



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b>

<b>School</b>	Lighthouse Community Charter	<b>Contact</b>	Tina Hernandez Brandon Paige
<b>School Address</b>	444 Hegenberger Road Oakland, CA 94621	<b>Contact Email</b>	tina.hernandez@lighthousecharter.org brandon.paige@lighthousecharter.org
<b>Principal</b>	Tina Hernandez	<b>Principal Email</b>	tina.hernandez@lighthousecharter.org
<b>School Phone</b>	510-562-8801	<b>Recommended Grant Amount*</b>	<b>\$79,043.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>178</b>	<b>2020-21 LCFF Enrollment</b>	<b>160</b>

\*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	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
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$78,884.00</b>

**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 & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 25%).	\$72,496.25
2	Student Culture: This is proposed to be 2 events per year. Initial proposals include: cultural dance groups, student assemblies materials, middle school madeness	\$1,000.00
3	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 3) Ropes Course that builds community and allows students to take risks as a cohort.	\$5,546.75
4		
5		
6		
7		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$79,043.00</b>

School Demographics		Student Body Ethnic Composition	
Male	50.5%	Asian/Pacific Islander	1.6%

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

Female	49.5%	Latinx	85.3%
% LCFF	94.7%	Black or African-American	7.9%
% SPED RSP	15.3%	White	3.7%
% SPED Mild-Moderate	-%	Indigenous or Native American	0.0%
% English Learners	52.6%	Multiracial	1.6%
% Oakland Residents	90.2%		

Tina Hernandez	Principal
Miriam Vasquez	Dean
Kenneth Bazile	Student Culture Developer

**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)
<i>Access and Equitable Opportunity</i>	Entry	Entry	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Entry	Entry	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

**Measure G1 Data Analysis**

<u>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Safe and Positive School Culture (SPSA)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	98.1% (54/55) of Census Day 2018-19 5th graders were enrolled in 6th grade on Census Day 2019-20.	190	<i>Suspension</i>	9.1% for all students who have attended Lighthouse 6-8 in 2019-20.	TBD, until completion of 2020-21 school year
<i>ES Outreach Strategy Actions</i>		N/A (LCCS operates as K-8)	<i>Chronic Absence</i>	8.1% for all students who have attended Lighthouse 6-8 in 2019-20.	TBD, until completion of 2020-21 school year
<i>Programs to support ES students transition to MS</i>		N/A (LCCS operates as K-8)	<i>CHKS data (District) or Culture/Climate survey</i>		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
<a href="#">Parents/ Coffee Tuesday</a>	3/23/21
<a href="#">Parent/Staff sign in sheet</a>	3/23/21

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">CLT Agenda</a>	3/19
<a href="#">G-1 CLT/ILT agenda</a>	3/25

### ***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		
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 our program at this time.		
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

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 programs 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 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

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 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

Lighthouse is a K-12 school in which we prioritize building strong relationships with students and families. As students progress from 5th to 6th grade, 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 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**

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 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 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 with the roll out of student government for the 21-22 school year. .

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.

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.

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 not exceed 3%.

Celebrations increase across the middle school to 2 per quarter.

<b>Budget</b>	<b>Description of 2021-22 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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.
\$72,496.25	Student Culture Developer: Compensation & Benefits This budget includes: salary 1.0 FTE and benefits (estimated at 25%).	See text above
\$1,000.00	Student Culture: This is proposed to be 2 events per year. Initial proposals include: cultural dance groups, student assemblies materials, middle school madeness	See text above
\$5,546.75	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 3) Ropes Course that builds community and allows students to take risks as a cohort.	See text above

## 21-22 Carryover Justification Form

Anticipated Carryover Amount	\$8,970.80
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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***

<b><i>Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)</i></b>	<b>Budget</b>
<p style="text-align: center;">The original budget was proposed as follows:</p> <p>"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."</p> <p>In 2021-22, we are proposing to use these funds on similar events that would support our return to in-person operations.</p>	5,005.80
<p style="text-align: center;">Professional Development Budget:</p> <p>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.</p>	3,970.80
<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>8,976.60</b>

**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 execute on many of the in-person events that we had planned.

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

# 20-21 LH K-8 Culture Leadership Team Agendas

Love \* Community \* Agency \* Integrity \* Social Justice

CLT Vision: coming soon!

## 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, Identities, 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*

At every major pause (before/after break or between parts), we will live our equity pillars through our Equity Pause Norms. Below are a bank of guiding questions we can pause and reflect on:

- So far, what have we each learned about...?
- Who made decisions today? Who's voice/input was missing from today's decision-making process?
- How well did we include those whose perspectives have been silenced historically? What can we do better?
- How well did we center and consider the Black experience in today's meeting? What can we do better?
- 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?
- How well did we work towards our CLT Vision today? How can we improve?

## Meeting Hyperlinks:

<a href="#">Mon 8/24/20</a>	<a href="#">20-21 Lighthouse OKr's</a>					
<a href="#">Crew Sample</a>						

## Wednesday March 19, 2021

### Outcomes:

- I can come together in the community with the LCPS Dean Team and ASP.
- I can articulate my role in celebrating perfect attendance
- I can articulate how I will be gathering data for Club participation
- I understand my role in organizing spirit week

**Attendance: Victoria dumas, Maiyanna Barron, Miriam Vasquez, Jazmine Lopez, Kenneth Bazile, Mallorie Winn**

**Roles:** Facilitator: MV Notetaker: MB Timekeeper: KB Process Checker: AR

Min	Time	Lead	Topic	Notes
10	11:00-11:10am	MV	<b>Framing/Connector</b> 1. What is a Rose and Thorn for the last week	
20	11:10-11:30	MB/KB	<b>Spirit Week</b> Update G-1 Funds (slide deck)  How are we going to utilize the funds  1. Community Building for 6-8 2. 6th grade (parent brainstorm) a. Community builder/camp b. Something like ropes course 3. 7th grade-challenge Day 4. 8th grade Ropes Course  Parents would like to see if we could bring music or art with funds  Funds: we will carry over \$10,000 parents would like us to keep the sports program going from last year and would like us to look into sending out a survey to students to ask them what they would like for us to do especially post-covid.  Teachers: Would like for us to continue the community building events for each grade, continue the sport program and maybe fundraise for other programs like art, music or something else.	<b>Next Steps:</b> MB: will send out flyer to ET along with elementary school teachers  KB: will send flyer to middle school crew leader and announce in crews Thursday and Friday  MV:  <a href="https://docs.google.com/document/d/1fDvd7uPFMDqXHtknPI2e6AbD_LsyGdnJ5bWN-HIbP6w/edit?usp=sharing">https://docs.google.com/document/d/1fDvd7uPFMDqXHtknPI2e6AbD_LsyGdnJ5bWN-HIbP6w/edit?usp=sharing</a>  <b>Message to parents:</b> <b>Message:</b>  <b>Good Day Families</b>  <b>Next week March 15-19 we will be celebrating Spirit Week to showcase some school pride. Monday will jumpstart the week with Pajama Day, your student will be able to wear their coziest and coolest PJ's. Tuesday will be book day, if your child/ or student has a favorite book or current one they are reading we want to know about it. Wednesday will be pet day, this is an opportunity for you to show off your pet. Thursday will be wacky tacky day, this is a time to wear your clothes backward or mismatch your clothes. And lastly, Friday will be school pride day have your student or child dress in their school colors or spice up their uniforms.</b>



				<p>Your child could send a photo through their altitude cards or photos can be sent to <a href="mailto:maiyanna.barron@lighthousecharter.org">maiyanna.barron@lighthousecharter.org</a></p> <p>.</p> <p><b>Spirit Week is coming to Lighthouse Next Week!!!!</b>  <b>Starting on Monday March 15, is Pajama Day.</b>  <b>Tuesday is Book Day- Share What Your Reading.</b>  <b>Wednesday is all about Your Favorite PET.</b>  <b>Thursday is Wacky/Tacky Wear Your clothes Anyway Day</b>  <b>Friday is Lighthouse SWAG Day Show Your Lobos Pride!!</b></p> <p><b>Send your photos during SpiritWeek to your altitude cards or send Lighthouse Spirit Week photos to <a href="mailto:kenneth.bazile@lighthousecharter.org">kenneth.bazile@lighthousecharter.org</a>.</b></p> <p>Spirit week  K-4 will be showcased during fabulous friday</p> <p><b>5-8 will be showcased during crew slides and community meeting</b></p>
25	11:30-11:55	MV	<p><b>Perfect Attendance Celebration</b>  Roles and responsibilities</p> <ul style="list-style-type: none"> <li>● MV-Role</li> <li>● KB-Role</li> <li>● MB-Role</li> </ul> <p><b>Fabulous Friday</b></p> <ul style="list-style-type: none"> <li>● Women's History Celebration</li> </ul> <p><b>Spirit Week Organization</b></p> <ul style="list-style-type: none"> <li>● Roles K-4</li> <li>● Roles 5-8</li> <li>● Steps for messaging to families/teachers and students</li> </ul>	<p>MB: perfect attendance happened last on week</p> <p>KB: completed all perfect attendance slides by grade levels, needs assistance with translating "overall chronic absence slides"</p> <p>AR: middle school community meetings have been mandatory for 5th &amp; 6th updates about change in schedules, up coming events</p> <p>Finding some incentive for perfect attendance students  Potentially sending out the perfect attendance bands</p>
5	11:55-12:00	MV	<p><b>Closing</b>  Consistent Cadence of Collaboration</p> <ul style="list-style-type: none"> <li>● <i>Pre-work</i></li> </ul>	



## Parent Attendance Sheet

Date: March 23, 2021

Name/Nombre	Phone/Telephone
Wanda Wilkerson	wanda@oaklandreach.org
Blanca Ostorga	
iza	(408 )627-5406
Nancy Janneth Garcia	510-861-4406
Alejandra Rosales	alejandrarosales435@gmail.com 415-756-4134
Mayra Cruz	
Maria vargas	510 2398734
Claudia Franco	
Imelda Perez	4044535855
Lourdes Barrios	
Reina Mendoza	emendoza508@gmail.com 5108665937
Connie Williams	
Patty Aguirre	510 467 2366 Matiasboy11@gmail.com

G1-Community Agenda

Topic	Detail	Notes
Welcome	Discussing G1 Funds and Activities \$8,970-fund	
Culture and Community Building	7th Grade Challenge Day 8th Grade Ropes Course	G-1 Funds
Culture Building	Middle School Madness	
Cheerleading	Uniforms for Cheerleaders	Fundraiser
Athletics	Uniform and fees associated with Sports	G-1 Funds
College Field trips	We want to take our students to tour Local colleges and universities	G-1 funds
Parent Feedback		

Next Steps:



  
**LIGHTHOUSE**

A Lighthouse Community Public School

Virtual Coffee Tuesday  
*March 23, 2021*

# Today's Agenda

*9:30am-10:30am*

**9:30am - 9:40**

Welcome

G-1 Budget

**9:40 am-9:54am:**

Culture and community Building  
Events

**9:55 am - 10:10**

Cheerleading  
Fundraising Opportunities

**10:11 am - 10:20 am:**

Athletics and League Fees

**11:21am - 10:25am:**

Question and Answer

**10:26 am - 10:30 am:**

Closing



# Welcome and Budget overview

[Sign in Sheet](#)



# Overview of Budget

## Youth Development Expenses 19-20



# Community Building Event Experiences



## **Social Justice**

We act with courage and  
commitment to move toward a  
just and equitable world.





## 6th-8th grade

### *21-22 Signature Experiences School Year*

- ★ Experience for 6th grade (skills)
- ★ Challenge Day 7th grade (risk taking)
- ★ Ropes Course 8th grade (community building)

We want every grade level to have a “class experience” that builds community

# Crew and Character



8th Grade Ropes Course

7th Grade Challenge Day



# Budget for 21-22

\$8,970.80

- \$4500-Sports/Fees
- \$2,046.00-Community/Cohort Building and Experiences

## Carryover from 20-21

\$10,000 from 20-21

1. This bucket will help us supplement cost for grade level experiences
2. Ideas on 6th grade



# 21-22 Fundraising

## Area 1

Cheerleading/Dance -21-22 We were able to offer cheerleading for middle school and we had a great turn out. We would like to purchase uniforms for the cheerleaders and have them compete in tournaments

Cheerleading / Dance -21-22 Pudimos ofrecer cheerleading para la escuela secundaria y tuvimos una gran asistencia. Nos gustaría comprar uniformes para las porristas y hacer que compitan en torneos.

## Area 2

Fees Associated with Oakland Athletic League (Fees were waived 19-20)

Tarifas asociadas con la Liga Atlética de Oakland (las tarifas se eximieron de 19 a 20)

We would like to take middle school on college tours of local

# Brainstorm / Ideas



# Athletics and Fees



## **Integrity**

We act on our shared and personal values, especially in the face of adversity.

# Crew and Character

Middle school 1st flag football team



Middle School 1st cheerleading squad



# Question + Answer





## CLT + ILT JOINT and TEAM Agendas

**Timekeeper:** 5 min warning+ decision about time use **MV** || **Recorder:** Record contributions + next steps **SC** || **Forward-Planning:** Design Agendas for next event, start research **KN**|| **Process Checker:** Look for and celebrate teammates demonstrating norms **SH**

**Attendance 3/25/2021:** Christina Clemens, Tina Hernandez, Samhia Carol, Miriam Vasquez, Victoria Dumas, Jazmine Lopez, Molly Anderson, Gaby Greig, Shaina Hurley

JOINT AGENDAS 6.5.6: 3/25 90 minutes	TEAM AGENDAS 6.6.1: 4/8 60 minutes	TEAM AGENDAS 6.6.2: 4/15 60 minutes	JOINT AGENDAS 6.6.3: 4/22 90 minutes	TEAM AGENDAS 6.6.4: 4/29 60 minutes	TEAM AGENDAS 6.6.5: 5/6 60 minutes	JOINT AGENDAS 6.6.x: 5/13 90 minutes
<p><b> 2 Learning Targets</b> *Leverage teacher leader voice in planning for 2021-22 *Establish a plan for tier 2 support through existing teams. *Align team protocols and outcomes to drive outcomes for students.</p>	<p><b> 2 Learning Targets</b></p>	<p><b> 2 Learning Targets</b></p>	<p><b> 2 Learning Targets</b></p>	<p><b> 2 Learning Targets</b></p>	<p><b> 2 Learning Targets</b></p>	<p><b> 2 Learning Targets</b></p>
<p><b> 8  3:30-3:40 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  4:00-4:10 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  4:00-4:10 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  3:30-3:40 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  4:00-4:10 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  4:00-4:10 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>	<p><b> 10  3:30-3:40 Team-Building:</b>  2  Set a Norm <b>Protocol:</b>Review. Chat  6  Identity Dyads <b>Protocol:</b> Reflect. Pair</p>
<p><b> 25  3:40-3:55 MTSS</b>  15  Accountability= Support TH <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Tool to Document Tier 1 --  10  MTSS Team RTI Flow: MV <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Launch Scholar Boot Camp</p>	<p><b> 15  4:10-4:25 MTSS</b> Student Referral Process <b>Protocol:</b> Visible Results. Recommendation. <b>Outcome:</b> Friday's MTSS Decision</p>	<p><b> 15  4:10-4:25 MTSS</b> Student Referral Process <b>Protocol:</b> Visible Results. Recommendation. <b>Outcome:</b> Friday's MTSS Decision</p>	<p><b> 25  3:40-3:55 MTSS</b>  15  Accountability= Support TH <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Tool to Document Tier 2 --  10  MTSS Team RTI Flow: SC/KN <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Launch Summer School</p>	<p><b> 15  4:10-4:25 MTSS</b> Student Referral Process <b>Protocol:</b> Visible Results. Recommendation. <b>Outcome:</b> Friday's MTSS Decision</p>	<p><b> 15  4:10-4:25 MTSS</b> Student Referral Process <b>Protocol:</b> Visible Results. Recommendation. <b>Outcome:</b> Friday's MTSS Decision</p>	<p><b> 25  3:40-3:55 MTSS</b>  15  Accountability= Support TH <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Equitable Referral Process --  10  MTSS Team RTI Flow: TH <b>Protocol:</b> Discuss. Document. Approve. <b>Outcome:</b> Elective→ Intercession→ Retention</p>
<p><b> 30  3:55-4:25 CLT/ILT Collaboration</b>  20  2021-22 Emerging Bilingual OKR <b>Protocol:</b> Identify. Implementation. Impact. <b>Outcome:</b> Emerging Bilingual OKR --  20  RTI System <b>Protocol:</b> SEL. Behavior. Engagement <b>Outcome:</b> Action Plan Eliminate Suspensions G1-Funds and plans ----  10  Pair Collaboration: <b>Protocol:</b> Praise.Question.Suggest <b>Outcome:</b> Refined Goal &amp; Action Plan</p>	<p><b> 25  4:15-4:40 CLT</b>  15  K-5 / 6-8 Celebrations of Learning <b>Protocol:</b>Discuss. Plan. Communicate <b>Outcome:</b> Plan for Graduation K/8th Grade --  15  Collaborative Feedback <b>Protocol:</b> Praise.Question.Suggest <b>Outcome:</b> RTI System for each domain ----- <b> 25  4:15-4:40 ILT</b>  10  Pair: Overarching Scaffolds #1a <b>Protocol:</b> See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice --  15  Whole: Overarching Scaffolds #1b <b>Protocol:</b> See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice</p>	<p><b> 25  4:15-4:40 CLT</b>  15  K-5 and 6-8 Tiered Responses <b>Protocol:</b> Discuss. Document. Approve by Domain (SEL. Behavior. Engagement) <b>Outcome:</b> RTI Practices and Principles --  15  Collaborative Feedback <b>Protocol:</b>Praise.Question.Suggest <b>Outcome:</b> RTI System for each domain ----- <b> 25  4:15-4:40 ILT</b>  10  Pair: Overarching Scaffolds #1b <b>Protocol:</b> See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice --  15  Whole: Overarching Scaffolds #1c <b>Protocol:</b>See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice</p>	<p><b> 30  3:55-4:25 CLT/ILT Collaboration</b>  20  2021-22 Emerging Bilingual OKR <b>Protocol:</b> Impact. Iterate. <b>Outcome:</b> Refined Emerging Bilingual Plan and End of Year Routines --  20  Tiered RTI Responses <b>Protocol:</b> SEL. Behavior. Engagement <b>Outcome:</b> End of Year Celebrations of Learning and Tiered Response -----  10  Pair Collaboration: <b>Protocol:</b> Praise.Question.Suggest <b>Outcome:</b> Refined Goal &amp; Action Plan</p>	<p><b> 25  4:15-4:40 CLT</b>  15  K-5 and 6-8 Curriculum and Tools <b>Protocol:</b> Discuss. Document. Approve by Domain (SEL. Behavior. Engagement) <b>Outcome:</b> RTI Curriculum and Tools --  15  Collaborative Feedback <b>Protocol:</b>Praise.Question.Suggest <b>Outcome:</b> RTI Curriculum &amp; Tools for each domain ----- <b> 25  4:15-4:40 ILT</b>  10  Pair: Language Demand #2a <b>Protocol:</b>See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice --  15  Whole: Language Demand #2b <b>Protocol:</b>See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice</p>	<p><b> 25  4:15-4:40 CLT</b>  15  2021- 22 Events &amp; Celebration of Learning <b>Protocol:</b> Discuss. Document. Approve by Domain (SEL. Behavior. Engagement) <b>Outcome:</b> Family Success Night and Events Calendar --  15  Collaborative Feedback <b>Protocol:</b> Praise.Question.Suggest <b>Outcome:</b> RTI System for each domain ----- <b> 25  4:15-4:40 ILT</b>  10  Pair: Language Demand #2b <b>Protocol:</b> See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice --  15  Whole: Language Demand #2c <b>Protocol:</b> See it. Name it. Do it. <b>Outcome:</b> Model. Critique. Practice</p>	<p><b> 30  3:55-4:25 CLT/ILT Collaboration</b>  20  2021-22 Emerging Bilingual OKR <b>Protocol:</b> Identify. Implementation. Impact. <b>Outcome:</b> 2021-22 OKR +PD Calendar --  20  Tiered RTI Responses <b>Protocol:</b> Identify. Implementation. Impact <b>Outcome:</b> Calendar of Events. Tiered Intervention and Tools. -----  10  Pair Collaboration: <b>Protocol:</b> Praise.Question.Suggest <b>Outcome:</b> Refined Goal &amp; Action Plan</p>
<p><b> 15  4:25-4:50 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda TH: Visible Results -Rigorous Tasks ILT: EOY Routines CLT: Culture Slides <b>Outcome:</b> Grade Level Agenda</p>	<p><b> 15  4:40-4:55 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda - Visible Results -Rigorous Tasks - EOY Routines -Culture Slides <b>Outcome:</b> Grade Level Agenda</p>	<p><b> 15  4:40-4:55 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda -Loom PLC - Visible Results -Rigorous Tasks - EOY Routines -Culture Slides <b>Outcome:</b> Grade Level Agenda</p>	<p><b> 25  4:25-4:50 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda -Loom PLC - Visible Results -Rigorous Tasks - EOY Routines -Culture Slides -Emerging Bilinguals</p>	<p><b> 15  4:40-4:55 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda -Family Success Night -Loom PLC - Visible Results -Rigorous Tasks -Culture Slides -Emerging Bilinguals</p>	<p><b>15  4:40-4:55 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda -Family Success Night -Loom PLC - Visible Results -Rigorous Tasks - EOY Routines -Culture Slides</p>	<p><b> 25  4:25-4:50 Grade Level Agenda</b> <b>Protocol:</b> Co-Design Agenda 2021-22 OKRs Grade Level Team Celebrations <b>Outcome:</b> Grade Level Agenda</p>

			Outcome: Grade Level Agenda	Outcome: Grade Level Agenda	-Emerging Bilinguals Outcome: Grade Level Agenda	
5  4:50-4:55 Next Steps & Appreciations 5 minute time bank	5  4:55-5:00 Next Steps & Appreciations	5  4:55-5:00 Next Steps & Appreciations	5  4:50-4:55 Next Steps & Appreciations 5 minute time bank	5  4:55-5:00 Next Steps & Appreciations	5  4:55-5:00 Next Steps & Appreciations	5  4:50-4:55 Next Steps & Appreciations 5 minute time bank

TASKS	CLT 3/25/21 Notes	ILT
<a href="#">Next Steps Updates</a>	<p>Christina will create a K-8 work completion tracker for workshop (Student name, grade level, assignment due, yes or no)            TH: MTSS is structure 6.6.1 moves kids to tier 2 supports            LT: Leadership OKR            CLT: get a week ahead on crew slides and transition to focusing on 2021-22            Teacher: grade level agendas support teacher capacity, share information, make referrals for tiered support, and get work done            Update            G-1 Funds (slide deck)</p> <p>How are we going to utilize the funds</p> <ol style="list-style-type: none"> <li>1. Community Building for 6-8</li> <li>2. 6th grade (parent brainstorm)               <ol style="list-style-type: none"> <li>a. Community builder/camp</li> <li>b. Something like ropes course</li> </ol> </li> <li>3. 7th grade-challenge Day</li> <li>4. 8th grade Ropes Course</li> </ol> <p>Parents would like to see if we could bring music or art with funds</p> <p>Funds: we will carry over \$10,000 parents would like us to keep the sports program going from last year and would like us to look into sending out a survey to students to ask them what they would like for us to do especially post-covid.</p> <p>Teachers: Would like for us to continue the community building events for each grade, continue the sport program and maybe fundraise for other programs like art, music or something else.</p> <p>Next steps: Next Coffee Tuesday</p> <ol style="list-style-type: none"> <li>1. Parent will bring update on Fundraising opportunities: Amazon Smile and Box tops</li> <li>2. Dean-Will continue conversation with Brandon about other fundraising opportunities</li> <li>3. Re-visit of Carnival or raffle</li> <li>4. Dean-Will send out student survey and will share results with parents</li> </ol>	
MTSS	<p>What ideas does this spark for you?            SH: When thinking about data and work completion is 75% the benchmark? Begin at 15% (TH)            SH: In terms of fitness and making, is this only for core classes? Yes, for now (TH)</p>	

	<p>CC: Leadership is not expected to reteach but can there be communication between IA? Can we have IAs for each grade level? Can we have consistency? (That MA: Leaders in grade level who attended the lesson could be excellent resources for students.</p> <p>JL: This can be done in a virtual setting via castify? Giving step by step about the lesson and what they remember about it as a resource for students.</p> <p>GG: What are our thoughts about engaging kids? How are we going to get them to worship when they are already not coming? Keep them clean and separate. Reach out to students who struggle with attendance through attendance team (TH)</p> <p>DS: In elementary that is only for Crew. There is no way to get that info to the attendance team right now. Focus on work completion for students (TH)</p> <p>VS: Consistent IAs... IAs could hold students accountable by having access to their altitude cards. Trying to get access across the board has been challenging. Show your screen is the answer for now (TH)</p> <p>TH: Your struggling? Email your teacher. We will start with accountability.</p> <p>MV: Case study with a student involves, following up with questions about focus, work completion etc..</p> <p>TH: It's a system, and specialized.</p>	
Team Collaboration	<p>Finding ways to continue to get kids events that they can look forward to going into next year</p> <p>G-1 Funds solidifying 6th grade experience as well as sending out a survey to students to get their input on what other programs they would like to see at our campus post covid</p>	EBI- strategies to increase language development, goals around what that would look like. See it name it, do it. Practice and bring in videos to grow the whole staff
Grade Level Agenda	Run a protocol called visible results C	<p>Closing circle, incorporating academic success so students can share work they are proud of ,..</p> <p>K-4 students sharing one demonstration of learning and one reflection from the year (as a group or whole)</p>

## Student Engagement Initiative

**GOAL:** Between April 5- May 26th, 85% of students will complete 75% of tasks and assessments assigned in each course.

**THEORY OF ACTION:** If students consistently experience a volume of work based on instruction and assignments from the curriculum, weekly formative grades and summative feedback, and communication with their families about missed assignments, then most students will engage with learning in school. If teacher leaders, influence teammates through grade-level team structure to have strong, consistent implementation of our instructional model, then all students will have access to an anti-racist learning experience. If leaders stay proximate to learning and teaching through consistent data analysis to support teachers to ensure tier 1 conditions are in place while proactively building tier 2 systems of support, then teachers can focus on strong, consistent tier 1 instruction.

**Teacher Leaders will ensure that each grade level team is...**

**Rigorous**

- We use the curriculum with fidelity.
- We assign classwork due at the end of the block, homework due the following day, and as asynchronous work each Wednesday.
- We manage end of unit projects/assessment such that classwork and homework are leveraged to complete high quality work while protecting pacing.
- We preview our curriculum to determine the best summative to assign every 5 days.

**Relentless**

- We provide formative feedback through Scorebook each week in core classes and once every two weeks in multi-grade courses
- We provide summative feedback through Scorebook with comments and expectations for revision using a curriculum-embedded assessment tool.

**Relational**

- We review our inbox daily and keep an updated work completion tracker.
- We engage families through daily AERIES communication of any missed assignments, next learning opportunities, and final due dates.

**MTSS Team Leaders will...**

**Rigorous**

- Review Altitude Cards to understand the degree to which students are experiencing consistent curriculum and instruction. (TH)
- Review Altitude Scorebook to understand the level of rigor and consistency of the assessment- feedback-revision cycle. (APs)

**Relentlessness**

- Design simple systematic responses to tier 2 challenges and track student progress
- Identify tier 3 supports for persistent individualized challenges

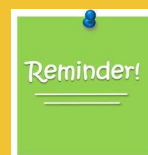
**Relational**

- Review AERIES Communication to understand the level of consistent communication with families as partners in their children’s learning (MV)
- Engage families for all tier 2 supports.



**CLT/ILT** will meet twice/cycle from 3:30-5:00 in week 3 and 6.

**PURPOSE:** change management initiatives, new expectations, and collaborative planning on next steps



**Organization Tools:** [Teacher Leader Folder](#)

**Altitude Next Steps:**

**STEP 1:** In your next data driven instruction meeting, use [How to Filter Coursewide Scorebook](#) to sort data by proficiency band.

**STEP 2:** Complete PQS at our next CLT/ILT Meeting.

**STEP 3:** Use the next level areas tool to share feedback with the team. [Coursewide v. Unit Scorebook \(and how to assign Cards from Scorebook\)](#)