OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

# Measure G1
# Grant Application
# 2018-19- Charters
**Due: March 15, 2018**

| | | | |
|---|---|---|---|
| School | Lazear Charter Academy | Contact * | Hae-Sin Thomas |
| School Address | 824 29th Ave, 94601 | Contact Email | hthomas@efcps.net |
| Principal | Jen Koelling | Principal Email | jkoelling@efcps.net |
| School Phone | (510) 689-2000 | Recommended Grant Amount** | $27,591 |
| Actual 2017-18 Enrollment (6-8) (20 day count) | 149 | Actual 2017-18 LCFF Enrollment (6-8) (20 day count) | 130 |

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

***Summary of Board Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)***

| 2017-18 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary) | | Budget Amount |
|---|---|---|
| **1** | Resource .25FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ) | $28,972 |
| **2** | | |
| **5** | | |
| | Budget Total (must add up to Current Grant Amount) | $28,972 |

***Summary of Proposed Expenditures for 2018-19*** (listed in order of priority)

| 2018-19 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary) | | Budget Amount |
|---|---|---|
| **1** | Resource .24FTE of a position (the middle school portion) at Lazear that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ | $27,591 |
| **2** | | |
| **5** | | |
| | Budget Total (must add up to Anticipated Grant Amount) | $27,591 |

***School Demographics***

| Male | Female | % LCFF | % SPED | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|---|---|---|---|---|---|---|
| 48% | 52% | 94% | 10% | N/A | 47% | 93% |

***Student Body Ethnic Composition***

| African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|---|---|---|---|---|---|---|---|
| 5% | | 1% | 91% | | | 3% | |

| **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.** | |
|---|---|
| **Name** | **Role** |
| Jen Koelling | Principal |
| Tyesha Day | Director of RTI and SPED |
| Stephen Cilono | 8th grade humanities teacher |
| Brandee Stewart | Deputy Chief Leadership Development |
| Kaitlin Friedman | Coach |

**School Vision (insert here):**
Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life..

Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 21st century education. Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest** in *strong partnerships* with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our

growing organization. **And we support** unique identity among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

***Middle School Measure G1 Self- Assessment:***

*Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.*

| ***Music (Rubric Score)*** | **2016-17 (last yr)** | **2017-18 (this yr)** | ***Art (Visual Arts, Theater, and Dance)*** | **2016-17 (last yr)** | **2017-18 (this yr)** |
|---|---|---|---|---|---|
| ***Access and Equitable Opportunity*** | N/A | Entry | ***Access and Equitable Opportunity*** | Quality | Quality |
| ***Instructional Program*** | N/A | Entry | ***Instructional Program*** | Basic | Basic |
| ***Staffing*** | N/A | Entry | ***Staffing*** | Basic | Basic |
| ***Facilities*** | N/A | Entry | ***Facilities*** | Basic | Basic |
| ***Equipment and Materials*** | N/A | Entry | ***Equipment and Materials*** | Basic | Basic |
| ***Teacher Professional Learning*** | N/A | Entry | ***Teacher Professional Learning*** | Basic | Basic |
| ***World Language (Rubric)*** | **2016-17 (last yr)** | **2017-18 (this yr)** | Lazear revisioned itself as a STEAM school in 2012. As such, Lazear has prioritized visual arts electives and engineering over music and world language. Lazear definitely wants to see music instruction integrated some day, they are definitely prioritizing instructional time during the day for extended humanities and math and arts and engineering. | | |
| ***Content and Course Offerings*** | N/A | Emerging | | | |
| ***Communication*** | N/A | Emerging | | | |
| ***Real world learning and Global competence*** | N/A | Emerging | | | |

***Measure G1 Data Analysis***

| *5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )* | 2016-17 (last yr) | 2017-18 (this yr) | *Safe and Positive School Culture (SPSA)* | 2016-17 (last yr) | 2017-18 (this yr) |
|---|---|---|---|---|---|
| ***2017-18 Enrollment Data (20 day)*** | 459 | 459 | ***Suspension*** | 7.8% | 1.4% |
| ***ES Outreach Strategy Actions*** | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | ***Chronic Absence*** | 16.1% | 6.7% |
| ***Programs to support ES students transition to MS*** | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | ***CHKS data (district only)*** | | |

***REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.***

| **Community Engagement Meeting(s)** | |
|---|---|
| **Community Group** | **Date** |
| Family Leadership Council | March 13, 2018 |
| | |

| **Staff Engagement Meeting(s)** | |
|---|---|
| **Staff Group** | **Date** |
| Coach/Admin Team | February 26, 2018 |
| Cross Functional Team | February 27, 2018 |

## *Budget Justification and Narrative*

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

T**he Goals of the Measure**

- 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 2017-18 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 up to the total grant amount based on projected enrollment for 2017-18.

***1. Music Program***

| **Programmatic Narrative Based on Rubric** |
|---|
| Lazear does not have a music program. Lazear is in the middle of a significant construction project where over two years, EFC will build Lazear a new facility. In the short term, Lazear is severely restricted with respect to space for electives programming. It is currently housed in all portable buildings with one multipurpose space. As a STEAM school, Lazear offers both visual arts and design/engineering for all of its middle school students. At elementary, they have partnered with Bay Area Childrens Theater to provide theater and music for upper elementary students, and as a result, they utilize the one "stage" space in the multipurpose room daily. They are looking at how to bring music into the after school program. The school unfortunately has inadequate physical space to offer a music program for middle school students during the day at this time, so we are not seeking resources for music programming for 2018-19. No 17-18 G1 resources were utilized to fund music programming at Lazear. |

| **Budget** | **Description of 2018-19 Proposed Expenditures** | **Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)* |
|---|---|---|
| 0 | None | N/A |
| | | |
| | | |

***2. Art Program***

| **Programmatic Narrative Based on Rubric** |
|---|
| Lazear offers both a Visual Arts program and a technology-based Design/Engineering program. Lazear has a design class which students take in grades 6-8. In this class, students have the opportunity to learn CAD programming to create computerized models of prototypes they have created. At Lazear, they learn coding, robotics, and architecture leveraging the PLTW curriculum. We believe we have a fairly strong design/engineering program, well-equipped and staffed with a strong credentialed teacher. Lazear's art program is K-8, taught by two visual arts teachers. No 17-18 G1 resources were utilized to fund music |

programming at Lazear. We are not seeking resources for arts programming for 2018-19.

| Budget | Description of 2018-19 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)* |
|---|---|---|
| 0 | None | N/A |
| | | |
| | | |

### *3. World Language Program*

**Programmatic Narrative Based on Rubric**

At Lazear, there is no formal world languages program. Lazear is a relatively new K-8 school, launched in 2012 grades K-6 and K-8 by 2014. When EFC converted Lazear, it was a struggling K-5 school, both under-enrolled and underperforming. While Lazear has made great strides and is accelerating outcomes, it continues to have many students underperforming. Therefore, Lazear has made a commitment to dedicate more time in their schedule to rigorous academic coursework. As a STEAM school, students receive design/engineering, science, math, art, social sciences, language arts and physical education. To ensure they make accelerated progress in ELA and Math, both content areas are given 75-90 minutes daily. While Lazear would love to provide a world languages program to our students, there is insufficient time in the master schedule to provide an adequate world languages program, provide quality and thorough programming in science, technology, and the arts, and accelerate outcomes in ELA and mathematics. We did not receive G1 dollars for world languages programming in 2017-18, and we are not seeking G1 dollars for world language programming for 2018-19.

| Budget | Description of 2018-19 Proposed Expenditures | Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)* |
|---|---|---|
| 0 | None | N/A |
| | | |
| | | |

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

| **Programmatic Narrative Based on Data Analysis** | | |
|---|---|---|
| Lazear is a K-8 school, so enrollment retention is assumed. | | |
| **Budget** | **Description of 2018-19 Proposed Expenditures** | **Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)* |
| 0 | None | N/A |
| | | |
| | | |

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

**Programmatic Narrative Based on Data Analysis**

This past year, Lazear invested in a position that focused on school culture systems - managing multi-tiered systems of support, student culture and discipline systems, PBIS training and implementation, and addressing trauma-informed practices. Measure G1 resourced .25 FTE of this position. We found other resources to fund the remaining .25 FTE of this position. As a result of this investment, Lazear's suspension rate went from an unacceptable 7% to 1.4% and chronic absenteeism went from 16% to 6.7%, going from the highest at Education for Change to the lowest. Office referrals are down 50% to 9% of students. We believe that this investment facilitated a strong lead and execution of a culture plan that has yielded incredible results. Lazear would like to use 2018-19 Measure G1 funds to continue to resource .24 of a .5 FTE position that will coordinate the Multi-Tiered System of Supports at Lazear, lead Positive Behavioral Interventions Systems (PBIS), train teachers in Restorative Justice and trauma-informed practice, and lead family support to ensure strong systems and procedures are developed to at tiers 1, 2 and 3 for middle school youth. This individual would also assume responsibility for the design and implementation of an advisory structure, enabling greater personal safety for students and a stronger sense of community and belonging. Specifically, the position would:

- Leads the development of a Coordination of Services Team (COST)
- Leads 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
- Addresses schoolwide academic, behavioral, and social-emotional data to determine priorities, establish thresholds for different levels of intervention, and align resources to needs
- Coordinates cross-system collaboration that streamlines services for these children and their families
- Leverages existing relationships with child welfare, county mental health, and probation
- Realigns 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
- Leads training and coaching on trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures, Restorative Justice practices
- Monitors fidelity to the identified SEL curricula and assessments by regularly observing classrooms and helping to establish systems to track classroom data

- Implements universal screening procedures that identify students early who are struggling academically and/or facing non-academic barriers to school success.
- Facilitates the formation of an SWPBS team of approximately 6 to 10 key stakeholders who lead the PBIS implementation

| **Budget** | **Description of 2018-19 Proposed Expenditures** | **Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)* |
|---|---|---|
| $27,591 | .24 FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, trauma-informed practices, RJ, bullying | • Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey<br>• Greater alignment in service delivery and support of services to struggling students as evidenced by a suspension rate to <3% and a chronic absenteeism rate <8%.<br>• Maintain an office referral rate of <7% |
| Up to $59,478 | Up to .5 FTE of the above position should the allocation be higher for any reason | Same as above |

***Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***

**Lazear Coach/Admin Team Meeting**

*February 26, 2018*

| **Lazear Team Expectations** | **Coach/Admin Meeting Purpose** |
|---|---|
| *We practice thoughtful and direct communication*<br>*We take ownership over our actions and outcomes*<br>*We work to hold a growth mindset*<br>*We intentionally build relationships*<br>*We value all people* | ● *We are aligned around a vision of what excellent teaching and learning looks like throughout grades TK-8th*<br>● *We, as school leaders, are aligned on our vision for our school, instruction, feedback, and professional development*<br>● *We, as coaches and administrators, are accountable for moving teacher practice including teacher use of data-driven instruction*<br>● *We can problem solve as a team around instructional challenges and concerns* |

| **KPIs** | **HPIPs** |
|---|---|

| **17-18 KPI** | **17-18 Target** |
|---|---|
| 3rd-8th Math: Average Distance from Met | -75 (+15) |
| 3rd-8th ELA: Average Distance from Met | -52 (+20) |
| On-Track to 3rd Grade Reading Proficiency | 54% (+11) |
| Chronic absence | 13.0% (-3.0%) |
| Chronic absence - AA | 20.0% (-19.1%) |
| Reduction in suspensions (ISS & OSS) | 12.4% (-1.0%) |

**TK-2nd Literacy**

**3rd-8th EngageNY Implementation**

**3rd-8th Complex Text**

| **Agenda** | |
|---|---|
| **Item** | **Notes** |
| 9:30-9:40<br>Check-in: Share a highlight from last week or your focus for the upcoming week. | **Attendees**: Jen (admin), Ty (admin), Devon (sci coach/Ed specialist), Kaitlin (ELA coach), Latanya (TK-2nd coach) |
| 9:40-9:45<br>Review Norms, Purpose & Assign Roles<br>● Time Keeper: Latanya<br>● Note Taker: Kaitlin | |
| 9:45-10:05 Review/Solidify Plans for Release Days<br>● 3/5--Win/Content Day<br>○ TK-2nd at Achieve<br>○ 3-5 DRA Data Talks<br>○ 3-8 ELA & Math Interim Review<br>● 3/6<br>○ 8:30-10:30 Site Planning All Staff (minus operations who are at HO)<br>○ 10:30-3:30 Report Card Prep (**hard deadline of 4PM!**) | - Science?<br>- Prep teachers?<br>3/6<br>- Strategic planning: brief presentations about strategic planning<br>- Site planning: could it be done on the day before? On 3/5? |

| | |
|---|---|
| ○ 3:30-4:00 EFC Strategic Planning Update Presented by Noah | |
| 10:05-10:30 Budget/Site Planning Update, Measure G1 & Next Steps for Engagement | Change of planning around site planning engagement: need to cut around $185k from our budget<br>-review of Measure G1 process - what could it fund/what did it fund/review of rubrics/discussion of whether we want to continue with this position or pivot to music or world languages which are clearly emerging/staff have strong feelings of support for Ty's work and position, especially at middle school level<br>-giving way more offers to people about enrollment<br>Conferences:<br>-thinking about how we are engaging families? Who is required to meet with families? Is it all kids?<br>-TK-4th should be meeting with all kids for report cards |
| 10:30<br>Closing & FYIs/Next Steps | |
| **FYIs/Next Steps:**<br>- This week's #RISEup Station: **Ty**<br>- **Update Coaching Log!!!** | **Jen:** Reach out to Noah about strategic planning<br>**Latanya and Kaitlin**: plan family lit night agenda; teachers will have time on 3/7<br>**Jen:** Maybe Devon can check-in with Shilpa re: grades<br>● Sarah will check-in with Shilpa about grades<br>**Jen**: find out what is HO cutting at their level? This will probably be a question that teachers have when this is presented<br>● Is TK/K aide included in Rainen money? |

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**Lazear Cross Functional Team Meeting**

*February 27, 2018*

| **Lazear Team Expectations** |
|---|
| *We practice thoughtful and direct communication*<br>*We take ownership over our actions and outcomes*<br>*We work to hold a growth mindset*<br>*We intentionally build relationships*<br>*We value all people* |

**KPIs**

| **17-18 KPI** | **17-18 Target** |
|---|---|
| 3rd-8th Math: Average Distance from Met | -75 (+15) |
| 3rd-8th ELA: Average Distance from Met | -52 (+20) |
| On-Track to 3rd Grade Reading Proficiency | 54% (+11) |
| Chronic absence | 13.0% (-3.0%) |
| Chronic absence - AA | 20.0% (-19.1%) |
| Reduction in suspensions (ISS & OSS) | 12.4% (-1.0%) |

**Agenda**

| **Item** | **Notes** |
|---|---|
| 3:00-3:10<br>Opener: **If you could compete in any Olympic event (regardless of training) what would you want to compete in?** | **Attendees:** Jen (admin), Sarah (admin), Ty (admin), Natalie (site operations manager), Rocio (parent coordinator), Steve (teacher), Julia (teacher), Luis (teacher), Kati (teacher), Kaitlin (ELA Coach), Latanya (TK-2nd Coach) |
| 3:10-3:15<br>Review Norms & Assign Roles<br>● Facilitator: **Jen/Sarah**<br>● Time Keeper: Julia<br>● Note Taker: Kaitlin | |
| 3:15-3:35<br>Review the KPI Progress<br>● (10 min) Glows & Grows<br>● (10 min) TK-2nd 3-year Win Share | ● Review KPI Target<br>● Suspension Data: includes in-school suspension<br><br>TK-2nd: 3 yr plan<br>● Checked assessment, alignment to priorities, etc.<br>● We found that BAR and SEEDs cover some of these things, but some unintended consequences with assessments<br>○ Ex: pushing towards level 6 in Kinder, unintentionally prioritizing getting to level 6 (and avoiding foundational skills)<br>■ Questions: isn't multisyllabic actually using the picture at that level??<br>● Talked about going slow, to then go fast (would they be moving more quickly)<br>○ Question: what about kids that go to TK? Will they |

| | |
|---|---|
| | be bored?<br>● Making a plan to be adding in (implementing) and then refining (next year add in making meaning, refine BAR, add in writing)<br>● Piloting assessments; what do we have that we can use to add to the foundational skills<br>● Question: Making meaning is skill based and not theme based; need to go deep on building background and content.<br>● Making meaning is an easy lift<br>● Challenge: teaching kids "how to read" but not teaching them about content<br>○ Kinder: using GLAD to teach content<br>○ Materials: tables, chairs, etc.<br>○ Some talk around incorporating GLAD |
| 3:35-3:55<br>Site Planning & G1 Engagement | Site Planning:<br>● Ultimate decision will be made by site leaders<br>● Walk away understanding we have a budget deficit; what is supporting/accelerating student growth the fastest; we spend a lot of money on lots of things; want to look at not just what we think is pushing kids<br>● Clarifying what G1 funds and what it won't fund/review of rubrics and our performance on rubrics - should we consider music or world languages?/what did it fund this year and do we want to continue with this investment?/staff resonate strongly with Ty's work - data speaks for itself - no space for music or world languages in master schedule...<br>● Ex: 95.5 ADA (is how we set)<br>● TK/K: any families put 1st, 2nd, 3rd choice: everyone gets an acceptance letters<br>● What was our deficit this year? (30k)<br>● This year all asked to make 4k cut this year for every kid that was under enrolled<br><br><u>Suggestions:</u><br>● This should come from admin; do staff really need or want to make this decision?<br>● Concern about disconnecting this from "people"<br>● Consensus building?<br>● Teacher perspective: I would want more data about tell me how much this costs and what the data is<br>● Suggestion: we are looking at cutting these different parts here is how we will be making these decisions;<br>● People (teachers) don't want to make decisions about everything - people want information about how decisions are made and then some |
| 3:55-4:00<br>Closing: Select a facilitator for next month--Latanya | |
| **Previous Action Steps:**<br>● Jen - add reminder about sending kids to office for tardies to staff email | **Next Steps:**<br>● Is there state level ICA or IAB data to compare? (Kaitlin to find out)<br>● Share PPT and survey with Cross Functional Team (Kati) |

2017-18 KPI Progress | 2017-18 Wins Progress

Meeting EOY Goal and Improved... | Meeting EOY Goal but NOT Impr... | Improved over Previous Result | Not Improved | No Goal or Results

Increased Compared to Previous Result | Decreased Compared to Previous Result | No Goal or Results

## 2017-18 KPI Progress

as of 2018-02-27

| Metric | EFC | Achieve | ASCEND | Cox | Epic | Lazear | LWL |
|---|---|---|---|---|---|---|---|
| Math: Average Distance from Met | | | | | | | |
| ELA: Average Distance from Met | | | | | | | |
| On Track to EL Proficiency | | | | | | | |
| On Track to 3rd-Grade Reading Proficiency - T1 | | | | | | | |
| Chronic Absence Rate | | | | | | | |
| Chronic Absence Rate - AA | | | | | | | |
| Suspension Rate | | | | | | | |

**Lazear Family Leadership Council**

3.13.18 Minutes

Principal Koelling reviews the agenda for the day.
She clarifies that the meeting will focus on site planning and getting family feedback on priorities for 18-19 and for Measure G1 investments

She reviews the purpose of site planning and the site planning timeline.
She shares the high level KPI data - Lazear is killing it! And hitting all of their KPI targets. We are particularly proud of the SBAC interim performance in math and ELA and in the on-track to reading at 3rd grade data.

She asks parents to take a minute to review the K-3 ELA slides. In trios, parents discuss what they notice and what questions they have.

Notice:
- Kinder data is really strong.
- A lot of growth from last year
- Progress from 1st through 3rd
- Feels like Tk-1 literacy win is paying off in kinder

Wonder:
- While 1st has grown, it still lags behind the other grades. Why?
- What else can parents do to make even more growth?

She asks parents to take a minute to review the 3-8 ELA slides. In trios, parents discuss what they notice and what questions they have.

Notice:
- 8th grade is the strongest. How does Mr Cilono help the other middle school teachers?
- 4th grade looks particularly weak
- 8th graders are making so much growth...

Wonder:
- If so many kids are doing well in kinder, will it hold until these upper grades?
- There is steady growth until 4th and 6th - why?

She asks parents to take a minute to review the 3-8 Math slides. In trios, parents discuss what they notice and what questions they have.

Notice:
- Math is much weaker than ELA
- There isn't much growth over the years

Wonder:
- Should we consider a different approach?

- How has departmentalizing helped?

In trios, parents are asked to talk about what Lazear should focus on. Parents report concerns around math coaching and math instruction. They want to continue to focus on Tk-2 literacy because they think that might help in the long run in the upper grades.

Jen shares the purpose of Measure G1 funds - what it funds and what it doesn't. She shares that this year, Measure G1 funded .25 FTE of Tye who lead the work around their interventions systems, their culture systems, their behavioral support systems, and support the students most at need. Jen then shares the rubrics for assessing Lazear's music, arts, and world languages programs and how the leadership team scored Lazear this year and last year.

She shares the data around school culture. Parents message being impressed by the improvements in suspension data and chronic absenteeism. They report the school feels better for them as well as the kids.

In groups of 5, families are asked to talk about the discussion prompts specific to what Lazear should focus on and what they should prioritize Measure G1 funds for.

The three groups share out -

Group 1: Lazear needs to prioritize math instruction. For G1, we should continue to have Ty. She has been great and the data shows that.

Group 2: We agree with group 1. Math is a priority. And for G1, they also support Ty's work and see how much the culture has improved.

Group 3: Lazear should continue with Tk-2 literacy as this focus is turning into little kids who can read. Also, for G1, they support continuing to invest in Ty to ensure that work continues. But can we also consider integrating music into the after school program?

# SIGN IN SHEET

| Family Name<br>*Nombre Familia* | Student(s) Names<br>*Nombre de Estudiante(s)* | Classroom #<br>*Salon #* |
|---|---|---|
| Rosaura Marin | Alexander Gonzalez<br>Jose Pelayo | 16 / 11 |
| Eva Quintero | Pedro Ballesteros<br>Alejandro Ballesteros | 15 / 18 |
| Rocio Gonzalez | Isabel Gonzalez | 12 |
| Arnold Rosales | Samuel deleon | 14 |
| Anna Prieto | Jamil Adrian Prieto | 8th 6th |
| Rosario Sifuentes | Jaime Alexander franco | K 4 7 |
| Adriana Gallardo | Joanna Lara | 4 3rd |
| Anjelica tafolla | Jose Victor | 5 |
| Eva Ballesteros | ~~Pedro Alejandro~~ Javier Ballesteros | 4 - |
| Marcela Lopez | Fatima Lopez<br>Fernanda Lopez | 19 - 21 |
| Eva negrete | Miguel Santiago Evelyn. Negrete | 12 - 14 - 7 |
| Carmela Lopez | Dana Ramirez | 20 |
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| | | |
| | | |

March 13, 2018

Education for Change Public Schools

# Site Planning for 2018-19
# Planificación Escolar para 2018-1

# Agenda/ Orden Del Dia

- Purpose of Site planning
- Process of Site planning
- Looking at Academic Data
- Needs Assessment Input
- Discuss what Measure G1 does and could resource

- Propósito de la planificación del Sitio
- Proceso de planificación del Sitio
- Reviso de datos de clima y cultura de escuela
- Ayuda con la Evaluación de Necesidades
- Discutir lo que la Medida G1 hace y podría ser un recurso

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# Purpose of Site Planning

## Propósito de la planificación del sitio

### What we will do together:

- Understand the vision of Lazear
- Ensure stakeholders understand:
  - Academic data
  - Climate and Culture data
  - Site budget
  - Focus moving forward

### Lo que vamos a hacer juntos:

- Comprender la visión de Lazear
- Asegurarnos de que todos los interesados tengan una comprensión de:
  - Datos de clima y cultura
  - Datos académicos
  - El presupuesto de la escuela
  - el enfoque para el año que viene

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# Site Planning Process - Phase 1 (Families)

## Proceso de Planificación del Sitio - Fase 1

**Stakeholder engagement sessions**

FLC meeting #1 - March 13th
- Review Climate/Climate and Academic Data
- Discuss Measure G1

- FLC meeting #2 - March 27th
  - Review budget and staffing plan, priorities for Measure G1 and LCAP

- FLC meeting #3- April
  - Develop family engagement plan for 18-19

- FLC meeting #4 - May
  - Final review of LCAP and budget

**Sesiones de participación de las partes interesadas**

- Reunión del FLC # 1 - 13 de Marzo
  - Datos de Cultura y Ambiente v Datos Académicos
  - Discutir la Medida G1

- Reunión del FLC # 2 - 27th de Marzo
  - Repaso del presupuesto y el plan de personal, prioridades para Measure G1 y LCAP

- Reunión del FLC #3- April
  - Desarrollar un plan de participación familiar para 18-19

- Reunión del FLC #4- May
  - Repaso final del LCAP y presupuesto

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# Engagement Session #1

## Participación Sesión # 1

Focus on Data

Concéntrese en Datos

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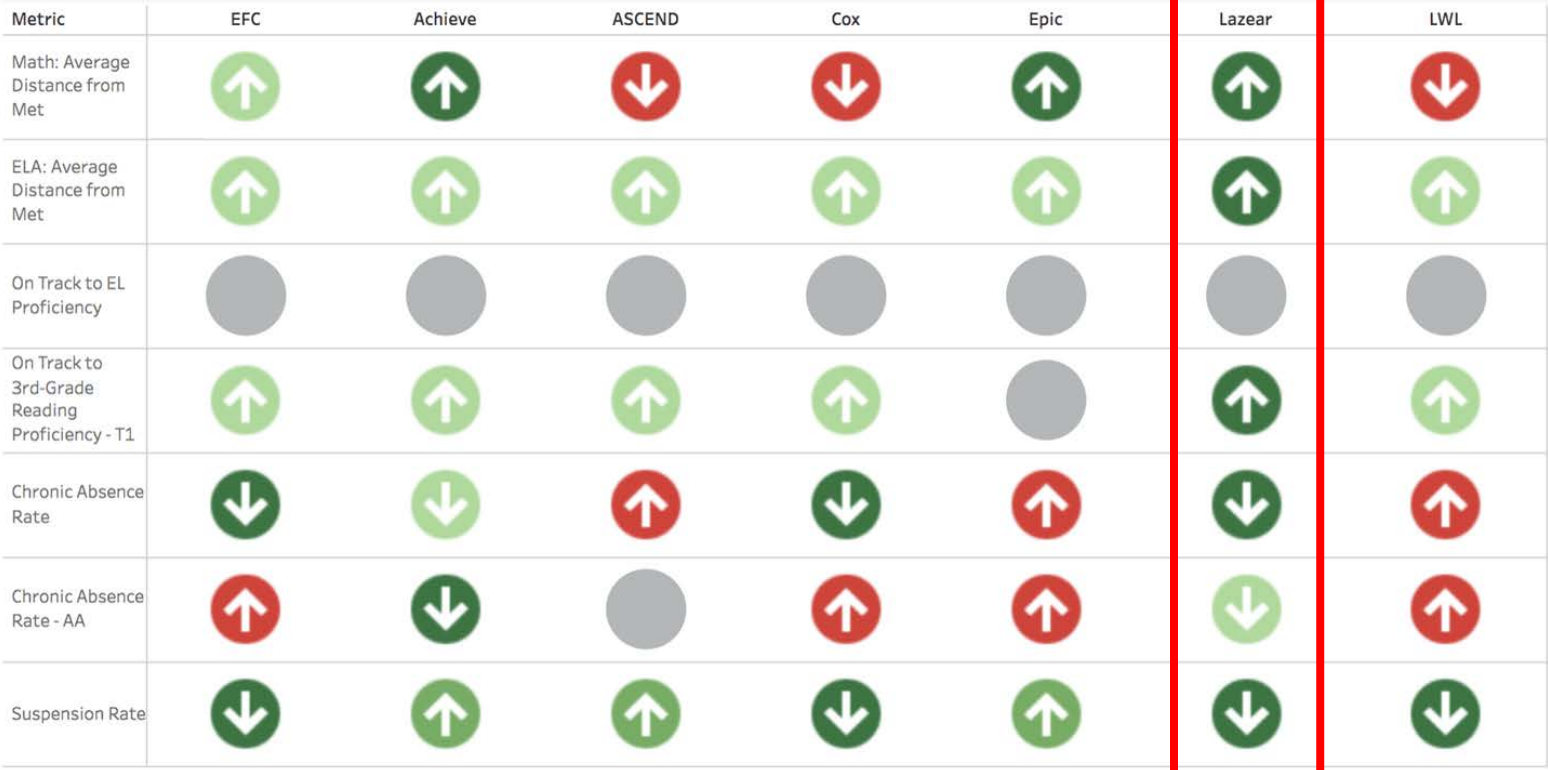
2017-18 KPI Progress | 2017-18 Wins Progress

Meeting EOY Goal and Improved... | Meeting EOY Goal but NOT Impr... | Improved over Previous Result | Not Improved | No Goal or Results

Increased Compared to Previous Result | Decreased Compared to Previous Result | No Goal or Results

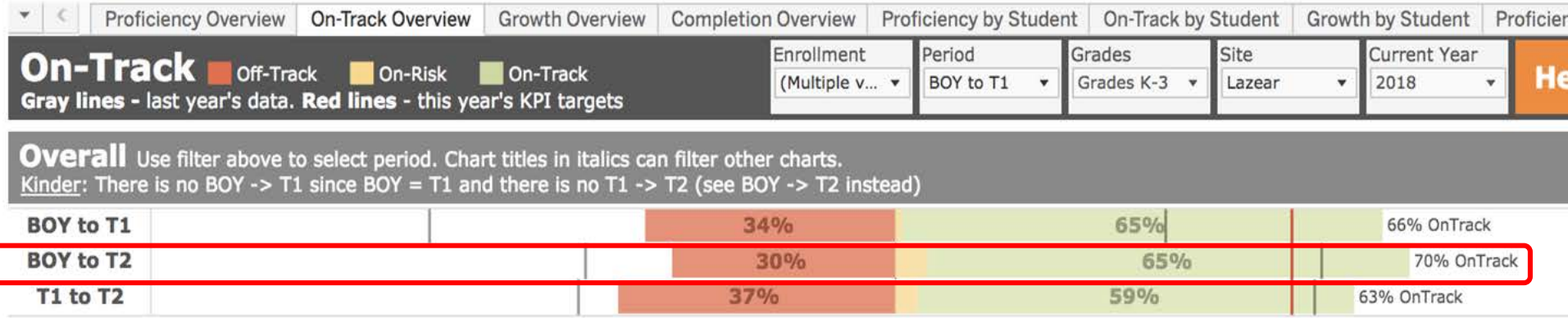
## 2017-18 KPI Progress

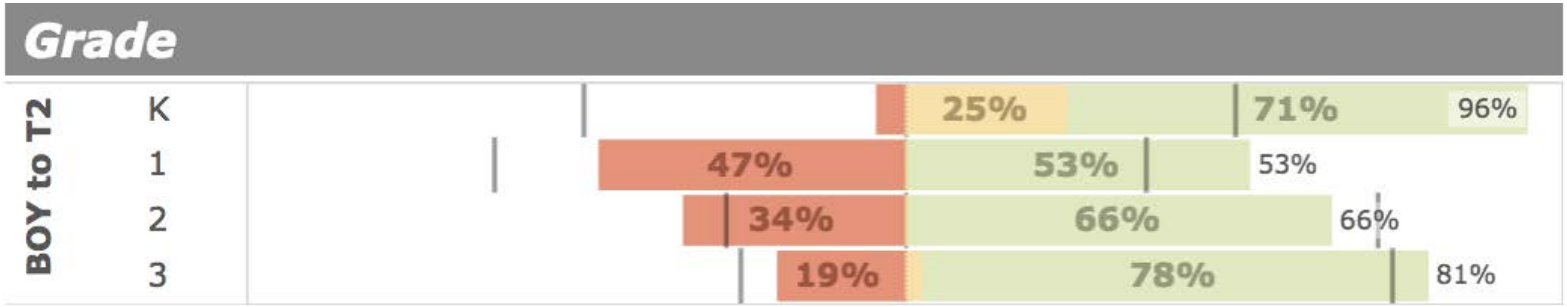
as of 2018-03-01



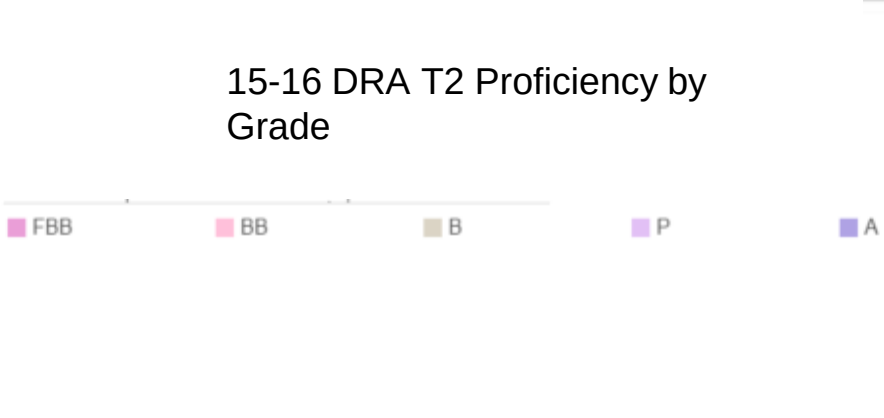
| Metric | EFC | Achieve | ASCEND | Cox | Epic | Lazear | LWL |
|---|---|---|---|---|---|---|---|
| Math: Average Distance from Met | ↑ | ↑ | ↓ | ↓ | ↑ | ↑ | ↓ |
| ELA: Average Distance from Met | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ |
| On Track to EL Proficiency | ● | ● | ● | ● | ● | ● | ● |
| On Track to 3rd-Grade Reading Proficiency - T1 | ↑ | ↑ | ↑ | ↑ | ● | ↑ | ↑ |
| Chronic Absence Rate | ↓ | ↓ | ↑ | ↓ | ↑ | ↓ | ↑ |
| Chronic Absence Rate - AA | ↑ | ↓ | ● | ↑ | ↑ | ↓ | ↑ |
| Suspension Rate | ↓ | ↑ | ↑ | ↓ | ↑ | ↓ | ↓ |

# K-3rd ELA


Proficiency Overview
On-Track Overview
Growth Overview
Completion Overview
Proficiency by Student
On-Track by Student
Growth by Student
On-Track
Off-Track
On-Risk
On-Track
Gray lines - last year's data. Red lines - this year's KPI targets
Enrollment
(Multiple v...
Period
BOY to T1
Grades
Grades K-3
Site
Lazear
Current Year
2018
Overall Use filter above to select period. Chart titles in italics can filter other charts.
Kinder: There is no BOY -> T1 since BOY = T1 and there is no T1 -> T2 (see BOY -> T2 instead)
BOY to T1
34%
65%
66% OnTrack
BOY to T2
30%
65%
70% OnTrack
T1 to T2
37%
59%
63% OnTrack


Grade
BOY to T2
K
25%
71%
96%
1
47%
53%
53%
2
34%
66%
66%
3
19%
78%
81%

15-16 DRA T2 Proficiency by Grade




**Proficiency** **Gray lines** indicate last year's data

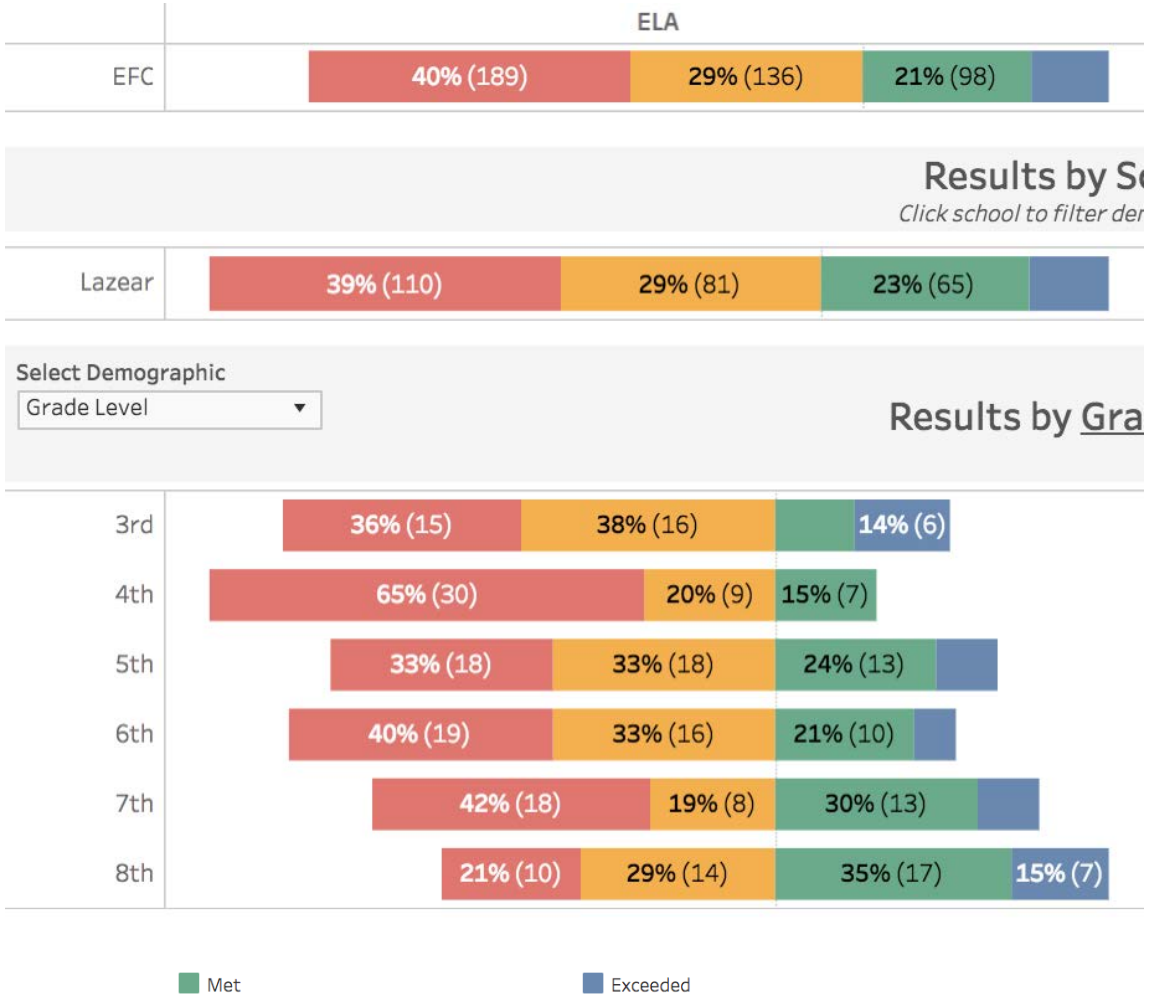
FBB BB B P A

| Enrollment | Period | Grades | Site | Current Year | |
|---|---|---|---|---|---|
| (Multiple v... | T2 | Grades K-3 | Lazear | 2018 | Help |

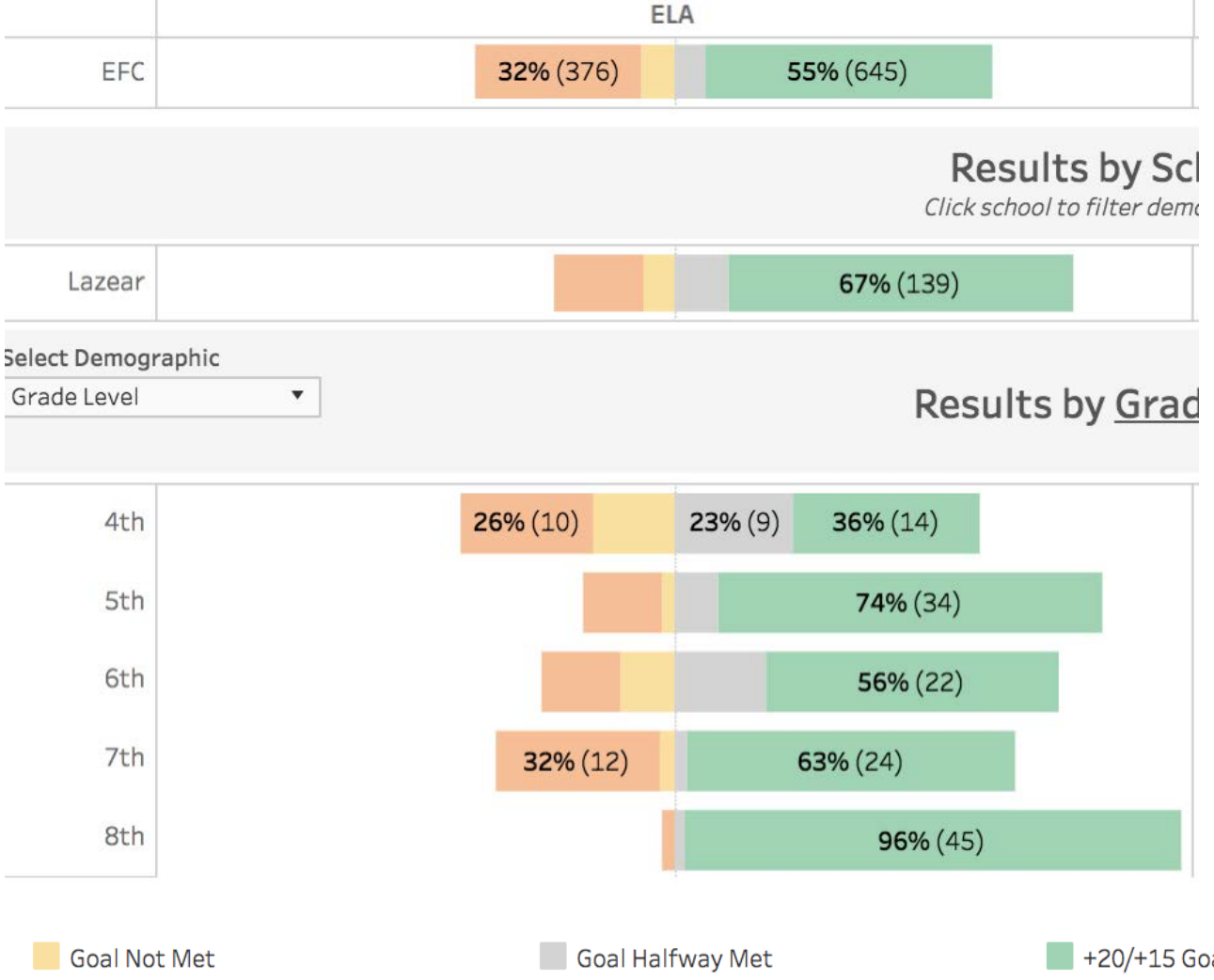
**Overall** Use filter above to select period. Chart titles in italics can filter other charts.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| BOY | 20% | 30% | 32% | 11% | 7% | 19% Proficient | |
| T1 | 9% | 27% | 15% | 42% | 7% | 48% Proficient | |
| T2 | 12% | 25% | 13% | 40% | 10% | 50% Proficient | |

# 3rd-8th ELA

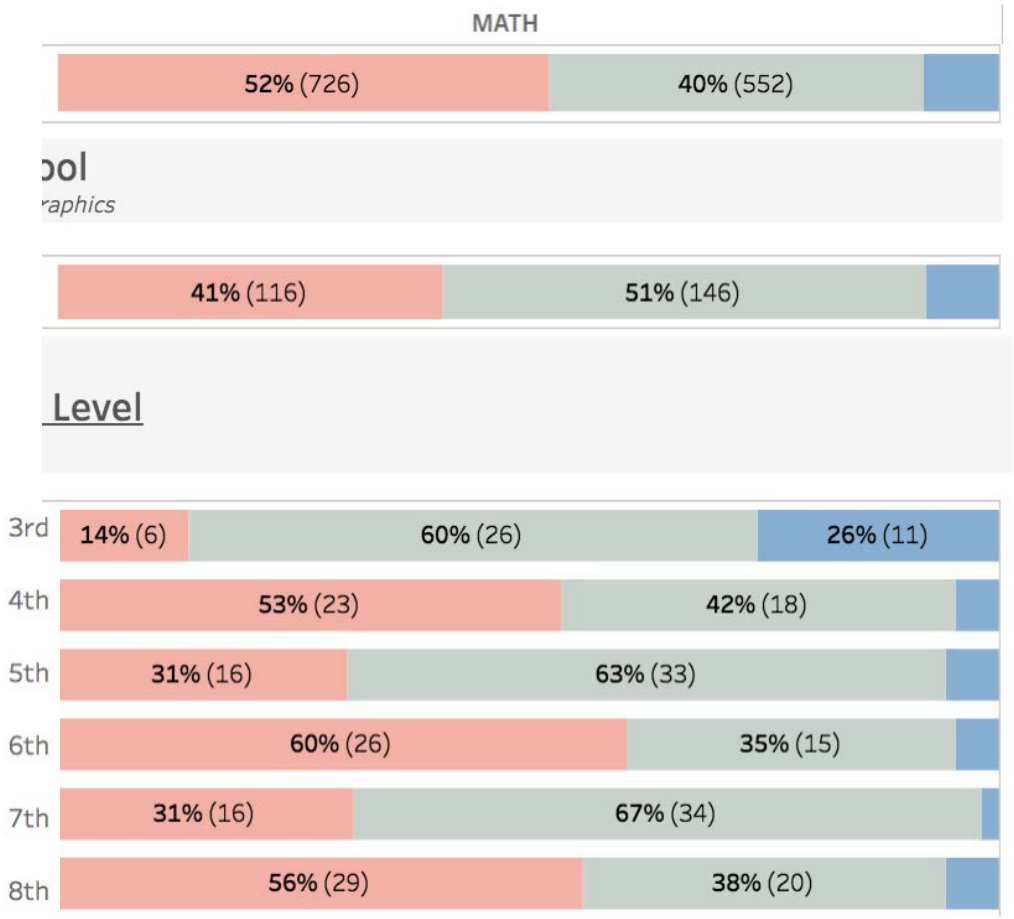

ELA
EFC
40% (189)
29% (136)
21% (98)
Results by Sc
Click school to filter der
Lazear
39% (110)
29% (81)
23% (65)
Select Demographic
Grade Level
Results by Gra
3rd
36% (15)
38% (16)
14% (6)
4th
65% (30)
20% (9)
15% (7)
5th
33% (18)
33% (18)
24% (13)
6th
40% (19)
33% (16)
21% (10)
7th
42% (18)
19% (8)
30% (13)
8th
21% (10)
29% (14)
35% (17)
15% (7)
Did Not Meet
Nearly Met
Met
Exceeded

# 3rd-8th ELA

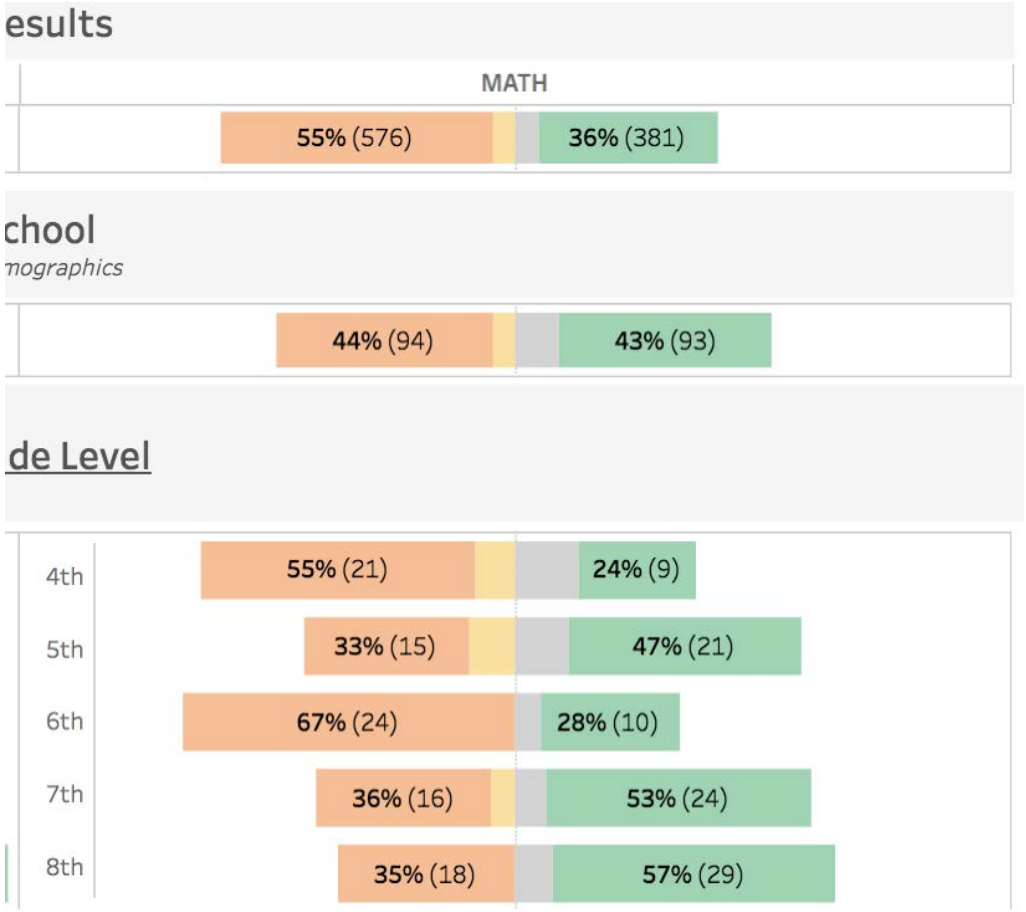



Negative Growth  Goal Not Met  Goal Halfway Met  +20/+15 Goal Met

# 3rd-8th math


MATH
52% (726)
40% (552)
ool
raphics
41% (116)
51% (146)
Level
3rd
14% (6)
60% (26)
26% (11)
4th
53% (23)
42% (18)
5th
31% (16)
63% (33)
6th
60% (26)
35% (15)
7th
31% (16)
67% (34)
8th
56% (29)
38% (20)
Below Standard
Near Standard
Above Standard

# 3rd-8th math




Negative Growth | Goal Not Met | Goal Halfway Met | +20/+15 Goal Met

# Discussion & Notes

## Discusión y Notas

Prompts:

- Looking at the data, what should Lazear focus on?

Indicaciones:

- En cuanto a los datos, ¿en qué debería centrarse Lazear?

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# What does Lazear invest in?

## ¿En qué invierte Lazear?

- Additional administrators
- Additional teacher coaching
- Additional Operations staff
- Additional Counseling
- Intervention
  - TK/K
  - 1st-4th
- Blended Programs
- Electives (PE and Art)
- Summer School
- Technology

- Administradores adicionales
- Entrenamiento de maestros
- Entranamiento de maestros nuevos (Medida G1)
- Personal de operaciones extra
- Guías
- Consejeros
- Intervenciones de lectura
- Electivas (PE y Diseño)
- Escuela en verano
- Technologica

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# MEASURE G1 FUNDS *Fondas de Medida G1*

T**he Goals of the Measure**

- 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

- **Los objetivos de la medida** Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8
- Mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria
- Crear un ambiente de aprendizaje de escuela intermedia más positivo y seguro

# MEASURE G1 FUNDS *Fondas de Medida G1*

| ***What is currently funded este ano*** | | ***Lo que se financia*** |
|---|---|---|
| $29,739 | Resource .25FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ) | Resource .25FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ) |

| *Music (Rubric Score)* | 2016-17 (last yr) | 2017-18 (this yr) | *Art (Visual Arts, Theater, and Dance)* | 2016-17 (last yr) | 2017-18 (this yr) |
|---|---|---|---|---|---|
| ***Access and Equitable Opportunity*** | N/A | Entry | ***Access and Equitable Opportunity*** | Quality | Quality |
| ***Instructional Program*** | N/A | Entry | ***Instructional Program*** | Basic | Basic |
| ***Staffing*** | N/A | Entry | ***Staffing*** | Basic | Basic |
| ***Facilities*** | N/A | Entry | ***Facilities*** | Basic | Basic |
| ***Equipment and Materials*** | N/A | Entry | ***Equipment and Materials*** | Basic | Basic |
| ***Teacher Professional Learning*** | N/A | Entry | ***Teacher Professional Learning*** | Basic | Basic |
| ***World Language (Rubric)*** | **2016-17 (last yr)** | **2017-18 (this yr)** | Lazear revisioned itself as a STEAM school in 2012. As such, Lazear has prioritized visual arts electives and engineering over music and world language. | | |
| ***Content and Course Offerings*** | N/A | Emerging | | | |
| ***Communication*** | N/A | Emerging | | | |
| ***Real world learning and Global competence*** | N/A | Emerging | | | |

| *5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )* | **2016-17 (last yr)** | **2017-18 (this yr)** | *Safe and Positive School Culture (SPSA)* | **2016-17 (last yr)** | **2017-18 (this yr)** |
|---|---|---|---|---|---|
| ***2017-18 Enrollment Data (20 day)*** | 459 | 459 | ***Suspension*** | 7.8% | 1.4% |
| ***ES Outreach Strategy Actions*** | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | ***Chronic Absence*** | 16.1% | 6.7% |
| ***Programs to support ES students transition to MS*** | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | ***CHKS data (district only)*** | | |

# Discussion & Notes

*Discusión y Notas*

## Prompts:

- What investments impact reading and math growth at Lazear?
- What investments help us maintain a positive school culture?
- Where should the school focus its resources?
- **Was the Measure G1 investment in school culture impactful?**
- **Should we continue with support of culture and MTSS or consider arts or world languages programming for G1?**

## Indicaciones:

- ¿Qué inversiones afectan el crecimiento de lectura y matemáticas en Epic?
- ¿Qué inversiones nos ayudan a mantener una cultura escolar positiva?
- ¿Dónde debería la escuela enfocar sus recursos?
- **¿Fue efectiva la inversión de la Medida G1 en nuevos entrenadores docentes?**
- **¿Deberíamos continuar con un nuevo entrenamiento de maestros o considerar artes o idiomas del mundo para G1?**

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# Whole group share out

## Todo el grupo comparte

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