



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Lodestar Charter	Contact	Brandon Paige
School Address	701 105th Avenue 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*	\$79,726.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	196	2020-21 LCFF Enrollment	162

*Allocation 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 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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
Budget Total (must add up to Current Grant Amount)		\$79,566.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Student Culture Developer: Compensation. This budget includes: salary for 1.0 FTE.	\$58,000.00
2	Student Culture Developer: Benefits. For LCPS, benefits are benchmarked at 25%.	\$14,500.00
3	Professional Development Budget: PD to be targeted to the person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education.	\$750.00
4	Events Budget This will include extracurricular events focused on building positive student culture. Initial proposals include: cultural dance groups, student assemblies materials, external musicians & guest speakers during assemblies.	\$3,500.00
5	Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$1,000 per semester.	\$2,976.00
Budget Total (must add up to Current Grant Amount)		\$79,726.00

School Demographics

Student Body Ethnic Composition

**Measure G1 Lead Team
(can be a pre-existing team such as ILT)**

Male	49%	Asian/Pacific Islander	2.7%
Female	51%	Latinx	73.0%
% LCFF	83%	Black or African-American	20.7%
% SPED RSP	13%	White	0.5%
% SPED Mild-Moderate	-%	Indigenous or Native American	0.0%
% English Learners	37%	Multiracial	3.2%
% Oakland Residents	93%		

Name	School Role
Jeff Camarillo	Lodestar Upper School Principal
Lauren Horton	Lodestar Upper School Dean of Culture
Jai David	MS AP
Teagan Fors	8th Grade Math/Culture Lead
Summer Johnson	8th Grade Hum/Culture Lead
Corbrae Smith	MAD Teacher/Instructional Lead Teacher

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.

<u>Music (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Basic/Quality	Basic/Quality
Instructional Program	Entry	Entry	Instructional Program	Basic/Quality	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
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Developing	Developing			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	209	228	Suspension	0% for all students who have attended Lodestar 6-8 in 2019-20.	0% for all students who have attended Lodestar 6-8 in 2020-21.
ES Outreach Strategy Actions	N/A; Lodestar operates as a K-9 program	N/A; Lodestar operates as a K-9 program	Chronic Absence	18.4% for all students who have attended Lodestar 6-8 in 2019-20.	TBD, until completion of 2020-21 school year
Programs to support ES students transition to MS	N/A; Lodestar operates as a K-9 program	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 Engagement Meeting	3/22/21
Parent Survey	3/22/21

Staff Engagement Meeting(s)	
Staff Group	Date
Culture Team Meeting	3/22/21

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.
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric		
N/A		
Budget	Description of 2021-22 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.
N/A	N/A	

2. Art Program

Programmatic Narrative Based on Rubric
<p>Through the G1 Program in prior years, all of our Middle School students have engaged in theater and performing arts education and this continued during the 2020-21 school year. Given the pivot we made to distance learning, like all public schools in Oakland and throughout California, our Theater teacher and program has made shifts. For example, our teacher is supporting student in accessing Adobe Video to create short movies and films about their learning topics in Math and Expedition.</p> <p>Overall, the Theater program has supported 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.</p> <p>That said, we deeply engaged with our staff and families regarding needs for our Middle School students in the upcoming year. In 2021-22, we are proposing to shift Measure G1 Funding to more directly support goals for Safe and Positive Student Culture. We have committed to listening and recognize that our Middle School students will be experiencing an unprecedented year as we return to in-person learning.</p>

Budget	Description of 2021-22 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.
N/A	N/A	

3. World Language Program

Programmatic Narrative Based on Rubric		
N/A		
Budget	Description of 2021-22 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.
N/A	N/A	

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	Description of 2021-22 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.
N/A	N/A	

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>During the first five years since Lodestar's founding in 2016-17, our school has evolved in our Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices. 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. Over the past two years, we prioritized developing a common response to behavior designed to increase students time in class, we seated the culture leadership team to collaboratively create crew (advisory) lessons to ensure students were having a common experience, and - when in person - 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.</p> <p>Taken as a whole, our school culture data compels us to continue to focus our efforts here. We are proposing to establish a Middle School Youth Culture Developer, who will be informed by data including student focus group qualitative data and focus on initiatives like:</p> <ul style="list-style-type: none"> -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 Dean to organize cross-grade activities and programs (ex. ongoing 6th-grade reading buddies for our kindergarten students) -maintaining a service component which is integral to our approach to learning and character development. <p>Anticipated 2021-22 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 continue to be 0%.</p>		

Budget	Description of 2021-22 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.
\$58,000.00	Student Culture Developer: Compensation. This budget includes: salary for 1.0 FTE.	See text above
\$14,500.00	Student Culture Developer: Benefits. For LCPS, benefits are benchmarked at 25%.	See text above
\$750.00	Professional Development Budget: PD to be targeted to the person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education.	See text above
\$3,500.00	Events Budget This will include extracurricular events focused on building positive student culture. Initial proposals include: cultural dance groups, student assemblies materials, external musicians & guest speakers during assemblies.	See text above
\$2,976.00	Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$1,000 per semester.	See text above

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$3,000.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Additional Professional Development for Culture Developer to engage alongside Middle School staff	\$3,000.00
Budget Total (must add up to Anticipated Grant Amount)	\$3,000.00

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

In 20-21 we were operating in Distance Learning based on COVID-19, and unable to utilize all of the physical materials that we were planning.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



LSUS Parent Culture Feedback/Input March 22, 2021



Monday, March 22, 2021

Facilitator: Dean H
Timekeeper:
Notetaker:

Time	Min	Agenda and Notes
5	6- 6:05	Welcome and Connector Grounding our time. <i>LCPS Vision:</i> <i>At Lighthouse Community Public Schools we believe that 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. We are an innovative model for public education that puts each child at the center of their own learning. The Lighthouse community is equal parts love and rigor where children discover their unique light within.</i>
10	6:05-6:15	Review Feedback from Survey LSUS Parent Culture Feedback/Input Survey (Responses) What do you notice? What trends did you see? CZ: More activities and clubs in DL CP: More fun! Students can feel staff got their back and care about them MR: Comfortable and safe enough to speak their minds

		S: Feeling open to communicate, be diverse in knowledge LC: Staff appreciate each and every student. They have autonomy to speak and share.																
30	6:15-6:45	<p>(10min)</p> <p>When you think of the title/role of a Youth Leadership Developer, what comes to mind?</p> <p>A sense of community; Students participating in designing what youth leadership looks like; Admin championing students to figure out what a leader is; Someone students can relate to (peer); Mentor or someone who would identify what leadership students want and help them get there; Structure and guidance to students, advising them on the right path.</p> <p>New Role: <u>Youth Leadership Developer</u></p> <p>Review and participate in Praise-Question-Suggestion</p> <table><tr><td></td><td>Praise</td><td>Question</td><td>Suggestion</td></tr><tr><td>MR</td><td>Trauma-informed Coordinating culture events Rooted in Oakland -Plus</td><td>Is this position just for Upper grades or also elementary</td><td>Help kids see how to be social and still being safe once back on site.</td></tr><tr><td>LC</td><td>Support students to create healthy relationships and develop collaborative skills</td><td></td><td></td></tr><tr><td>CP</td><td>Student-centered, trauma-informed, growth mindset, building healthy relationships, entrepreneurship (kids like to learn how to make \$\$!)</td><td>Seems like a lot of different possible focuses (council, crew, RJ, cultural celebrations, etc) - narrow in more? Agreed, narrowing down the focus is part of our work together. RJ is named but how about social justice? Working on real</td><td>The role maybe should be able to work on mental health and case management in partnership with a social worker (?) I like healthy relationships as a goal - agree with positive social interaction idea below,</td></tr></table>		Praise	Question	Suggestion	MR	Trauma-informed Coordinating culture events Rooted in Oakland -Plus	Is this position just for Upper grades or also elementary	Help kids see how to be social and still being safe once back on site.	LC	Support students to create healthy relationships and develop collaborative skills			CP	Student-centered, trauma-informed, growth mindset, building healthy relationships, entrepreneurship (kids like to learn how to make \$\$!)	Seems like a lot of different possible focuses (council, crew, RJ, cultural celebrations, etc) - narrow in more? Agreed, narrowing down the focus is part of our work together. RJ is named but how about social justice? Working on real	The role maybe should be able to work on mental health and case management in partnership with a social worker (?) I like healthy relationships as a goal - agree with positive social interaction idea below,
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		<p>issues that affect them? Will this be aligned with academics in any way? Learning that doesn't feel like learning (fun)?</p>	<p>and also healthy romantic relationships (they are in middle school)</p>
ST	<p>Trauma Informed practices Restorative approach Support healthy relationships</p>	<p>When will this position begin? Ideally July 1, 2021</p>	<p>I wish that I could apply</p>
CZ	<p>Student-lead groups, lots of different engagement avenues. Also, like that will work with Crew teachers so topics are cohesive.</p>	<p>Does this mean helping the kids that are better in small groups or engaging? Are you speaking to academics or Culture? The below duty. Culture and social/emotional "Implementing Tier 2 small group and/or individual case management targeted at social-emotional needs"</p>	<p>If the question area I noted isn't covered, I think that would be great for this person also. To help coach kids on social interactions - help shy kids engage, etc.</p>
MA	<p>Restorative/trauma informed practices, opening the door for someone rooted in Oakland</p>		<p>I like the idea above, to help kids in social interactions</p>

NEW MONEY NEW MONEY NEW MONEY
YOUTH LEADERSHIP DEVELOPMENT FUNDS
 (21-22SY Brainstorming and Planning)

		Professional Development Budget: PD to be targeted to the person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education.	\$750.00
		Events Budget This will include extracurricular events focused on building positive student culture. Initial proposals include: cultural dance groups, sports, student assemblies materials, external musicians & guest speakers during assemblies.	\$3,500.00
		Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$1,000 per semester.	\$2,816.00
		<p>(15min) 21-22SY Brainstorming and Planning</p> <p>NEEDED: Beginning of the SY experience for EACH grade level.</p> <ul style="list-style-type: none"> In which ways can we increase student belonging and leadership? <ul style="list-style-type: none"> Training Upper students to support young students (peer mentorship); SEL Books, affirmation, recreational reading; Entrepreneurial opportunities for kids (The LodeStore), Music program, Involve SGA in Convos about culture; Target students that aren't so outgoing; One off activities that will allow for exploration; Talent show; Acting class What considerations and shifts would you like to see in next year? Activities? Partnerships? <ul style="list-style-type: none"> KQED, Phoenix camp What ideas do you have to increase parent engagement and collaboration? <ul style="list-style-type: none"> Family Talent Show 	
5	6:45-6:55	Closing/Next Steps <ul style="list-style-type: none"> What is one thing that you will do to take care or celebrate yourself? 	

		<ul style="list-style-type: none">• Parent Interview Panel
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Timestamp	FULL NAME (First and Last)	STUDENT(S) NAME (First and Last)	What grade will your student(s) be in for the 21-22SY?	How satisfied are you with the overall student culture at Lodestar Upper School?	Please share why you selected the above rating.	How would you rate the truth of this statement: My student(s) feels a great sense of belonging at Lodestar Upper?	Please share your thinking from the above rating.	What ideas and suggestions do you have that would help us celebrate students' cultural identities at Lodestar Upper?	What ideas and suggestions do you have that would help us improve student leadership at Lodestar Upper?	Please share any events, collaborations, or partnerships that would support building student culture at Lodestar Upper?
3/19/2021 19:27:01	Christopher Perrius	William Perrius, James Perrius	9 and 7		They have few extracurricular activities. I know the school is small but sports and clubs are important, or other social opportunities.	3	Middle schoolers are hard to engage, they want to act like they don't care. Eli has few friends and doesn't talk really to teachers. I fear he is lonely at school. That said, the staff are great at demonstrating their care for students.	Movies, music, arts - fun things more than lectures or award ceremonies, which are boring for students.	A student paper or magazine? I'm glad you have the Black Student Union.	Camp Phoenix. KQED Learn. East Bay Debate League.
3/22/2021 11:03:33	Maria Ramirez	Briana and Yvette Ramirez	10 & 7		I love how open you allow us to be	5	My daughters are always talking about how great all the staff is and love how their voices are always heard.	Having the students plan and organize events on their culture	Student Council	On school site "A Trip Around the World"
3/22/2021 11:54:56	Christine Zwerling	Levi Zwerling and Xander Zwerling	7th and 9th		I feel like Xander has really embraced the Lodestar values and made a great group of friends who have built a culture. Levi is still learning, but I feel like the Lodestar values meet him where he is and support him. BUT I think how we apply the values to our culture could use some strengthening when they're back in person - making sure all Lodestar staff and students show examples of the values/culture daily.	4	They've both had the option to move to other schools this year - due to the charter renewal, we had applied elsewhere just in case. They both were admitted to the other schools. When we sat down with them to discuss this before turning down the places at the other schools, they were both EXTREMELY ADAMANT that they do not want to leave Lodestar. They feel a strong sense of belonging.	More of what you have been doing - celebrating other cultures.	Small group leadership - we have a number of employee resource groups at work. The people who lead those groups are super engaged. Maybe have 2-3 Lodestar students lead a group with a member of the staff as a resource specialist (champion) to make sure things move forward. They could be anything - race, sexuality, hobbies (soccer, video games) - and they can do things (newsletter, speakers, cooking, etc.).	I can help find speakers for various things - I have a big network of people who like to help. I have a disabled friend who's movie was just nominated for an Oscar, our neighbor won an Emmy for documentary film (and teaches photo journalism at Cal), another neighbor just won his third Grammy - Oakland is full of amazing people more than happy to contribute to education. They just need to be asked.
3/22/2021 13:50:51	Stephanie Joseph	Layla Pitts	9		Family Engagement Resources provided	5	Layla really would benefit from in person learning.	Continue Black Excellence Event	N/A	Continue family engagement opportunities
3/22/2021 17:24:02	Megan Parkinson	Camilo Aguayo	Seventh		I really appreciate all the work that the teachers and administrators do to help bring unity in a sense of belonging to each student	4	I think that Camilo feels like the teachers care about him and like he has friends at the school who support him. He has had some problems with some kids but I always feel like the teachers help talk things out.	I'm not sure if I have suggestions to think of new things to do but I feel like I've seen there be a lot of different opportunities to talk about culture and identity in assemblies and classes	Not sure	Not sure



20-21 LS6-9 Culture Leadership Team Agendas

Love * Community * Agency * Integrity * Social Justice



Vision:

In service of developing critically conscious and lifelong changemakers, we at LSUS collectively believe in creating a holistic, culturally responsive, and rigorous academic environment that operates as a safe, loving, and empowering homeplace for all students.

Technical Norms: *Structures, Patterns, Processes*

1. **We honor time:** We start on time and end on time to honor our commitment to others and build agendas that prioritize what's most important.
2. **We're present for the task at hand:** We listen appreciatively and intentionally by closing other windows or applications. We are committed to not multitasking.
3. **We honor voice:** We prioritize the voices of students, families, and teachers in our decision-making by gathering information or inviting them to our space. In our spaces, we step up and step back, and we have one conversation at a time.
4. **We're clear on next steps and deadlines:** We clarify outcomes, next steps, deadlines, and over-communicate with each other and our community.
5. **We make virtual work:** We have our cameras on as much as we can and have them on during small group collaboration or group discussions. We mute ourselves in larger meetings, unless we are speaking.(in breakout rooms, we only mute if needed). We use the tools required for different meeting formats. We build agendas with breaks and limit scheduling back-to-back meetings whenever possible.

Relational Norms: *Relationships, Identit(ies), Information*

1. **We walk the talk:** We embody *In Lak'ech* with each other and stamp out anti-Blackness and white dominant culture practices. We hold the success of our Black students central to the success of all of our students and lift up their effort and achievements.
2. **We center students:** We focus on the social, emotional, and academic needs of our students and address the root causes to meet them.
3. **We work toward solutions:** We see challenges as opportunities and work collectively to solve them. We honor voices and experiences equally and use data from our schools and research by and about people of color to inform our decision-making. We frame questions from a place of curiosity, not judgment, and explicitly state our assumptions or intent when contributing. We hold an assets-based and growth mindset of our stakeholders. We take direct, respectful, timely action to work through conflict and have the conversation(s) needed to do so.
4. **We commit to quality and care:** We deliver on the commitments we make to our students and families but are focused on sustainability, not perfectionism.
5. **We learn and grow:** We commit to inquiry, growth-oriented meaning-making, and reflection while doing the work at the same time. We hold space to learn from and celebrate our collective learning, growth, and achievements.

Equity Pause Norms: *How we live our Equity Values*

1. So far, what have we each learned about...?
2. Who made decisions today? Who's voice/input was missing from today's decision-making process?
3. How well did we include those whose perspectives have been silenced historically? What can we do better?
4. How well did we center and consider the Black experience in today's meeting? What can we do better?
5. How did the work we've done today/so far serve ALL of our students? Which students were not served in today's meeting? How can we improve?
6. How well did we work towards our CLT Vision today? How can we improve?

External Agenda

20-21 CLT Strengths Overview ([description of each theme](#)):

Members	Executing (5)	Influencing (7)	Relationship Building (12)	Strategic Thinking (13)
Ana Torres	Belief		Connectedness, Harmony	Input, Intellection
Marcy Hernandez		Woo, Communication	Connectedness, Individualization	Input
Summer Johnson			Empathy, Adaptability	Input, Learner, Intellection
Teagan Fors	Arranger		Empathy, Positivity, Adaptability, Developer	
Lauren Horton	Restorative	Communication	Individualization, Connectedness	Futuristic
Jai David	Arranger	Command	Connectedness	Input, Ideation
Jeff Camarillo		Communication, Woo, Significance	Positivity	Context

Meeting Hyperlinks:

Mon 6/1/20	Wed 6/10/20.	Summer Anchor Reading (Dr. Love)	Friday 7/31 CLT Retreat Doc & Deck	Mon 8/24/20	Mon 8/31/20 CLT Deck 8/31/20	Mon 9/14/20 Note-Catcher
Mon 9/28/20	Mon 10/5/20	Tue 10/13/20	Mon 10/19/20	Mon 10/26/20	Mon 11/2/20	Mon 11/16/20
Mon 11/30/20	Mon 12/7/20	Mon 1/11/21 (SES data)	Mon 1/25/21 (FSN)	Mon 2/1/21 (Async)	Mon 2/8/21	Mon 2/15/21 (Async)
Mon 2/22/21 (FSN)	Mon 3/1/21 (ASYNC)					

[20-21 CLT Note-Catcher](#)

GLH Agendas & Notes: [G6 Notes](#) | [G7 Notes](#) | [G8 Notes](#) | G9 Notes

CLT Agenda & Notes

Monday, 3/22/2021

Pre-Work/Asynchronous Work:

Team Learning Targets | By the end of today's meeting, we can...

1. Analyze and provide feedback for the MS Youth Leadership Developer Role.
2. Discuss and brainstorm student leadership and culture ideas for the 21-22SY.

ROLES

Facilitator: **See below** | Note-Taker: **Marcy** | Timekeeper: **Ana** | Equity Pause Checker: **Jai** | 3P's & Appreciations: **Teagan** | Minutes Emailer: **Lauren**

MIN		TOPICS	TOPICS	NEXT STEPS/NOTES				
TIME			20-21 LCPS Teacher Leader Roles and Responsibilities					
4:10 - 4:15		Open Zoom and setup for CLT (Jai/Lauren) - Zoom Link						
4:15-4:30	15	Welcome, Framing, and Connector <i>Jai</i>	<div>Review Technical & Relational Norms</div> <div>Learning Targets</div> <div>Roles</div> <div>Connector by Jai</div> <ul style="list-style-type: none">• Compass of Shame Walking Dyad (or step away from computer dyad)• Offering Prompts :<ul style="list-style-type: none">○ What resonates/doesn't resonate about this framework?○ What connections, if any, did you make between the Compass and you personally? Professionally? The people you work with? The children and families we serve?○ What, if any, theories/framework might this bring up for you? (i.e. critical race theory, culturally responsive pedagogy, etc.)?○ Pairs<ul style="list-style-type: none">■ Lauren-Teagan■ Summer-Ana■ Marcy-Jeff■ Jai-					
4:30-5:10	40	Youth Leadership Development (G1 Grant) <i>Lauren</i>	<div>(5mins) When you think of the title/role of a Youth Leadership Developer, what comes to mind?</div> <div>(15min) New Role (21-22): Youth Leadership no Developer</div> <div>Review and participate in Praise-Question-Suggestions</div> <table><tr><td></td><td>Praise</td><td>Question</td><td>Suggestions</td></tr></table>		Praise	Question	Suggestions	<div>MH: Ken Bazille</div> <div>JD: A community liaison, someone we can partner with hand tap into for resources (maybe tier 3 wellness or extra-curricular resources)</div> <div>JC: Holistic development; empowering changemakers</div>
	Praise	Question	Suggestions					

AT	Love this position! Someone who will work with connecting students to community organizations.		
MH	<p>Love the very existence of the role</p> <p>Love the focus on relationships with students and the asset based language</p> <p>Love the specific work this person will be doing with students around entrepreneurship and fundraising</p>	<p>Who will be training and supporting this person?</p> <p>Site Deans</p> <p>Will this person be appropriately compensated? This role looks like a lot for one person.</p> <p>Great question!?!?</p> <p>The role doesn't include a piece around family communication, is that intentional? This role is G1 grant funded and is solely dedicated to youth development. There would be minimal family outreach.</p>	<p>Toolkit for incoming person so they are not working from scratch</p> <p>Student input on the different extracurricular connections/supports that this person will be providing.</p> <p>An opportunity for this person to connect with/introduced to Ken Bazille who seems to be a super well-connected community member</p>
SJ	<p>I love the focus around social emotional learning — this is key to good leadership for SJ (empathy and communication)</p> <p>Love the piece around peer conflict resolution—ties in beautifully with RJ values</p>	<p>how will teachers collaborate with this person outside of crew?</p> <p>What will their day to day look like? How will we fit their programming into the students schedules?</p>	<p>this would be an awesome way to discuss anti racism patriarchy, oppression and how we can disrupt cycles through equitable transformative and loving leadership!!</p> <p>Can they also do PDs to support teachers in this work as a whole?</p> <p>Can they also focus on creating clubs and extra curriculars</p>
TF	<p>Love that we are creating this role</p> <p>Love the inclusion of</p>	What will teacher collaboration look like with this person?	

AT: Leveraging student strengths; how do we put them in leadership positions and delegate/have them take on leadership roles.

TF: Creating opportunities for older students mentor younger students and develop their leadership skills throughout the years

SJ: I think of someone that teachers can tap into as well and learn about how to bring more student agency into classroom: schoolwide cultural impact

	restorative practices Love the focus on relationships both student-student and student-teacher	Will this person hold "classes" during the day?	
JD			
JF			
LH	Targeted Lead for SEL support. This role works alongside the Dean and fills the gaps in culture Student/community collaboration		

(20min) NEW MONEY NEW MONEY NEW MONEY FOR YOUTH LEADERSHIP DEVELOPMENT
(21-22SY Brainstorming and Planning)

Professional Development Budget: PD to be targeted to the person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education.	\$750.00
Events Budget This will include extracurricular events focused on building positive student culture. Initial proposals include: cultural dance groups, sports, student assemblies materials, external musicians & guest speakers during assemblies.	\$3,500.00
Materials budget This budget includes: materials and supplies to support culture-building activities, budgeted at \$1,000 per semester.	\$2,816.00

NEEDED: Beginning of the SY experience for EACH grade level.

SJ: More EC's, more clubs, more affinity group stuffs
TF: Ways to connect this between middle and high school. Opportunities for tutoring that exist across grades.
LH: This role is a middle school role.
JD: Peer lead RJ
JC: Intramural athletics, something organized and structures for student athletic involvement
SJ: Outdoor leadership and skills and community service
MH: Student panel answering this questions LH: and have them be part of the interview panel
LH: Oakland is a wealth of knowledge, there are so many community initiatives→ what are some of those?
JD: Youth radio, youth uprising, girls inc. go girls, phoenix camp, mountain camp, chabot space center, lawrence hall of science, exploratorium
MH: Reaching out to local council member for more information

			<ul style="list-style-type: none">• In which ways can we increase student belonging and leadership?• What considerations and shifts should we consider in next year? Activities? Partnerships?• What ideas do you have to increase student engagement and collaboration?	JC: Help with Field Work! Coordination and Chaperoning (expert speakers)																		
	2	Follow Up/ Announcements <i>Jeff</i>	In GLH this week: <ul style="list-style-type: none">• SLC: Update SLC Tracker• Review Crew Slides (Don't forget the Adidas Raffle)• EXPO Planning in GLH (How is your grade going to showcase student work?) Grade level time will be 4/14 in PD• Family Movie/Fun Night Thursday, 3/25 (Inside Out)• Virtual Open House (Tuesday 3/23) 8th ONLY																			
	3	Equity Pause <i>Jai</i>	Guiding Question: How did our team live/not live our equity values today? Could have done a better job imagining how the new leadership development could lead work around creating pro-Black spaces for our kids, did a good job with internal self reflection																			
	5	3P's & Appreciations <i>Teagan</i>	<table><tr><th colspan="3">Product-Process-People & Appreciations</th></tr><tr><th></th><th>Team Strengths</th><th>Team Grows</th></tr><tr><td>Products / Outcomes</td><td>Came up with a lot of great ideas for what students leadership could look like next year</td><td></td></tr><tr><td>Process / Protocols</td><td>Had a chance to connect more individually with team members at the beginning. Most of the meeting was convo centered with many voices sharing</td><td></td></tr><tr><td>People / Relationships</td><td></td><td></td></tr><tr><td>Appreciations</td><td colspan="2"></td></tr></table>		Product-Process-People & Appreciations				Team Strengths	Team Grows	Products / Outcomes	Came up with a lot of great ideas for what students leadership could look like next year		Process / Protocols	Had a chance to connect more individually with team members at the beginning. Most of the meeting was convo centered with many voices sharing		People / Relationships			Appreciations		
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	-	Email Notes to Whole-Staff	Lauren - remember to do this!																			