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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** May 24, 2022

**Subject** 2022-2023 Measure G1 Grant Application

**Ask of the Commission** Approve the 2022-2023 Measure G1 Grant Application for Lazear Charter Academy

**Discussion** Middle School Network is open to questions from the commission regarding the 2022-2023 Measure G1 Grant Application

**Fiscal Impact** The recommended amount is **\$90,676.14**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## 2022-23 Measure G1 Proposal

*Due: May 13, 2022*

### School Information & Student Data

<b>School</b>	Lazear Charter Academy	<b>School Address</b>	824 29th Avenue Oakland, CA 94601
<b>Contact</b>	Jen Koelling	<b>Contact Email</b>	jkoelling@efcps.net
<b>Principal</b>	Kaitlin Friedman	<b>Principal Email</b>	kfriedman@efcps.net
<b>School Phone</b>	510-689-2000	<b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	159
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$90,676.14</b>	<b>2021-22 LCFF Enrollment</b>	146

Student Demographics (%)				Measure G1 Team	
English Learners	54%	Asian/Pacific Islander	1%	Name	Position
LCFF	87%	Latinx	91%	Jennifer Koelling	Co-Principal
SPED	14%	Black or African-American	3%	Kaitlin Friedman	Co-Principal
		White	2%	Lucas Bartsh	AP
		Indigenous or Native American	0%	Arielle Kovacs	Dean of MTSS
		Multiracial	0%	Francisco Gomez	Dean of Culture

<sup>1</sup> 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.

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	9.5%	7%	31.5%	Less than 12%
Asian/Pacific Islander	13.3%	0%	44.4%	Less than 12%
Latinx	7.7%	6.9%	31.9%	Less than 12%
Black or African-American	36%	9.5%	27.8%	Less than 12%
White	0%	11.1%	0%	Less than 12%
Indigenous or Native American	0%	0%	50%	Less than 12%
English Learners	6.9%	6.0%	30.2%	Less than 12%
Students w/ IEPs	8.1%	9.1%	33.3%	Less than 12%
Free/ Reduced Lunch Students	7.5%	7.7%	33.6%	Less than 12%

## Metrics

(all data points are required)

Electives					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	164	NA	164	100% of enrolled 6th-8th
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	29	NA	25	40
	Language	0	0	0	0
	Music	0	0	0	0

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey <i>* Note that we use the School Climate Assessment Instrument (SCAI) survey which does not breakdown by demographic.</i>				
Secondary Students	3.57/5	4.07/5	3.69/5	4.0/5
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander	0	0	4	2
Latinx	13	1	36	13
Black or African-American	12	0	2	1
White	1	0	1	0
Indigenous or Native American	0	0	2	0
English Learners	6	1	29	14
Students w/ IEPs	14	0	23	12
Free/ Reduced Lunch	18	1	38	14

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	40	43	49	49

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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family Leadership Council	March 15, 2022

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting (Upper School)	April 13, 2022

## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

## Summary of 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	Resource .75 FTE of a position (the middle school portion) at Lazear that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ	\$70,104.00
<b>Budget Total</b>		<b>\$70,104.00</b>

## Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Resource 1.0 FTE of a position (the middle school portion) at Lazear that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ	<b>\$90,676.14</b>
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$90,676.14</b>

# Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<p>1.0 FTE Specifically, the position would:</p> <ul style="list-style-type: none"> <li>- Lead the development of a Coordination of Services Team (COST)</li> <li>- Lead the team in creating a uniform, comprehensive referral form for use by teachers as well as thresholds for initiation and termination of services with the use of multiple data systems to track service delivery and monitor student progress</li> <li>- Address schoolwide academic, behavioral, and social-emotional data to determine priorities, establish thresholds for different levels of intervention, and align resources to needs</li> <li>- Coordinate cross-system collaboration that streamlines services for children and their families</li> <li>- Leverage existing relationships with child welfare, county mental health, and probation</li> <li>- Realign resources to support trauma-informed schoolwide services that successfully address the academic, social-emotional, and behavioral needs of all students in the community, including students with disabilities</li> <li>- Lead training and coaching on trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures, Restorative Justice practices</li> <li>- Monitor fidelity to the identified SEL curricula and assessments by regularly observing classrooms and helping to establish systems to track classroom data</li> <li>- Implement universal screening procedures that identify students early who are struggling academically and/or facing non-academic barriers to school success.</li> <li>- Facilitates the formation of an SWPBS team of approximately 6 to 10 key stakeholders who lead the PBIS implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Middle school student experience/ engagement/ safety at school <math>\geq 4.0</math> on SCAI survey</li> <li>- Greater alignment in service delivery and support of services to struggling students as evidenced by a suspension rate to <math>&lt; 3\%</math> and a chronic absenteeism rate <math>&lt; 12\%</math>.</li> <li>- Maintain an office referral rate of <math>&lt; 15\%</math></li> <li>- SBAC proficiency rates at middle school <math>\geq 60\%</math> in ELA and <math>\geq 50\%</math> in Math</li> </ul>	<p><b>\$90,676.14</b></p>

**Please submit your 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)).**



Be GREaT, Innovate & Create, Change the World

March 15, 2022

### Lazear Vision

At Lazear Charter Academy we are change agents who use quality education as a tool to dismantle systems of oppression. We exist because of the power, resilience, and love of the families of the Fruitvale, and we leverage that strength in all we do. Guided by love and connection, we develop whole people with the belief that our academic, social, and emotional potential is unlimited. We know that access to opportunity and an equitable education is our human right and we use a multidisciplinary STEAM program to cultivate empathetic systems thinkers and lifelong learners who ask critical questions, create innovative solutions to complex problems, and express ideas confidently. This approach empowers world citizens who advocate for equity, justice, and the change we want to see in the world.

### Lazear GREaT Values

Ganas	Responsibility	Empathy	Team
<p>We hold the highest expectations for students and ourselves.</p> <p>We support each other by collaborating, valuing contributions, and asking for/receiving help.</p> <p>We focus on what is within our control and hold an asset based mindset.</p>	<p>We are data driven and responsive to data.</p> <p>We lead by example.</p> <p>We are punctual, prepared, and ready to positively and productively contribute.</p>	<p>We seek to understand other perspectives.</p> <p>We assume positive intent.</p> <p>We consider our impact in our approach.</p>	<p>We practice thoughtful and direct feedback.</p> <p>We value all people and intentionally build relationships.</p> <p>We celebrate successes big and small.</p>

### Goals & Attendees

#### Today's Agenda

- Masking Update
- Gather Feedback on Measure G1 Funding & Priorities for Next Year
- Upcoming Events
- Appreciations and Closing

**Attendees:** Jen Koelling (Co-Principal), Kaitlin Friedman (Co-Principal), Rocio Gonzalez (Family Coordinator), Gaby Nieves (Parent), Elba Oliva (Parent), Elisa Romero (Parent), Dominica Coreless (Parent), Angie Vitela (Parent), Adriana Vitela (Parent), Letti Villegas (Parent)

### Agenda

Time	Process	What	Notes
5:15-5:35	Info Share & Questions	Masking Update	<ul style="list-style-type: none"> <li>• The governor announced that as of March 12, there will no longer be a mask mandate for schools in California. Instead, there will be local control over masking policies.</li> <li>• EFC will continue to require indoor masking at all schools</li> </ul>

			<p>for the time being.</p> <ul style="list-style-type: none"> <li>● As of Monday, March 21, outdoor masking will be optional. <ul style="list-style-type: none"> <li>○ ACPHD made a strong recommendation to continue indoor masking because the rate of COVID transmission in Alameda County is currently “Substantial”.</li> <li>○ Outdoor transmission is very rare in less-crowded settings like outdoor recess or outdoor PE class.</li> </ul> </li> </ul>
5:35-6:10	Discussion	Next Year/ Measure G1 Funds	<p><b>Measure G1 Funds</b></p> <p>The Goals of the Measure</p> <ul style="list-style-type: none"> <li>● Increase access to courses in arts, music, and world languages in grades 6-8</li> <li>● Improve student retention during the transition from elementary to middle school</li> <li>● Create a more positive and safe middle school learning environment</li> </ul> <p>What did it fund this year (PBIS, RJ, MTSS)</p> <p>Review of Data &amp; Discussion:</p> <ul style="list-style-type: none"> <li>● How have these investments supported Lazear this year?</li> <li>● What investments will we need for next year?</li> <li>● Should we continue with support of culture and MTSS or consider arts or world languages programming for G1?</li> </ul> <p>Notes from families:</p> <ul style="list-style-type: none"> <li>● Noticed a lot of neutral responses from kids</li> <li>● Is money for individual students or groups? (Clarified that we are using money for staffing that supports groups of students but amount of support is based on individual student need)</li> <li>● Thoughts for G1 funds– <ul style="list-style-type: none"> <li>○ <b>Seems important to continue to provide culture supports, MTSS, SEL and RJ because still a lot of student need coming out of the pandemic</b> <ul style="list-style-type: none"> <li>■ <b>Data shows increase in referrals, mental health needs, social skills needs</b></li> <li>■ <b>Want to be able to maintain new PBIS systems started this year</b></li> </ul> </li> <li>○ Would be nice to explore having more arts programming in future years (beyond 22-23) <ul style="list-style-type: none"> <li>■ Maybe give middle school students a survey about arts options that might interest them next school year to plan for 23-24</li> </ul> </li> </ul> </li> </ul>
6:10-6:20	Info Share	Upcoming Events	Shared March calendar of Events

### Next Steps

- Jen to complete G1 application



Be GREaT, Innovate & Create, Change the World

April 13, 2022

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### Goals & Attendees

#### Today's Goals

- Gather Feedback on Measure G1 Funding & Priorities for Next Year

**Attendees:** Kaitlin Friedman (Co-Principal), Lucas Bartsh (Assistant Principal of Instruction) Monica Shope (5th/6th Sci/Eng Teacher), Kelly Anne Hansen (6th Humanities Teacher), McKenzie Lyon (7th Humanities Teacher), Arielle Kovacs (Dean of MTSS), Francisco Gomez (Upper School Dean), Cristian Ramirez (PE Teacher), Jazlyn Sakaniwa (5th/6th Math Teacher), Mariana LaRoche (Ed Specialist), Lily Friedman (Ed Specialist), Robin Rankin (7th/8th Learning Guide), Beny Gomez (Para), Susana Villegas-Rodriguez (Clinician), Maria Camacho Rico (School Psych)

### Agenda

Time	Process	What	Notes/Minutes
2:45-4:00	Brainstorm & Discussion	Next Year/ Measure G1 Funds	<p><b>Measure G1 Funds</b></p> <p>Clarifying what G1 funds and what it won't fund</p> <ul style="list-style-type: none"> <li>Increase access to courses in arts, music, and world languages in grades 6-8</li> <li>Improve student retention during the transition from</li> </ul>

elementary to middle school

- Create a more positive and safe middle school learning environment

**To Consider:**

- Review of rubrics and our performance on rubrics - should we consider music or world languages?
- What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?

**General Reflection from This Year**

- **Continue**
  - Relationship building/partnership building with parents
  - Sport competitions between staff and students
  - Buddy classrooms (reading time, projects)
  - BOY family orientations
- **Start**
  - Mentorship
  - School-wide activities to build culture
  - Need to invest in upper school SEL curriculum and training (things for adults and kids)
  - Home visits
- **Stop**
  - GiveThx for staff (maybe for students?)

**5th-8th Culture**

- Important to at least maintain current FTE/(PBIS, RJ, MTSS) as supported through G1 funds; possible to increase?

- Would not want to change where G1 funds are going if not another way to financially support those systems
  - World languages doesn't seem like highest priority or in alignment with our Vision & Theory of Action
  - Current visual art program is strong; will also have MakerSpace to increase access to making/creativity
  - Other arts (music, dance, media) can be incorporated in cross-curricular PBL work and extracurriculars (DMIS, Choir, Print-making, etc)
- ALL teachers need PD in trauma-informed practice and SEL
- Pandemic has increased trauma experienced by community/ students; need to have more social-emotional supports for next year
- Anticipate more students in COST/ needing Tier 2 services (already see more students this year)
- Need to reset CICO and focus on improved Tier 2 and Tier 1 SEL and behavioral supports

**Next Steps**

- Jen to complete G1 application
- More site planning engagement to be scheduled

Lazear Staff Sign-in Sheet

What: Staff Mtg & Site Planning Date: 4/13/22

1. America Rodriguez	26. Kara
2. Lex F.	27. Pam Norton
3. Caitlin Dobson	28. Anna Davidson
4. Scout Sheys	29. Lucia LaRoche
5. Monica Shope	30. Ariel Kennedy
6. McKenzie Lynn	31. Lily Friedman
7. Luna Alonso	32. Rebecca M
8. Robin Hansen	33. Hugo Beny Gomez
9. Francisco Gomez	34. Anette Kovacs
10. Kelsey Allen	35. Kelly Anne
11. Miriam Dominguez	36. Julia Tombs
12. Mercedes Penn	37.
13. Cristian Ramirez	38.
14. Maria Amachua	39.
15. Susana Villegas-R.	40.
16. Zxy A	41.
17. Laura C	42.
18. Mariana L	43.
19. Robin R	44.
20. Karina	45.
21. Jazlyn Sakantam	46.
22. Katelyn Harris	47.
23. Claudia Orozco	48.
24. Lon King	49.
25. Jocelyn W.	50.