| | | | |
|---|---|---|---|
| School | Lighthouse Community Charter School | Contact * | Brandon Paige |
| School Address | 444 Hegenberger Rd. Oakland, CA 94621 | Contact Email | brandon.paige @lighthousecharter.org |
| Principal | Kate Bowman | Principal Email | kate.bowman @lighthousecharter.org |
| School Phone | 510-562-8801 | Recommended Grant Amount** | $76,043.98 |
| 2018-19 LCFF Enrollment (6-8) | 165 | Actual 2018-19 (6-8) Enrollment (Oakland Resident) | 185 |

*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

***Summary of Approved Expenditures from 2018-19**  (link to [2018-19 approved proposal](#))*

| | 2018-19 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary) | Budget Amount |
|---|---|---|
| 1 | Student Culture Developer: Compensation & Benefits This budget includes: salary for this role (at .45 FTE) and benefits (estimated at 23%). | $30,433 |
| 2 | Materials budget This budget includes: materials and supplies to support culture-building activities. | $1,000 |
| 3 | PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Attendance & Registration for Professional Development | $1,744 |
| 4 | | |
| 5 | | |
| | Budget Total (must add up to Current Grant Amount) | $33,187 |

*Summary of Proposed Expenditures for 2019-20* (listed in order of priority)

| | 2019-20 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary) | Budget Amount |
|---|---|---|
| **1** | Student Culture Developer: Compensation & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 23%). | $63,345.00 |
| **2** | Materials budget<br>This budget includes: materials and supplies to support culture-building activities, budgeted at $2,000 per semester. | $4,000.00 |
| **3** | Professional Development Budget:<br>PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Conference fee registrations. | $2,000.00 |
| **4** | Events Budget<br>This includes student culture-focused events, student field work with transportation, and other community events. | $6,698.98 |
| **5** | | |
| | Budget Total (must add up to Anticipated Grant Amount) | $76,043.98 |

## School Demographics

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|---|---|---|---|---|---|---|
| 99 (52.1%) | 91 (47.9%) | 85.8% | 9.5% (18/190) | 100% (18/18) | 41.6% | 94.75% |

## Student Body Ethnic Composition

| African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|---|---|---|---|---|---|---|---|
| 27 | 0 | 4 | 147 | 1 | 0 | 2 | 0 |

| **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.** | |
|---|---|
| **Name** | **Role** |
| Kate Bowman | Middle School Principal |
| Evelin Torres | Middle School Youth Culture Developer |
| | |
| | |

**School Vision (insert here):**

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

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

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

At Lighthouse Community Public Schools, we believe that persistent inequity in education threatens our collective future. To address that problem, we focus on creating a family of exceptional school communities serving youth and families in Oakland. Collaboratively, we have defined our stance: All young people have the potential to become lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world.

Our organizational strategies include:
- Prepare students for college success with academic skills, a sense of self, and the ability to navigate university systems.
- Bring forth young people's natural curiosity and ability to pursue their interests and affect change.
- Teach and learn using engaging curriculum and instructional practices that put students at the center of their own learning.
- Recruit, hire, develop and retain excellent, culturally competent educators who reflect the communities we serve.
- Create an environment in which all people feel safe, respected, bring their authentic selves, and thrive.
- Intentionally build a restorative and responsive school community that supports character development.
- Mindfully address a lens of systemic oppression and integrate cultural identity into curriculum, communications and programming.
- Work to transform leadership and decision-making, countering 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.

***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)* | **2017-18 (last yr)** | **2018-19 (this yr)** | *Art (Visual Arts, Theater, and Dance)* | **2017-18 (last yr)** | **2018-19 (this yr)** |
|---|---|---|---|---|---|
| ***Access and Equitable Opportunity*** | Basic | Entry | ***Access and Equitable Opportunity*** | Basic | Entry |
| ***Instructional Program*** | Entry | Entry | ***Instructional Program*** | Entry | Basic |
| ***Staffing*** | Entry | Entry | ***Staffing*** | Quality | Entry |
| ***Facilities*** | Entry | Entry | ***Facilities*** | Basic | Entry |
| ***Equipment and Materials*** | Entry | Entry | ***Equipment and Materials*** | Quality | Basic |
| ***Teacher Professional Learning*** | Basic | Entry | ***Teacher Professional Learning*** | Quality | Basic |
| *World Language* *(Rubric)* | **2017-18 (last yr)** | **2018-19 (this yr)** | | | |
| ***Content and Course Offerings*** | Emerging | Emerging | | | |
| ***Communication*** | Emerging | Emerging | | | |
| ***Real world learning and Global competence*** | Emerging | Emerging | | | |

## Measure G1 Data Analysis

| 5th - 6th Grade Enrollment/Retention (SPSA/Enrollment ) | 2017-18 (last yr) | 2018-19 (this yr) | Safe and Positive School Culture (SPSA) | 2017-18 (last yr) | 2018-19 (this yr) |
|---|---|---|---|---|---|
| *2017-18 Enrollment Data (20 day)* | 88% of 2016-17 5th graders returned for 2017-18. | 91% of 2017-18 5th graders returned for 2018-19. | *Suspension* | 5.7% so far in 2017-18 | 13.1% so far in 2018-19 |
| *ES Outreach Strategy Actions* | 100% We are a K-12 school in which our 5th graders loop into 6th with the same set of teachers. We have strong retention figures as a result. Our charter ensures continuous enrollment from K-12. | 100% We are a K-12 school in which our 5th graders loop into 6th with the same set of teachers. We have strong retention figures as a result. Our charter ensures continuous enrollment from K-12. | *Chronic Absence* | 2016-17 — 6%  9% so far in 2017-18 | 8.7% so far in 2018-19 |
| *Programs to support ES students transition to MS* | see above | see above | *CHKS data (district only)* | N/A  (As a charter school, we don't administer CHKS; however, our school culture data is described in section 5 below) | N/A  (As a charter school, we don't administer CHKS; however, our school culture data is described in section 5 below) |

| Community Engagement Meeting(s) | |
| --- | --- |
| **Community Group** | **Date** |
| Student Focus Group Meetings | 4/17/19 |
| | |

| Staff Engagement Meeting(s) | |
| --- | --- |
| **Staff Group** | **Date** |
| G1 Team Meeting | 4/16/19 |
| | |

# *Budget Justification and Narrative*

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

> T**he 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 plan 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 | | |
|---|---|---|
| In order to remain budget neutral while increasing our ELD services, our enrichment program was downsized. As a result of the budget shift and a concurrent staffing shift, the music enrichment class was eliminated this year.  In future years, we may include music instruction again in our enrichment offerings, however, given facility and financial constraints we are not focusing on this aspect of our program at this time. | | |
| **Budget** | **Description of 2019-20 Proposed Expenditures** | **Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)* |
| $0 | | |


## 2. Art Program

| Programmatic Narrative Based on Rubric |
|---|
| Our 6th-8th grade students engage in STEM & arts-based, enrichment classes on a  rotation that includes:  Making with a computer-programming focus and Theater Arts.  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. Making takes place for our 7th and 8th grade students in a shared Science-Making Studio and pushes into classrooms for our 6th graders due to facility limitations. The work students do in their enrichments is showcased at our two Expos per year and at individuals' student led conferences (SLCs) three times per year. |
| Our Theater class is contracted through an expert external agency to meet our needs. It focuses on exploring |

social-emotional content including development of self-confidence and exploration of identity on a personal and community level.  There is an emphasis on performance and CCSS-based reading, writing, listening and speaking skills.  Given our space constraints this course is offered in different classrooms since our facility isn't equipped with a stage or auditorium.

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

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

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)* |
|---|---|---|
| $0 | | |

*3.   World Language Program*

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

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)* |
|---|---|---|
| $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.  This year, 91% of students returned from 5th to 6th grade.  We are monitoring the individual instances of disenrollment and addressing them on an individual basis since they represent so few students.<br><br>We also personalize families' experiences with student-centered Student Led Conferences (SLC) at three points during the year.  During our April conferences, we have already collected intent-to-return paperwork and personally encourage all families to remain part of the community if they have not already committed to doing so. |

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)* |
|---|---|---|
| $0 | | |

### 5. *Safe and Positive School Culture*

**Programmatic Narrative Based on Data Analysis**

Over the the last four years, we strategically engaged in a process of bringing Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices into our school to establish best practices in this domain. These practices have increased our overall consistency as a staff and facilitated a shift in the way we respond to and repair harm when it occurs. It has also helped create a strong foundation from which to work and has enabled us to get closer to the vision of who we aspire to be. This year, we prioritized integrating our shared Habits of Work & Learning (HOWLs): 1. I lead my own learning; 2. I persevere to produce high quality work; 3. I demonstrate all community members matter through my actions and words into our staff and student culture. We have also been exploring Culturally Responsive Teaching and its application in our work. These foci have focused our Tier 1 practices like Crew (advisory); monthly, middle school, student-led assemblies; appreciations; and celebrations. We have seen growth in our shared student-engaged assessment practices in relation to the HOWLs and academic content as well as increased vertical alignment.

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

Our 2018-19 SCAI data, students favorably rated the each topic at the following rates:
- Attitude & Culture: 47%
- Learning/Assessment: 55%
- Student Interactions: 52%

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 voice.

Our discipline data reflects some challenges we faced this year. Specifically, we had mid-year turn-over in our Dean of Students position which was disruptive for the community. We have seen significant progress since that transition with 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. Our elevated suspension rate is a result of physical aggression and fighting (55% of all suspensions) by young male students and incidents that occur during recess time in common spaces when students are more independent and the environment is less structured (47%). We have seen incidents of hate speech decline since this time last year. While we've made progress in respect and inclusion across difference, 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;
- leading and supporting student-driven affinity groups;
- coordinating cultural celebrations and awareness building;
- consulting with teachers on Crew curriculum development;
- developing a peer-to-peer conflict resolution program that incorporates elements of our Restorative Justice approach;
- collaborating with Deans from across the K-12 school to organize cross-grade activities and programs (ex. ongoing

6th grade reading buddies for kindergarten students)
- developing entrepreneurship and student fundraising;
- maintaining a service component which is integral to our approach to learning and character development.

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

**Anticipated 2019-20 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.
- Suspensions will not exceed 8%.
- 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 to 2 per quarter.
- At least 10% of students engage in voluntary affinity groups.

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)* |
|---|---|---|
| $63,345.00 | Student Culture Developer: Compensation & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 23%). | See above |
| $4,000.00 | Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at $2,000 per semester. | |
| $2,000.00 | Professional Development Budget: PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Conference fee registrations. | |
| $6,698.98 | Events Budget This includes student culture-focused events, student field work with transportation, and other community events. | |

***Please submit your 2019-20 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***

# LIGHTHOUSE
## A Lighthouse Community Public School

# G1 Team Meeting

**Date:** 4/16/19
**Time:** 3:00-4:00 PM
**Location:** Bowman's office

## Participants:

Evelin Torres:  MS Youth Culture Developer
Kate Bowman:  MS Principal

## Agenda:

Check-in
Program Rubric Review
Analyze Shifts & Refine Focus for 2019-20
Planning for Community Engagement
Define Next Steps

## Meeting Notes:

**Program Review**

- Shift in enrichment offerings has had some impact on self-scoring for
- Chronic absenteeism and 5th to 6th retention are still bright spots
    - Kids are here and staying with us, how do we leverage it?
- Student culture need is still present
    - Increase in discipline, especially suspension rate
    - Impact of dean position
        - Late hire and mid-year transition
        - Focus on RJ without clear discipline/consequences in 1st half of year created lack of clarity around expected student behavior
        - Student behavior has been improving overall, students are in class FAR more
        - Case management is supporting those who need it the most and is leveraging family relationships with strong communication
        - Absence of full time dean has impact; staffing model for 2019-20 will address this
            - MS Youth Culture Developer Role will have strong/increased partnership in the work

**Shifts into Focus for 2019-20 Planning**

- S/E Groups are running after some refinement and getting traction
    - Torres digitally documenting in ways to share with the larger team and reuse in future years
- Middle School Student Council
    - Will be hyping up testing in May, dates shared in Zoom document during PDI
    - Helping run activities at the K-12 School Fair event in May
    - Middle School Madness and fundraisers have been a hit
        - How to we leverage this more and incentivize positive behavior with celebration/joy?
- Community Building Assemblies are a key lever
    - Frequency is hitting a sweet spot
    - Team is clear on roles and agendas after PDI planning time

**Community Engagement/Input**

- - Torres to conduct Student Focal Groups to get input about this year's experiences and ideas for 2019-20 initiatives
  - Focal groups to be held 4/17/19 in Dean's office
  - *Focal Dimension of Torres's Work:* community building assemblies; extra-curricular experiences (focused on in-house offerings vs. external partnerships)

**Next Steps:**
- ET: refine Focus Group Questions (4-6) with inclusion of open-ended one at end and a whip of enrichment wishes for 2019-20; share raw data with Bowman in shared doc
- KB: arrange coverage for focus groups;
- Next Mtg: synthesize the data to start planning 2019-20 initiatives (4/26/19, 12-1, Bowman's office)

**Focus Group Question Bank:**
1. What activities would you like to see happen during community meetings?
2. What types of celebrations/awards would you want to see happen? What things should students be awarded for and how should they be awarded?
3. What affinity groups/clubs should we start here at Lighthouse?
4. What other type of enrichment class would you like to see here?
5. Anything else?

**Focus Group Notes by Group:**

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**Group #1 (Carlos S., Berndardo P, Marisol G, Alexandra O.)**
- *Q1:*
- Competitive games ( 7th vs 8th)
- Class vs.class activities
- Teams of blocks ( 7A with 8A vs 7B with 8B
- Outdoor activities ( adventure maps, mystery egg hunt,
- *Q2*:
- Awards that go along with prizes
- Free-dress
- Free-time on Wednesday
- Pizza parties
- Ice cream socials
- *Q3*:
- - Basketball club ( for an hour every Wednesday meet outside and play some sport)
- -Dodgeball club
- -Art group ( Create different art projects together)
- *Q4*:
- -Movement
- -Art class
- -Music class
- -Coding

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**Group #2 ( Monse R, Graciela B, Mia H, Danya M, Gaby)**
- *Q1:*
- - Study hall
- -Math & Humanities activities
- -Competitive games
- -Arts & Crafts ( ex, Origami)
- -Whole grade activities
- *Q2*:
- -Awards for students who meet their SLC Goals
- - Free-dress

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- No homework pass
- Electronic pass ( During community meeting students can use their phones for 20 min)
- Awards for demonstrating core values
- *Q3*:
-  Cooking club
- Art Club ( 1,2,3 drawings, painting)
- Music club ( dancing, singing etc.)
- Q4:
- - P.E
- -Cooking
- -Martial arts

**Group #3  Tomas T, Carlos H, Jonah K, Gustavo G, Matthew M.**

- Q1
- Talent shows
- Student-work gallery
- Game: 4 corners
- Water-slide games during summer
- Water-balloon fight
- Water balloon dodgeball
- *Q2*:
-  Award for sportsmanship
- MVS ( Most valuable student, student with the highest grade in their class)
- Students who win awards can choose what they want from across the street ( Jamba Juice or starbucks)
- Treats for students who win awards
- Pizza parties
- Longer recess
- *Q3*:
- Video-game club
- Music club
- Arts & crafts club
- Anime club
- *Q4*;
- Music class
- P.E
- Coding
- *Other*:
- Sports team
- Varsity program

**Group #4 Camila B, Gerrod W, Aliyson R, Aiyana R, Taha O, Aaronae S**
- *Q1*:
- More outside games
-  Study hall
- Scavenger hunts
- Team games. 7th vs 8th
- *Q2*:
- Academic Awards

- Free-dress pass
- Homework completion awards ( The grade that completed the most homework)
- Carnival ( make different games + activities)
- Pizza party
- Movie date
- Potlucks
- Behavior improvement awards
- *Q4*:
- Music class
- Digital music class
- Movement
- Art class
- *Q5*:
- Sports teams ( Core day).

Group #5 Salem T, Victoria J, Celina S, Andrew M, Marcos M.
- *Q1:*
- Outdoor games
- Kickball/dodgeball
- *Q2:*
- Student of the week awards
- Treats for students of the week
- Free dress passes
- No homework passes
- Behavior awards
- Redeem tickets ( from a prize box)
- *Q3*:
- Gaming club
- Sports club
- Cooking/baking club
- *Q4:*
- Art class
- Science
- Gardening class

Group #6 Jasmen C, Alex B, Citaly H, Jimena H, Andrea P.
- *Q1*:
- Games- human tick-tac-toe
- Game; Infection ( outside)
- Talent shows
- Guest( from animal shelters)
- Movie ( Students get to pick it)
- Cultural celebration
- *Q2:*
- Awards: Homework completion,
- Free dress pass
- Silly Awards : Shoe game, swag, class clown etc ( nominated by peers)
-  Going across the street as a reward
- Gift cards
- *Q3*:

- Dance club
- Arts & crafts
- Fieltrip club
- Girls club
- Yearbook club
- *Q4*:
- Art/painting class
- Cooking/baking  class
- Dance/movement class
- *Q5*:
- Debate teams
- School dances
- More celebrations
- More field trips ( camping)
- Team-building activities

**7th**

**Group#1:** Carlos S., Bernardo P., Marisol G.
Alexandra O.
**Participant Sign-in**
- Marisol Garibaldi
- Alexsandra Garcia Ortiz
- Bernardo Peralta
- Carlos Sandoval

**5th**

**Group #2:** Graciela O, Monce R, Mia M.
Danya M. Gaby L.
**Participant Sign-in**
- Mia. H
- Gabby L
- Danya. M
- Graciela
- Monse. R

**6th boys**

**Group#3:** Tomas T, Jonah K, Matthew M.
Carlos M, Gustavo G.
**Participant Sign-in**
- Gustavo
- Carlos
- Matthew
- Tomas
- Jonah

**8th**

**Group #4:** Camila B, Gerrod W, Allyson R
Aiyana R, Taha. O.
Aaron aes.
**Participant Sign-in**
- Camila B
- Gerrod W.
- Allyson R
- Aiyana R
- Taha. O
- Aaron ae S.

**4th**

**Group #5:** Salem T, Victoria J, Celina S
Andrew M, Marcos M
**Participant Sign-in**
- Salem Tekle.
- Victoria Jauregoi
- Celina Solis
- Andrew Martinez
- Marcos Marcial

**7th girls.**

**Group #6:** Jasmen C, Alex B, Citlaly H.
Jimena H, Andrea P.
**Participant Sign-in**
- Jasmen. C
- Alex. B
- Citlaly. H
- Jimena. H
- Andrea. P