 13% suspension rate have participated in a healthy re-entry model along with their families, crew leaders, DOS and other Lodestar community members. These reentry circles have allowed students to truly learn from their mistakes and repair any harm as peers/community members. These meetings have also allowed for families to repair any harm and engage with one another as community members.

Our school belief in community has allowed for a positive middle school culture to exist due to our restorative practices, crew model, and our intentionality to hire our Middle School Dean before we are fully at enrollment capacity within our Middle School.

Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Increased Fieldwork introducing students to Outward Bound experiences.	Students will develop deeper awareness of their own practice of reflecting, taking healthy risks in achieving their goals, and
*50% Amount:	This budget includes: Additional \$1,500 per semester	

<p>\$3,000</p>	<p>for each of two (2) grade level</p> <p>*Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.</p>	<p>supporting their peers.</p>
<p>\$2,500</p> <p>*50% Amount: \$1,250</p>	<p>Professional Development for staff regarding Restorative Justice practices.</p> <p>This budget includes: Two experiences budgeted at \$1,250 per PD.</p> <p>*Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.</p>	<p>Decrease in school suspensions.</p> <p>Development of reflective and problem solving skills.</p>
<p>\$10,000</p> <p>*50% Amount: \$5,000</p>	<p>Stipends for Middle School teachers to conduct family conferences prior to the start of the school year. The purpose is to build strong partnerships with middle school families.</p> <p>Stipends for each middle school crew leader (\$1,000 per crew leader x 10 crew leaders.)</p> <p>*Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a second semester expense only.</p>	<p>Strong family to school partnerships where families and students are known well and where families feel as equal partners.</p>

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