School	Lighthouse Community Charter	**Contact**	Tina Hernandez Brandon Paige
School Address	444 Hegenberger Road Oakland, CA 94621	**Contact Email**	tina.hernandez@lighthousecharter.org
Principal	Tina Hernandez	**Principal Email**	tina.hernandez@lighthousecharter.org
School Phone	510-562-8801	**Recommended Grant Amount***	**$78,884.00**
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	178	**2019-20 LCFF Enrollment**	160

*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 2019-20   *(2019-20 Approved Proposal & 2018-19 Carryover Form)*

	2020-21 Approved Expenditures from Budget Justification and Narrative Section	Budget Amount
1	Student Culture Developer: Compensation & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 23%).	$63,345
2	Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at $2,000 per semester.	$4,000
3	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.	$2,000
4	Events Budget This will include extracurricular events focused on building positive student culture. This is proposed to be 2 events per quarter. Initial proposals include: cultural dance groups, student assemblies materials, external musicians & guest speakers during assemblies.	$6,699
	Budget Total (must add up to Current Grant Amount)	$76,044

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

	2020-21 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%).	$69,913.20
2	Events Budget This will include extracurricular events focused on building positive student culture. This is proposed to be 1) Challenge Day, and 2) College campus visit, including participation in community building event.	$8,970.80
3		
4		
5		

	Budget Total (must add up to Current Grant Amount)	$78,884.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
51.3% (98)	48.7% (93)	86.9% (166)	12% (23)	100% (23)	45% (86)	91.1% (174)

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
9.9% (19)	0	2.1% (4)	91.2% (155)	0	0	4.7% (9)	1.6% (3)

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.	
Name	**Role**
Miriam Vasquez	K-8 Dean of Students
Tina Hernandez	K-8 Principal
Kenneth Bazile	5th-8th Student Culture Developer
Brandon Paige	Director of Finance
5-8 Culture Leadership Team	Provide Input and thought partnership on details of events.

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

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)	2018-19 (last yr)	2019-20 (this yr)	*Art (Visual Arts, Theater, and Dance)*	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	Entry	Entry	*Access and Equitable Opportunity*	Entry	Quality
Instructional Program	Entry	Entry	*Instructional Program*	Basic	Quality
Staffing	Entry	Entry	*Staffing*	Entry	Quality
Facilities	Entry	Entry	*Facilities*	Entry	Entry
Equipment and Materials	Entry	Entry	*Equipment and Materials*	Basic	Quailty
Teacher Professional Learning	Entry	Entry	*Teacher Professional Learning*	Basic	Quality

World Language (Rubric)	2018-19 (last yr)	2019-20 (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)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	91% of 2017-18 5th graders returned for 2018-19.	98.1% (54/55) of Census Day 2018-19 5th graders were enrolled in 6th grade on Census Day 2019-20.	*Suspension*	13.1% so far in 2018-19	9.1% for all students who have attended Lighthouse 6-8 in 2019-20.
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.		*Chronic Absence*	8.7% so far in 2018-19	8.1% for all students who have attended Lighthouse 6-8 in 2019-20.
Programs to support ES students transition to MS	See above		*CHKS data (District) or Culture/Climate survey*	N/A (As a charter school, we don't administer CHKS; however, our school culture data is described in section 5 below)	

<mark>MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.
**The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.</mark>

Community Engagement Meeting(s)	
Community Group	**Date**
Coffee Tuesday (Parent Group)	December 10

Staff Engagement Meeting(s)	
Staff Group	**Date**
Culture Meetings	Every other Monday

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 Measure G1
- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

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, our enrichment program has remain consistent as described below. 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		
Budget	**Description of 2020-21 Proposed Expenditures**	**Anticipated Student Outcome** (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

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: The Making Arts Design, Fitness, and Health. The curricula of our Making program is 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. This year making takes place for our entire middle school program s 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. 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 2020-21 Proposed Expenditures**	**Anticipated Student Outcome** (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

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 our 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.

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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

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 student 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.

Our 2019-20 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 voices.

We have seen significant progress since the changes mentioned 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. 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;
leading and supporting student-driven affinity groups;
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.

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 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 8%.
Celebrations increase across the middle school to 2 per quarter.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
$69,913.20	Student Culture Developer: Compensation & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 23%).	*See above*

$8,970.80	Events Budget This will include extracurricular events focused on building positive student culture. This is proposed to be 1) Challenge Day, and 2) College campus visit, including participation in community building event.	*See above*
		See above
		See above

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School:	Lighthouse Community Charter School	Principal	Tina Hernandez
School Address	444 Hegenberger Rd. Oakland, CA	Principal Email:	tina.hernandez@ lighthousecharter.org
School Phone	510-562-8801	Grant Amount	**$76,043.98**
2018-19 LCFF Enrollment (6-8)	**165**		

● *Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.*

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. **Music Program (PRELOADED)**

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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. Art Program (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

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. 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Over 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 a 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	2019-20 Activities	Anticipated Outcome
$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 will include extracurricular events focused on building positive student culture. This is proposed to be 2 events per quarter. Initial proposals include: cultural dance groups, student assemblies materials, external musicians & guest speakers during assemblies.	

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing

In our fifth year of intentionally focusing on bringing Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices in our school, we have engaged all stakeholders in a vision of a school in which aligned expectations across the school, supported by explicit instruction focused on why communal expectations exist, reinforced by established tradition of celebrations and joy initiatives and logical consequences with a focus on restorative practices have reaped incredibly rewards in school culture. Having deepened our use of 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 created time during each lesson for students to reflect on how they are leveraging these habits to establish the academic mindsets necessary to motivate students to persist through challenging academic tasks which is the foundation of Culturally Responsive Teaching. These foci are common across all of our Tier 1 practices like Crew (advisory) and more importantly are embedded in students' daily reflections in each academic block. This is evidence that we have systematized our student-engaged assessment practices through the use of HOWLS. We have increased our touchpoints from monthly to daily middle school community meetings, have centered students' voices and interest in these meetings, and infused them with appreciation and celebrations. Through the strategic use of common aligned crew structures, we have created a predictable flow of HOWLS and academic reflection, explicitly engaged students in learning about social emotional learning, provided focused instructions on college and career readiness study skills, and provided ongoing and intentional protected time to reflect on how these topic intersect with our students' identities. Each of these objectives and their associated key results have been clearly defined in our annual work plan, and our qualitative and quantitative data indicates we have a positive school culture, our students are internalizing our expectations, and taking increasing ownership of their academic identities. Our attendance data overall is consistently strong at 96% average daily attendance. Our 2019-20 student culture data continues to trend positively with classroom rigor expectations and classroom belonging both at 59%; and pedagogical effectiveness and classroom climate both at the 39% This data tells a consistent story, our focus on culture has created a sense of safety and belonging necessary for students to become academically engaged and we are collectively ready to explore how to leverage our sense of belonging to create classroom climates focused on rigorous learning.

In the 19-20 school year, we restructured our Dean Team to include a dean, an assistant dean, and our Middle School Youth Culture Developer. This team worked to simultaneously provide positive, proactive support to students who are struggling to be integrated into our school community. Our dean focused on developing systems to support our universal expectations and proactive and personalized tier 2 support of high need students, while our assistant dean focused on de-escalating behavior within the classroom and leveraging peer mediation in common areas. The strategic use of the dean's team time coupled with our middle school youth culture developer's focus on bringing a wide range of experiences to our student community has shifted our students' experience of middle school. These include cultural celebrations that reflect our students' identities, athletic teams, and student designed celebrations. As we continue to develop program our biggest lesson learned from the transition of our dean mid-year and the principal of the end of the school year is that the culture of our community must live within our students, must be anchored by enduring traditions that are systematized and focus on both a positive student culture and a strong academic mindset. As such, we have established a tradition of opening each year with an adventure challenge for each grade level in the fall/winter and closing each year with a visit to a local university. Our students are excited about the vision and the result is that we are trending positively in our behavior data decreasing suspensions from Winter 2019 at 8.8% to Winter 2020 at 6%. Our referral data has increased slightly from 26.4% to 30% and we will continue to support teachers to embed trauma-informed practices, de-escalation strategies, and social-emotional learning into the core teaching experience, as our student population needs teacher who are skilled at serving students with intense emotional needs within the classroom.

Anticipated 2020-21 Outcomes: ● increase in pedagogical effectiveness and classroom climate by 10%

 ● Minor discipline incidents will decrease by 10% from the previous year with the support of a solid Dean team. ● Suspensions will not exceed 8%. ● Due to peer mediation, we will decrease incidents of physical harm by 10%, ● Intentional community building through collective adventure and shared focus on college readiness.

Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).