OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

| 2020-21 Measure G1 |
|---|
| Grant Application |
| Due: April 10, 2020 |

| School | Lodestar Charter | Contact | Brandon Paige |
|---|---|---|---|
| School Address | 701 105th Avenue<br>Oakland, CA 94603 | Contact Email | brandon.paige@lighthousecharter.org |
| Principal | Jeffrey Camarillo | Principal Email | jeff.camarillo@lighthousecharter.org |
| School Phone | 510-775-0255 | Recommended Grant Amount* | **$79,566.00** |
| **2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)** | **196** | **2019-20 LCFF Enrollment** | **162** |

**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)***

| | 2019-20 Approved Expenditures from Budget Justification and Narrative Section | Budget Amount |
|---|---|---|
| 1 | Theatre Enrichment Teacher (.7 FTE) | $47,220.88 |
| 2 | Classroom materials in the Theatre Enrichment class | N/A |
| 3 | | |
| 4 | | |
| 5 | | |
| | **Budget Total (must add up to Current Grant Amount)** | $47,220.88 |

***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 | Theatre Enrichment Teacher (expand to 1.0 FTE): salary and benefits | $66,503.00 |
| 2 | Classroom materials in Theatre Enrichment class | $1,000.00 |
| 3 | Classroom materials in Making, Art, and Design (Visual Arts) Enrichment class | $2,000.00 |
| 4 | Family Coordinator (expand the capacity of a team member by .2 FTE) | $10,063.00 |
| 5 | | |
| | **Budget Total (must add up to Current Grant Amount)** | **$79,566.00** |

***School Demographics***

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|---|---|---|---|---|---|---|
| 49.3% (103) | 50.7% (106) | 84.7% (177) | 12.9% (27) | 100% (27) | 32.1% (67) | 95.7% (200) |

***Student Body Ethnic Composition***

| African-American | American Indian/ Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|---|---|---|---|---|---|---|---|
| 21.1% (44) | 0 | 0.5% (1) | 67.9% (142) | 1% (2) | 1.9% (4) | 1% (2) | 6.2% (13) |

| **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.** | |
|---|---|
| **Name** | **Role** |
| Jeff Camarillo | Principal |
| Jai David Valentine | AP |
| Lauren Horton | Dean of Culture |
| Corbrae Smith | MAD Teacher |
| Hilary Yamtich/Laura Einhorn | Math Teacher/Expedition Teacher |

**School Vision:**
Lighthouse graduates are 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.

**School Background:**
Lodestar, a Lighthouse Community Public School, opened its doors in the fall of 2016 to 240 students in grades K, 1, 2, and 6, then grew in year 2 to include students in grades 3 and 7. Now, in our 3rd year, we have more than 500 students in grades K-4 and 6-8. We are looking forward to our 4th year, when we will serve a full K-8 community, ultimately growing to serve K-12 as we grow each year in service of Oakland's students.

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 close to 20 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 many ways, including:**

**Expanded Definition of Achievement**
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. We define high quality work as work that is complex, authentic and has craftsmanship. This focus of achievement is a foundational pillar that pushes our school to integrate the arts with our project based learning humanities courses.

**Students are Leaders of their Own Learning**
At Lodestar, we believe in placing students at the center of their own learning. To this end, we have a vehicle of student engaged assessment practices to bring this vision to life, including:
mastery based grading derived from standards with explicit and visible learning targets
student portfolio system across our school and across content areas
quarterly student led conferences
a culture of critique and feedback
community celebrations of learning (EXPO!)

**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 access to grade level standards and developmentally appropriate opportunities to create healthy relationships with their peers. Each expedition teacher integrates with a collaborator in the Arts (Making Arts and Design and Theatre) each trimester. Expedition and Art teachers collaborate around the essential expedition question to backwards plan from an interdisciplinary high quality work product that demonstrates their application and learning of the real-world social justice topic students are learning.
Expedition topics 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.

**Social Emotional Learning.**
Students are part of 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, 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.

**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*** | Basic/Quality | Basic/Quality |
| ***Instructional Program*** | Entry | Entry | ***Instructional Program*** | Basic | Basic/Quality |
| ***Staffing*** | Entry | Entry | ***Staffing*** | Entry/Basic | Entry/Basic |
| ***Facilities*** | Entry | Entry | ***Facilities*** | Basic | Basic |
| ***Equipment and Materials*** | Entry | Entry | ***Equipment and Materials*** | Basic/Quality | Basic/Quality |
| ***Teacher Professional Learning*** | Entry | Entry | ***Teacher Professional Learning*** | Basic/Quality | Basic/Quality |

| ***World Language (Rubric)*** | **2018-19 (last yr)** | **2019-20 (this yr)** |
|---|---|---|
| ***Content and Course Offerings*** | Emerging | Emerging |
| ***Communication*** | Developing | Developing |
| ***Real world learning and Global competence*** | Emerging | Developing |

***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)*** | 195 | 209 | ***Suspension*** | 15.1% (only for currently enrolled 6-8 students) | 0% for all students who have attended Lodestar 6-8 in 2019-20. |
| ***ES Outreach Strategy Actions*** | N/A | N/A; Lodestar operates as a K-9 program | ***Chronic Absence*** | 14.6% (18-19 data only for currently enrolled, 6-8 students) | 18.4% for all students who have attended Lodestar 6-8 in 2019-20. |
| ***Programs to support ES students transition to MS*** | N/A | N/A; Lodestar operates as a K-9 program | ***CHKS data (District) or Culture/Climate survey*** | N/A | N/A |

**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.**

| **Community Engagement Meeting(s)** | |
|---|---|
| **Community Group** | **Date** |
| Parent Outreach | Virtual Communication held on April 8th, 2020 |
| | |

| **Staff Engagement Meeting(s)** | |
|---|---|
| **Staff Group** | **Date** |
| Theater Focus Group-ILT | Virtual Communication held on April 6th, 2020 |
| | |

## *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** | | |
|---|---|---|
| N/A | | |
| **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. |
| | NA | |
| | | |
| | | |
| | | |

### *2. Art Program*

**Programmatic Narrative Based on Rubric**

All of our 7th graders (75 students) have been deeply engaged in theater and performing arts education during the 2019-20 school year. 7th graders receive 320 minutes of performing arts instruction a week, an average of nearly 65 minutes a day. Furthermore, our performing arts teacher teaches an Improv Theater elective class that will serve an additional 60-80 6th and 8th graders throughout the school year. At the end of the third quarter, our 6th graders will rotate into performing arts, while our 7th graders roll into making art and design. By the end of the school year over 200 Lodestar middle schoolers will have a theater/performing arts learning experience. In 6th and 7th grade, the theater/drama learning experience integrates with their Expedition learning topics so students can use art and creativity to further express their learning mastery. In the first semester, 7th graders worked collaboratively with their peers to write mini screen plays about issues related to identity, race and justice. They, then, acted out their screenplays and recorded their scenes to create short films. Students showed their short films to their families at our school's Winter Exposition of student learning night.

As we have now made a pivot to distance learning, like all public schools in California,, our Theater teacher and program has made shifts. Our teacher is supporting student in accessing Adobe Video to create short movies and films about their learning topics in Math and Expedition. Students will call upon their learning from earlier parts of the year to create short films and Youtube videos that highlight fundamentals of acting and performing, along with key Math and ELA learning.

Overall, the Theater program supports Lodestar Middle School students in stepping out of their comfort zone and finding their voice as performers. Our program supports young people to become more confident public speakers and supports their development as group collaborators. The feedback from families and students indicates that the group work focus of theater supports students in developing a camaraderie with their peers and supports their social development. They also feel more empowered to push themselves and their creativity.

Our Theater teacher has enrolled in a CTE credential program which is set to begin in the fall of 20-21, with the goal of becoming highly qualified teacher at the culmination of the program.

Moving to the 20-21 school year and beyond, the vision is for every 6th, 7th and 8th grader to have the opportunity to engage in arts based instruction either during the core day or through our elective cycle. The expansion of opportunities to engage with arts based instruction will increase our need for arts based instructional materials and consumables, particularly for our visual arts program. This is the reason for the $3,000 allocation for materials ($1,000 for Theater Arts and $2,000 for Maker Arts and Design).

| 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. |
|---|---|---|
| 66,503.00 | Theatre Enrichment Teacher (expand to 1.0 FTE): salary and benefits | *See above* |
| 1,000.00 | Classroom materials in Theatre Enrichment class | *See above* |
| 2,000.00 | Classroom materials in Making, Art, and Design (Visual Arts) Enrichment class | *See above* |
| | | |

### *3. World Language Program*

**Programmatic Narrative Based on Rubric**

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

| 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. |
|---|---|---|
| | NA | |
| | | |
| | | |
| | | |

### *4. 5th to 6th Grade Enrollment Retention*

**Programmatic Narrative Based on Data Analysis**

In 2019-20, Lodestar has its first ever 5th grade class. We are aiming to retain 90% of the rising 6th graders, and propose the expansion of our Family Coordinator in order to accomplish that. This Family Coordinator will be able to support smooth and seamless transition from elemenatry to middle school for Lodestar Families. With site based administration, the Family Coordinator will plan both student and family experiences that support connectedness to the middle school.

| 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. |
|---|---|---|
| 10,063.00 | Family Coordinator (expand the capacity of a team member by .2 FTE) | *See above* |
| | | |
| | | |
| | | |

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

| **Programmatic Narrative Based on Data Analysis** | | |
|---|---|---|
| N/A | | |
| **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. |
| | NA | |
| | | |
| | | |
| | | |

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

LODESTAR

A Lighthouse Community Public School

Theater/Performing Arts Focus Group for Measure G1

April 9th, 2020

Virtual Call Meeting

Agenda:

1. Welcome/Check-In
    a. How are you and your family?

2. Theater/Performing Arts Reflection
    a. What worked for you a d your students this year?
    b. How can we improve our middle school theater/performing arts program?
    c. Other thoughts on the Theater program

3. Appreciations/Closure

**Theater/Performing Arts Measure G1 Focus Group Sign In**
**Virtual Meeting, April 9th, 2020**

| Name | Student Name | Phone Number |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

# “Lodestar 6 -8” ILT Agenda 4/6/2020

## Monday, 4.6.2020 | 9 AM -11:30 AM

**Procedural Norms:**

1. Name constraints (time, context, challenges, etc.)
2. Stay present, and communicate when you can’t be
3. Technology aligns with tasks
4. Step-up / Step -back
5. Clarify communication expectations
6. Clarify outcomes and next steps

**Character Norms**

| |
|---|
| We keep students at the center of our work in partnership with families. |
| We include all and build relationships across differences. |
| We restoratively address harm when it occurs. |
| We attend to intention and impact. |
| We engage in courageous conversations. |
| We are action - and solutions -oriented. |
| We interrupt inequitable practices, including acts that perpetuate systemic racism. |

**OKRs**

- CC: L*6-8 students feel a strong sense of love, community and belonging
- MKS: L*6-8 graduates are prepared for success in high school and college

**Learning Targets:**

1. I can connect with my L*Middle Leadership colleagues
2. I can review and provide feedback about the L*Middle Teacher Distance Learning template and prepare my plans in support of my content teams
3. I can review and provide feedback about the L*Middle Grade Level Distance Learning Plan in preparation for the coming work during PDI
4. I can provide feedback about our Measure G1, Theater and Performing Arts program

**Roles:**
**Facilitator: Jeff/Jai/Lauren**
**Notetaker: Jai**
**Timekeeper:**
**Process Checker:**

| TIME | MIN. | TOPICS | NOTES | NEXT STEPS |
|---|---|---|---|---|
| 9:00 - 9:10 | 10 | **Check In and Framing - Jeff** | ❖ How are you and your family?<br>❖ A Highlight from Spring Break<br>❖ What's keeping you up at night? | |
| 9:10 - 9:55 | 35 | **Teacher Distance Learning Plans and Grade Level Distance Learning Plan P -Q-S and Discussion - Jeff/Jai/Lauren** | Q4 PDI and April DL Overview<br>Review the L*Middle Teacher Distance Learning Plan and the L*Middle Grade Level Plan and lets Praise-Question-Suggest<br><br>**L* Distance Learning Plan:** | |

| | Praise | Question | Suggest |
|---|---|---|---|
| LE | Checking in with whole Crew and individual Crewbies | Are Crew times set? (Students are still sleeping?)<br><br>Are we recommending time for enrichment? | All teachers hold predictable and scheduled office hours<br><br>What about making Corbrae and Vero's projects accessible to all MS students (if they are not directly content related)<br><br>Minimum for Reading Lab: reading out loud \| simple is best |
| CS | The week having a level of consistency. | Are we processing info given by admin or exped? Do we have a check-in point with | Second holding predictable office hours |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | Crew check-in/ 1:1 Check ins are important. | exped teachers?<br><br>What does reading intervention look like for the integration team?<br><br>What are the planning requirements for that?<br><br>Do we still have the same coach check in times? - prioritize family schedule (block off time), respond to invites<br><br>-Are integrators still expected to integrate with other core classes? - consistent and simple; not required | |
| | | | HY | Breakdown of times - helped me wrap my head around what a day could look like (min, video) - specificity around times<br><br>Understand big picture<br><br>Start day w/ crew and crew check-in<br><br>Plan around how to build in intervention | Is the intervention check in only for students who are actually assigned to our current intervention groups or will be changing the groups based on updated data?<br><br>How will students actually submit work (mostly thinking about math specifically) via google classroom?<br><br>Will we be giving any grades (even pass/fail or complete/incomplete)?<br><br>What is a plan we can make about specific **family** | I'm worried that opt -in office hours will end up being a "rich get richer" situation. I was thinking it might make more sense to *assign* all students to some kind of weekly academic check in with ELA /math teachers....<br><br>I'm also wondering about the weekly crew -check ins. Are we planning to schedule these? What is the purpose? I like the idea of the weekly one -on-one touch points but I'm also wondering if kids need more academic check -ins…<br><br>Change inter vention to "Lab" |

| | | | |
|---|---|---|---|
| | | communication? (I think work is more likely to get done if families are kept in the loop around what students are completing)<br><br>How can we ensure equity regarding opt-in office hours? | |

Next Steps:

- Reading Support/Lab/Intervention: simple is best
- Expedition + Admin check-in
- Change "Intervention" to Lab
- Jeff by Wed - communication about grading to staff and families

L* Middle Grade Level DI Plan:

| | Praise | Question | Suggest |
|---|---|---|---|
| LE | Framing from admin about the purpose and priorities for distance learning<br><br>I LOVE LOVE LOVE the Culture plan. This is our values at their finest | 5/minutes week for enrichment activities? | The language explaining expedition, math, and integration seems more teacher -facing than student -facing. Is this for the team to re -write with more straightforward language?<br><br>Could ALL assignments and links (including Crew Zoom links and fitness) be shared through Google Classroom?<br><br>What about providing students and families a BLANK template with the pieces of the schedule, and having them submit as part of the conference the schedule they will commit to? (I tried to mess with this on page 6) |

<table>
<tr>
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<table>
<tr><td>CS</td><td>-Love that resources are linked in with the doc<br><br>Easily understood</td><td>-What is the difference between Integration and enrichment?<br><br>-Who plans for enrichment?</td><td></td></tr>
<tr><td>HY</td><td>I like how families will be using a template to set up a schedule for their family.</td><td>How will families be getting updates about student progress?<br><br>How can we support families (esp families who are still working in essential services) in giving feedback to students on their progress?<br><br>I wonder how we can build in more flexibility to this f or families who are still working --I know that as working parent it is very hard to follow a specific daily schedule...</td><td>I think we need at least 1 week of “practice” of routines (the same way that we would do this in an actual real classroom.) --students will need a chance to practice zoom calls, practice logging into google classroom, practice submitting assignments, etc… can we have maybe the first 3 days be a “practice week” where students in each grade get a chance to practice all the technical skills they will need to engage in distance learning?</td></tr>
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Next Steps:<br>
- Call Log Tracker add - capture progress notes<br>
- Content/GL Team - discuss students<br>
- Time breakdown by day vs. wee
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<td>9;55-10:15</td>
<td>20</td>
<td>Measure G1-Focus Group</td>
<td>HY: group problem solving, build confidence and public speaking, incorporate feedback, supports content from other classes, valuable part of 7th grade team that supports learning in Expedition and Math<br>-Need more tech and resources to drive editing and fil m production, a stronger elective version of the class could be awesome<br><br>CS: Gets students out of their comfort zone, improves creative writing skills, lets kids interact with each other in a positive and creative way through group collaboration</td>
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| | | | | |
|---|---|---|---|---|
| | | | LE:<br>Strengths:<br>-Integrated into humanities content in a way that deepens students' connection to the material<br>-Theater teacher provides instruction and feedback on writing skills so students are building literacy<br>-Gives students a different modality to learn through movement and active engagement<br><br>Areas to Build on:<br>-Access to visiting artists and theater experiences around the bay area, like the SF Playhouse's Rising Star Program and the Berkeley Rep Artist in residence program<br>-Access to robust performance opportunities at and outside Lodestar | |
| | 5 | **Next Steps & Appreciations - Jeff** | Next Steps:<br>-Work individually on Teacher DL plan this morning<br>-Bring your draft (we know it may not be 100% done) to your 1:45 PM content team time and frame/lead them through the process with admin support | |

DECIDE Model

| | **D**<br>*Decider* | **E**<br>*Expert / Advisor* | **C**<br>*Contributors* | **I**<br>*Informed* | **D**<br>*Driver* | **E**<br>*Equity* |
|---|---|---|---|---|---|---|
| **Distance Learning Guidelines** | CAO | A-Team | Principals<br>School ILTs<br>SLT<br>CEO | All Staff | Jeannie/Deborah | How do our Distance Learning Plans reflect our Core Values?<br><br>How do our distance learning plans attend to the needs of our students and families during a challenging time? |
| **Distance Learning - School -Specific Plans** | Principal | CAO | School ILTs<br>Teachers | All Staff | Principals | |
| **Assessments / Grading Guidelines** | CAO | A-Team | Principals<br>School ILTs<br>SLT<br>CEO | All Staff | Jeannie/Deborah | |
| **Assessments / Grading - Schools** | Principals | CAO | School ILTs<br>Teachers | All Staff | Principals | |

| | Praise | Question | Suggest |
|---|---|---|---|
| CS | Community oriented with an emphasis on timed consistency. Self care being prioritized in the crew so the kids still feel seen and care for is important. | -I am a bit concerned that my class would be difficult in that supplies would have to be bought by the students. This is of course before I process this in any r eal way. Equity of resources is my biggest question.<br>-What does coaching look like? I think still getting feedback on our lessons and how the kids engage with it is important.<br>-What checks and balances will be put into place to make sure kids are being res ponsible with the work/How can kids get help in real time so they don't get stuck (Kids with unfinished learning.) | |
| HY | - Clear increase in work output for different grade levels | - My students' biggest worry is how to get help --i see some baked in times for students to get support from teachers,, but it seems really challenging for each teacher to support 70+ kids in any kind of organized way --i'm wondering about how to include diffe rentiation in this, like is there a way to leverage existing distance learning resources that provide a more personalized experience?<br>- I think it's pretty unlikely that many students will be able to make progress with the Openup curriculum on their own, it just isn't written that way at all<br>- Can teachers get access to document cameras to record videos from home? I'm wondering what is the right balance of leveraging existing resources vs | - My daughter's school is giving l ike a daily "menu" rather an a list of prescribed tasks. It feels both more accessible (i.e. if something is too hard for her we don't have to do it) and also more engaging (because of the baked in choice) |

| | | | |
|---|---|---|---|
| | | having teachers make their own resources | |
| JC | | | |
| JD | | | |
| LH | ● Space for community and connections with peers<br>● Considerations for IEP/ELL students<br>● Reading/Literacy Push | Can we establish a blocked office hour structure for student learning that would free up time for teachers? (1-2hour block) | Guidelines around student work submission and grading during DL |
| LE | Emphasis on community<br>Appreciate a centralized place for students, parents, and teachers to see what's happening | While I appreciate the idea of keeping LCPS methodologies in place, given the availability of free online learning platforms, I think that teacher sustainability and quality is more important than keeping our methodologies consistent. For example, I'd rather pivot reading and writing instruction to known and vetted platforms than try to create something that will take me much longer and may not be as high quality as Newsela | What could online passage look like? Could we get creative with students creating a digital portfolio of learning and growth to present?<br><br>https://www.flocabulary.com/coronavirus/<br><br>https://www.quill.org/teacher-center/resources-for-emergency-school-closures |

**Commented [1]:** +jeannie.bruland@lighthousecharter.org This is a high quality platform we've used in the past occasionally.

**Commented [2]:** +jeannie.bruland@lighthousecharter.org I would gravitate towards Quill or NoRedInk for writing

| | | | |
|---|---|---|---|
| | | or NoRedInk<br><br>I'm concerned about time investment for teachers who are parents or care takers. Will there be the time to create high quality learning experiences?<br><br>Given the flood of online resources that just became available, who is the team vetting and suggesting the best resources for our team?<br><br>What does reading intervention look like at Lodestar 6-8 when we don't have a reading interventionist? We have many kids who need this, but who would hold it in addition to the gen ed responsibilities? | https://csfirst.withgoogle.com/s/en/home<br><br>A few other resources that look cool but I haven't vetted: https://www.writetheworld.com/educators<br><br>In my opinion, my best contribution to student learning would be feedback on writing regularly. |

**Commented [3]:** Coding could be a great skill to develop during this time

## Next Steps

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Next Meeting:

**ILT Bell Schedule Proposal**

| Praise | Questions/Concerns | Suggestions |
|---|---|---|
| ● Crew in the AM - kids when calm; helps with building crew leaders' capacity x IIII<br>● More time for intervention<br>● Core classes on Wed<br>● Lab/Sem block 2X/week<br>● Similar to 19-20 SY<br>● 4 period/day<br>● Movement is clean<br>● Overarchingly, feels similar to this schedule<br>● Fitness 2x / week is appropriate | ● Crew in the AM 4 days/week seems like a holding place. Wondering if that's the routine? Where's the time for an in-depth lesson?<br>● Do prep minutes suggestion meet requirements?<br>● Push for Literacy Block for all (separate from intervention)?<br>● How would we ensure that Ss that needed intervention matched w/ teachers that time? (How many teachers on prep and what can they offer?)<br>● Quality of Seminars: Worried that the caliber of seminars are not up to par this year - are we setting up people to be successful who are not math/exped teachers by giving them 275mins per week<br>● Is prep something that should be looked at as diff for diff people, or is prep a teacher right?<br>● Would the fitness teacher have prep? (similar to TV's this year)<br>● Total prep minutes? Before and after school? (300 min baseline right now; lunch cannot count)<br>● Married to lab/seminar an hour… lab/seminar on Wednesday instead?<br>● Less planning time but more things to do, where will I have more planning time? | ● If we all agree that Crew will be first block, we can approach it as if it's a core class (tiered attendance support)<br>● Shorten lunch in the schedule to earn more time for academic blocks |

| | | |
|---|---|---|
| | ● Are we still doing office hours? If so, does that still cut into our after school planning time?<br>● Are lab/seminar sustainable? | |

LT Bell Schedule Proposal

| Praise | Questions | Suggestions/Concerns |
|---|---|---|
| ● Prep minutes, like the consistency<br>● Lab/seminar feels manageable (bite -sized chunk)<br>● Equity in prep, consistent with 19 -20<br>● Wed only has 1 crew prep period<br>● Longer instructional time (w/ shorter brunch, lunch)<br>● Office hours<br>● Fitness everyday is necessary<br>● Prep i s positive<br>● Consistent with this year's<br>● Simplicity w/ having everyone have lab/sem at the same time<br>● Appreciate longer classes, shorter lunch, brunch | ● When will we share with students and families? (MS, HS)<br>● Seminar - how do we go into 20 -21 so that it's meaningful and not a placeholder?<br>● Will fitness teachers and AIS take part in Wed PD? Which teams?<br>● Where would Lit Block live (sep from lab/seminar)?<br>● Is this a sustainable load for Fitness teacher? (heavily pre dicated on Fitness: no crew or lab/seminar; prep everyday)<br>● Can we reimagine lab/seminar? What do most kids need?<br>● If we can't have it all, what do we do? Move crew in the AM? Lab/seminar in the AM?<br>● Move crew in the AM everyday? So that lab/seminar is not in the AM? | ● I wouldn't send my kids to a school w/ 75 min of fitness/day<br>● Integrators: maintain preps<br>● Mon/Fri, shift crew UP (8:30-9:00)<br>● Fitness/Health (by season)<br>● "If my prep is reduced, I'm going to leave" - concern<br>● Holistic lens<br>● Leverage Crew for Lit Block<br>● Shorter crew (20), 70min classes, shorter lab/seminar everyday (MTRF) |

## Praise | Question | Polish

Based on what you have experienced and what your teammates have shared regarding Academic Check-Ins, what has been successful/a bright spot (praise), what questions still need to be answered/considered, and what can we refine given what we have piloted thus far (polish)?

| Praise | Question | Polish |
|---|---|---|
| HY: good push to do this; more nervous about it but once we did it this was the right thing to do - once we did it, this was correct<br>JC: kids are having conversations w/ each other to improve academics; what specific assessments are linked to growth areas<br>LE: agree w/ HY, immediate impact of Ss requesting for missing assignments<br>JD: families are engaging w/ teachers<br>LH: engages families more, have had conversations w/ students; more ownership; parents are asking questions about grades/progress reports | HY: Do we give them their MKS reports cumulatively or what window?<br><br>LE: What do we do about students who are far behind on grade level mastery that we won't see immediate growth on grade reports?<br>Dismall response rate from CREW families, signed, has been the trend with HOWL reports but continues with academic/howls<br><br>JC: How can we ensure clear communication about expectations to families? How can we use the 2/13 meeting to clarify expectations?<br><br>HY: how do we modify/adapt for Ss w/ IEP's (JD: EL/newcomers )<br><br>CS: What would it look like to have a dedicated check -in time for Ss who need an immediate understanding? - How can we use Mandatory State of the School to also address how parents can get it? | CS: unclear about the process for G6 (jeff's bad)<br><br>HY: Prefe r to print MKS report for the whole unit<br><br>HY: What best practices are there for teachers to setup assessments (multiple revisions)? |

## Best Practice Share Out

| 6th Grade | 7th Grade | 8th Grade |
|---|---|---|
| | Weekly grade reports<br>Each teacher inputs 2 MKS grades per week | Pay attention to the reports before printing (look at PDF before double -sided) |

## Vertical Alignment

Based on what you have experienced and what your teammates have shared regarding Academic Check-Ins, what has been successful/a bright spot (p

| | Frequency & Day Given | Tool Used w/ Students | Communication to Families | Other |
|---|---|---|---|---|
| **6th** | Give weekly (starting 2/3)<br>Mid -way quarter checkpoint (cumulative ) | Grade 8 weekly reflection, revised for 6th grade. | Day given and when signatures are due: | X = missing assignment<br>Assessments entered = 2/class |
| **7th** | Give weekly<br>Mid -way quarter checkpoint (cumulative ) | | Day given and when signatures are due: | X = missing assignment<br>Assessments entered = 2/class |
| **8th** | Give weekly<br>Mid -way quarter checkpoint (cumulative ) | 8th Grade Weekly Reflection | Day given and when signatures are due: | X = missing assignment<br>Assessments entered = 2/class |

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

# Measure G1
# Mid-Year Reflection 2019-20
**Due: February 3, 2020**

| | | | |
|---|---|---|---|
| School: | Lodestar Charter | Principal | Jeff Camarillo |
| School Address | 701 105th Ave Oakland, CA 94603 | Principal Email: | jeff.camarillo @lighthousecharter.org |
| School Phone | 510-775-0255 | Grant Amount | **$47,220.88** |
| 2018-19 LCFF Enrollment (6-8) | **102** | | |

- *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** | | |
|---|---|---|
| As a third year school, we have not yet developed a school-wide music program and therefore self-assessed our program as entry-level. Our initial focus in developing our arts program has been on visual, and to a lesser extent, performing arts. For access and equity, we ranked our program as entry-level. We have a world drumming teacher from the Oakland Public Conservatory of Music during our After School Program. Due to the fact that this program is only offered to a small group of students after school and rather than the entire school population during core day hours, we recognized that our access and equity to music instruction is entry-level. Similarly, for the quality of our instructional program, we ranked ourselves as entry level given the fact that we only offer instruction on one level regardless of student experience and offer limited performance opportunities. Our drumming teacher is an outside contractor rather than a core day teacher, so we also self-assessed our teaching staff as entry level. For facilities and equipment, we also ranked our program as entry level given the fact that the drumming teacher shares a classroom space and that our instruments are borrowed from the Oakland Conservatory. We do not offer professional development for music instruction staff. | | |
| **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** |
| --- |
| Every Lodestar student receives high-quality visual art, making, and design instruction and a performing arts course (Theatre) that is integrated with their learning expedition (project-based learning in social studies or science). For example, a 7th grader at Lodestar in the fall of 2018 wrote scripts and performed plays based on immigrant interviews and narratives produced as a part of a semester-long social studies expedition on refugees. In the spring of 2019, these same 7th graders are designing solar based skateboards in their Making/Arts/Design program tied into a science expedition on renewable energy sources. In addition these interdisciplinary high quality products that tend to complexity, authenticity and craftsmanship, students also develop their Artistic skills independent of the integrated learning essential to the Arts content area. For example, students are engaged in drawing, sewing, woodworking, computer programming and theatre character development and stage blocking. In terms of the access and equitable opportunity of our arts program, we self-assessed between basic and quality. All of our students have access to arts in durations that are similar to their core subject areas; 100 minutes each day. However, we do not yet provide instructional aide support for students with special needs in the arts classroom. We ranked our instructional program at basic. We now offer 2 arts classes at each grade level grounded firmly in the arts standards drawn from VAPA and National Arts Standards. Students in our arts program have some performance opportunities to share their work with our wider community; for example at our winter and spring Expos (expositions of student work). Finally, we ranked ourselves at quality for involving community resources to enhance the instructional experiences. More specifically, given our Arts integration with Expeditions, fieldwork in the community and experts are leveraged to dive deep into the shared essential question. For staffing, we continued to rank our program between entry and basic levels. We currently employ non-credentialed arts teachers who are ideally moving into a pipeline credential program, and provide our arts teachers with formal training through both the Learning Integration Specialist training through the ACOE and through the Agency by Design fellowship through Maker Ed. In regards to facility, we are at a basic. Our arts teachers have their own classroom spaces, and now that we are in our permanent facility, these classrooms are mostly intentionally designed to be arts spaces. For example, there is storage space provided and accessible entry for large deliveries. Our Making/Arts/Design room has our biggest floor space classroom. Our Theatre room has space to grow in terms of intentional facility design. With that said, in our new facility there is also outdoor space that can be used for instruction. We provide an instructional materials budget and equipment so our equipment and materials self-assessment was basic. We self-assessed our teachers' professional learning opportunities as basic/quality given that arts teachers have planning time, are supported through coaching cycles of observation and feedback, and participate in content-specific professional development, have opportunities to attend conferences and have protected department specific collaboration time. ● Access and Equitable Opportunity: Basic/Quality ○ All students participate in Making/Arts/Design and Theatre elective course for two thirds of the year. ○ When students have Arts (visual or performing) as part of their schedule, the minutes allocated are commensurate with other subject areas. ● Instructional Program: Basic ○ Entry: Because of the integration vision with grade level project based |

learning expeditions, we do not offer leveled classes. ○ Basic: Students exhibit their work twice a year as part of our school-wide celebrations of learning for our school and larger community. ○ Quality: Given our Arts integration with Expeditions, fieldwork in the community and experts are leveraged to dive deep into the shared essential question ● Staffing: Entry/Basic ○ Entry: non-credentialed teachers (ideally moving into pipeline program) ○ Basic: formal training (i.e. ACOE Integration PD and Maker Fellowship) ● Facilities: Basic ○ Basic: Theatre and Making/Arts and Design spaces meet basic instructional needs, Storage space provided, easily accessible for delivery of large materials ○ Quality: space available for working outdoors ● Equipment and Materials: Basic ○ Basic: Instructional Materials and tech materials budgeted to meet need ● Teacher Professional Learning: Basic/Quality ○ planning time with other like content teachers, observation and feedback, content specific PD, opportunities to attend conferences, school-wide planning around interdisciplinary backwards planned products Given this self-assessment and feedback from our stakeholders our proposed expenditures focus on continuing to support the development of our art program, more specifically continuing to building out our Theatre elective. Our hope is that next year, we will be able to begin to offer some leveled courses in the Arts department in addition to our expedition/arts integrated vision. Families want enrichments that elevate opportunities for identity, celebration and connection across cultures and they believe that theatre in an expansive notion that includes music as a way to integrate culture.

| Budget | 2019-20 Activities | Anticipated Outcome |
|---|---|---|
| $47,220.88 | Theater Enrichment Teacher | 216 students will receive Arts Instruction during 2/3 ‘s of their academic year. Art student work will demonstrate evidence of high quality work indicators, including complexity, authenticity and craftsmanship. See rubric here (included in packet) |

***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.

All of our 7th graders (75 students) have been deeply engaged in theater and performing arts education during the 2019-20 school year. 7th graders receive 320 minutes of performing arts instruction a week, an average of nearly 65 minutes a day. Furthermore, our performing arts teacher teaches an Improv Theater elective class that will serve an additional 60-80 6th and 8th graders throughout the school year. At the end of the third quarter, our 6th graders will rotate into performing arts, while our 7th graders roll into making art and design. By the end of the school year over 200 Lodestar middle schoolers will have a theater/performing arts learning experience. In 6th and 7th grade, the theater/drama learning experience integrates with their Expedition learning topics so students can use art and creativity to further express their learning mastery. In the first semester, 7th graders worked collaboratively with their peers to write mini screen plays about issues related to identity, race and justice. They, then, acted out their screenplays and recorded their scenes to create short films. Students showed their short films to their families at our school’s Winter Exposition of student learning night. We are excited to see the authentic and relevant work artifacts that come out of theater class for quarters 3 and 4.

### *3. World Language Program (PRELOADED)*

| **Programmatic Narrative Based on Rubric** | | |
|---|---|---|
| While we do not offer a world language program, we have piloted Spanish based crew (advisory) in grades K and 2nd. We have not yet launched this opportunity in our Middle School. In terms of our content and course offerings, we self-assessed our program at an emerging level given that we don't currently offer world language instruction. However, for communication and recognition, we ranked our program at a developing level. While we don't offer opportunities to demonstrate proficiency or formally recognize language development achievements, we do have limited efforts to recognize and celebrate home languages. Students conduct their student-led conferences in their home language, and we translate all of our communication with families. In terms of real-world learning and global competence, we scored our current program as emerging. Students have limited opportunities to use their home languages in real world settings during our student-led conferences when students engage in their advisor and family in a reflection on their academic and character progress and goals. Through our celebrations of the diverse cultures of our student body, we provide limited opportunities to foster global awareness in students. ● Content/Course Offering: Emerging ○ No world language offerings ● Communication and Recognition: Developing ○ No opportunities yet to demonstrate proficiency ○ Limited efforts to recognize and celebrate home languages (SLC's in home language, spanish book library in SDL, events and information translated) ● Real world learning and global competence: Emerging ○ Limited opportunities for students to use their home language in real world settings (i.e. SLC's) ○ Limited attempts to foster global awareness in students | | |
| **Budget** | **2019-20 Activities** | **Anticipated Outcome** |
| N/A | N/A | N/A |

***Mid-Year Reflection: World Language Program***

| **Narrative: Progress Towards Anticipated Outcomes**<br>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** |
|---|

| N/A | | |
|---|---|---|
| **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**<br>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** | | |
|---|---|---|
| N/A | | |
| **Budget** | **2019-20 Activities** | **Anticipated Outcome** |
| N/A | N/A | N/A |

***Mid-Year Reflection: Safe and Positive School Culture***

| **Narrative: Progress Towards Anticipated Outcomes**<br>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. |
|---|
| |

***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).***