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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** April 8, 2025

**Subject** Lazear Charter Academy 2025-2026 Measure G1 Application

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**Ask of the Commission** Approve the Lazear Charter Academy 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Lazear Charter Academy 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$72,529.00**. Resource 9332 - Measure G1.

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



# 2025-2026 Measure G1 Application

**Due: March 1, 2025**

## School Information & Student Data

<b>School</b>	Lazear Charter Academy	<b>School Address</b>	824 29th Avenue Oakland, CA 94601
<b>Contact</b>	Kaitlin Friedman	<b>Contact Email</b>	kfriedman@efcps.net
<b>Principal</b>	Kaitlin Friedman	<b>Principal Email</b>	kfriedman@efcps.net
<b>School Phone</b>	510-689-2000	<b>Total Number of Students</b>	495
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$72,529</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	157
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	140

Student Demographics (%)				Measure G1 Team	
English Learners	39 %	Asian/Pacific Islander	2%	Name	Position
LCFF	92.2%	Latinx	86%	Kaitlin Friedman	Principal
SPED	15 %	Black or African-American	7.0%	Lucas Bartsh	Assistant Principal
		White	2%	Francisco Gomez	Dean of Culture
		Indigenous or Native American	1%	Maria Camacho Rico	S3 Coordinator

<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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial				
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Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	23.16% (110/475)	13.46% (65/483)	10% (50/500)	10% (48/480)
Asian/Pacific Islander	37.5% (3/8)	0% (0/17)	0% (0/17)	N/A*
Latinx	23.71% (101/426)	13.15% (56/426)	9.95% (43/432)	10% (42/425)
Black or African-American	8.33% (2/24)	26.92% (7/26)	18.18% (6/33)	15% (3/25)
White	25% (3/12)	8.33% (1/12)	0% (0/10)	N/A*
Indigenous or Native American	0% (0/1)	0% (0/1)	0% (0/4)	N/A*
English Learners	24.08% (59/245)	15.35% (35/228)	12.24% (24/196)	10% (22/227)
Students w/ IEPs	21.74% (15/69)	21.13% (15/71)	12.33% (9/73)	15% (10/69)
Free/ Reduced Lunch Students	24.38% (99/406)	13.77% (57/414)	10.59% (45/425)	10%

## Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	164	142	165	178
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	25	120	150	150
	Language	0	0	0	0
	Music	0	0	0	0

## Positive & Safe Culture

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 3/10/25</b>				
Asian/Pacific Islander	93.04%	96.1%	96.75%	
Latinx	92.85%	94.3%	94.99%	95%
Black or African-American	92.52%	91.44%	93.63%	95%
White	94.03%	94.77%	95.53%	
Indigenous or Native American	98.86%	95.48%	99.59%	
English Learners	93.23%	94.16%	95.07%	95%
Students w/ IEPs	92.66%	94.02%	95.04%	95%
Free/ Reduced Lunch	92.86%	94.14%	94.96%	95%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 3.10.25</b>				
All students	1.45% (7/482)	1.84% (9/489)	0.78% (4/510)	<1% (4/487)
Asian/Pacific Islander	0% (0/8)	5.88% (1/17)	0% (0/18)	N/A*
Latinx	1.39% (6/432)	1.39% (6/432)	0.91% (4/438)	<1% (4/421)
Black or African-American	4% (1/25)	3.85% (1/26)	0% (0/36)	<1% (0/25)
White	0% (0/12)	8.33% (1/12)	0% (0/10)	N/A*
Indigenous or Native American	0% (0/1)	0% (0/1)	0% (0/4)	N/A*
English Learners	1.61% (4/249)	2.16% (5/232)	1% (2/201)	<1% (2/227)
Students w/ IEPs	4.35% (3/69)	2.7% (2/74)	0% (0/74)	<1% (0/227)
Free/ Reduced Lunch	1.47% (6/408)	1.93% (8/415)	0.94% (4/427)	<1%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal



6th Grade Enrollment	88.68% (47/53)	80.39% (41/51)	84.75% (50/59)	90%
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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
FLC/Coffee with the Principal	2/21/25

Staff Engagement Meeting(s)	
Staff Group	Date
Staff meeting / grade-level band leads	2/19/25

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A

<b>Facilities</b>	N/A	N/A
<b>Equipment and Materials</b>	N/A	N/A
<b>Teacher Professional Learning</b>	N/A	N/A

## 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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	0.65 FTE Specifically, the position would: <ul style="list-style-type: none"> <li>- Lead the development of a Coordination of Services Team (COST)</li> <li>- Work with attendance lead to identify chronically absent or at-risk middle school students to visit prior to the start of the school year to develop action plans</li> <li>- Audit our current COST system to streamline referral to TBS/Wrap other county services</li> <li>- Norm on and lead team to use specific program to refer students for social emotional and behavior concerns prior to COST and identify support and specific data to track to indicate progress towards goals</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>- Analyze referral data to offer strategies and support for individual teachers and grade levels to address the needs of the highest behaviors</li> </ul>	\$72,104

	<ul style="list-style-type: none"> <li>- Leverage data collected from Social Emotional Screeners to identify needs for social skills groups and multiple other affinity support groups</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>- Identify and lead rollout for expansion of Toolbox curricular use in the 5th and 6th grade classrooms</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> </ul>	
2	Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons	\$8,000
<b>Budget Total</b>		<b>80,104.00</b>

## Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	<p>0.60 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>- Work with attendance lead to identify chronically absent or at-risk middle school students to visit prior to the start of the school year to develop action plans</li> <li>- Audit our current COST system to streamline referral to TBS/Wrap other county services</li> <li>- Norm on and lead team to use specific program to refer students for social emotional and behavior concerns prior to COST and identify support and specific data to track to indicate progress towards goals</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>- Analyze referral data to offer strategies and support for individual teachers and grade levels to address the needs of the highest behaviors</li> <li>- Leverage data collected from Social Emotional Screeners to identify needs for social skills groups and multiple other affinity support groups</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</li> </ul>	\$64,529

	<ul style="list-style-type: none"> <li>and procedures, Restorative Justice practices</li> <li>- Identify and lead rollout for expansion of Toolbox curricular use in the 5th and 6th grade classrooms</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> </ul>	
2	Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons	\$8,000
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$72,529</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
0.60 FTE Specifically, the position would: <ul style="list-style-type: none"> <li>- Lead the development of a Coordination of Services Team (COST)</li> <li>- Work with attendance lead to identify chronically absent or at-risk middle school students to visit prior to the start of the school year to develop action plans</li> <li>- Audit our current COST system to streamline referral to TBS/Wrap other county services</li> <li>- Norm on and lead team to use specific program to refer students for social emotional and behavior concerns prior to COST and identify support and specific data to track to indicate progress towards goals</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>- Analyze referral data to offer strategies and support for individual teachers and grade levels to address the needs of the highest behaviors</li> <li>- Leverage data collected from Social Emotional Screeners to identify needs for social skills groups and multiple other affinity support groups</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,</li> </ul>	Suspensions and ADA	\$64,529

<p>social-emotional, and behavioral needs of all students in the community, including students with disabilities</p> <ul style="list-style-type: none"> <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>- Identify and lead rollout for expansion of Toolbox curricular use in the 5th and 6th grade classrooms</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> </ul>		
Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons	Suspensions and ADA	\$8,000

**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

## February 7, 2025

### 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)

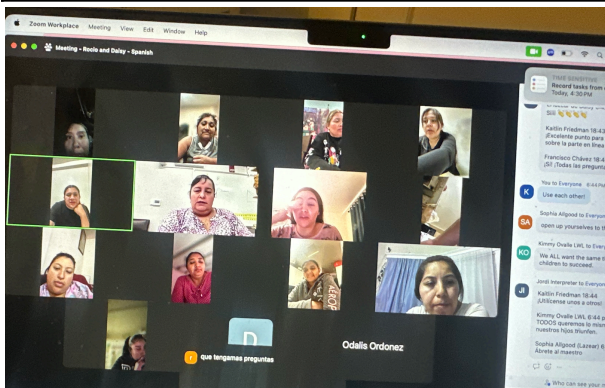
### Agenda

Time	Process	What	Notes
5:35-6:10	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> </ul>

			<ul style="list-style-type: none"> <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</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 25-26) <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</li> </ul> </li> </ul> </li> </ul>
6:10-6:20	Info Share	Upcoming Events	Shared March calendar of Events

## Next Steps

- Kaitlin to complete G1 application
- Engage with staff re: questions





Be GREaT, Innovate & Create, Change the World

2/19/25

## Lazear Vision

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## 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 Goals

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

## Agenda

Process	What	Notes/Minutes
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>Create a more positive and safe middle school learning environment</li> <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> </ul> <p><b>To Consider:</b></p>



		<ul style="list-style-type: none"> <li>• What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?</li> <li>• Looking at inclusion and belonging survey data, what skills might we need to add and how should we add them?</li> </ul> <p><b>General Reflection from This Year</b></p> <ul style="list-style-type: none"> <li>• <b>Continue</b> <ul style="list-style-type: none"> <li>○ Relationship building/partnership building with parents</li> <li>○ Sports programs, advisory changes</li> <li>○ Community service</li> </ul> </li> <li>• <b>Start</b> <ul style="list-style-type: none"> <li>○ GSA</li> <li>○ More school-wide activities to build culture</li> <li>○ Need to invest in upper school SEL curriculum and training (things for adults and kids)</li> </ul> </li> <li>• <b>Stop</b> <ul style="list-style-type: none"> <li>○ N/A</li> </ul> </li> </ul> <p><b>6th-8th Culture</b></p> <p>-Can we increase the funds because we have far more ideas beyond what the current amount is. If we cannot increase the funds than we need to prioritize the existing position that funds PBIS/RJ/MTSS. Important to at least maintain current FTE/(PBIS, RJ, MTSS) as supported through G1 funds; possible to increase?</p> <ul style="list-style-type: none"> <li>• Would not want to change where G1 funds are going if not another way to financially support those systems</li> <li>• Need to identify key skills to teach students</li> <li>• Need to continue to refine CICO and focus on improved Tier 2 and Tier 1 SEL and behavioral supports</li> </ul>
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Next Steps	
<ul style="list-style-type: none"> <li>- Kaitlin to complete G1 application</li> <li>- More site planning engagement to be scheduled</li> </ul>	

## Avg Daily Attendance (Comparison to Other Sites)

Goal: ≥95%

% ADA YTD What % of students have attended school on average this year?

All Students			Black or African American		
Achieve	95.8% (513.2 / 535.8)		Achieve	94.2% (24.8 / 26.3)	
ASCEND	94.5% (465.5 / 492.4)		ASCEND	90.3% (20.7 / 22.9)	
Cox	94.9% (422.6 / 445.4)		Cox	91.8% (59.5 / 64.8)	
Latitude	92.6% (358.8 / 387.5)		Latitude	88.2% (44.0 / 49.9)	
Lazear	95.4% (468.6 / 491.2)		Lazear	94.1% (29.5 / 31.4)	
LWL	92.0% (310.7 / 337.9)		LWL	90.6% (30.8 / 34.1)	
EFC	94.4% (2,455.0 / 2,600.8)		EFC	91.3% (202.5 / 221.9)	

we are on track! ☺

## Chronic Absence (Comparison to Other Sites)

Goal: 8% Chronic Absence & 10% AA

Summary (YTD)

Met Target Improved/Same Decreased

All Students			Black or African American		
Achieve	8.3% (45 / 542)		Achieve	11.5% (3 / 26)	
ASCEND	15.8% (79 / 499)		ASCEND	41.7% (10 / 24)	
Cox	13.0% (58 / 447)		Cox	25.8% (17 / 66)	
Latitude	19.5% (76 / 389)		Latitude	30.0% (15 / 50)	
Lazear	12.3% (61 / 495)		Lazear	19.4% (3 / 31)	
LWL	26.5% (91 / 344)		LWL	35.3% (12 / 34)	
EFC	15.1% (410 / 2,716)		EFC	27.3% (63 / 231)	

Below our goal for chronic absence

## Summary (YTD)

Met Target Improved/Same Decreased

Exceptions: COVID illness, death in family  
 3 tardies = 1 absence?

So... Is it one Family? NO  
 Teachers would love a way to check what step in the attendance intervention process families are at so we can help

## Chronic Absence

Goal: 8% Chronic Absence & 10% AA

Overall What % of students are chronically absent overall?

Lazear	24-25	12.3% (61 / 495)	15.2% (73 / 480)
Lazear	23-24		

Grade What % of students are chronically absent by grade?

Lazear	TK	24-25	15.4% (4 / 26)
Lazear	TK	23-24	27.8% (8 / 28)
Lazear	K	24-25	13.5% (5 / 37)
Lazear	K	23-24	19.0% (8 / 42)
Lazear	1	24-25	26.0% (11 / 42)
Lazear	1	23-24	21.2% (11 / 52)
Lazear	2	24-25	5.9% (3 / 51)
Lazear	2	23-24	16.7% (7 / 42)
Lazear	3	24-25	14.3% (7 / 49)
Lazear	3	23-24	18.9% (10 / 53)
Lazear	4	24-25	7.0% (4 / 57)
Lazear	4	23-24	6.4% (3 / 47)
Lazear	5	24-25	13.5% (7 / 52)
Lazear	5	23-24	5.1% (3 / 59)
Lazear	6	24-25	16.9% (10 / 59)
Lazear	6	23-24	8.9% (5 / 56)
Lazear	7	24-25	7.0% (4 / 57)
Lazear	7	23-24	17.9% (10 / 56)
Lazear	8	24-25	7.0% (4 / 57)
Lazear	8	23-24	20.0% (11 / 55)

Ethnicity What % of students are chronically absent by ethnicity?

Lazear	Black or African ..	24-25	19.4% (6 / 31)
Lazear	Black or African ..	23-24	20.0% (5 / 25)
Lazear	Hispanic or Latino	24-25	12.1% (52 / 430)
Lazear	Hispanic or Latino	23-24	15.6% (66 / 424)
Lazear	Other	24-25	8.8% (3 / 34)
Lazear	Other	23-24	6.5% (2 / 31)

6th grade last year

Does whole grade struggle w/ attendance? Not previously they used to have the lowest chronic absence.  
 What proportion of these chronically absent are new families? Was this always a challenge for them at old schools? How can we support them?

- communicate with parents. Remind parents to talk (practice hygiene practices with kids (washing hands!))
- Send a message to parents/families to check in with family when students are out.
- How does policy re: Ind. Study affect data from school to school?
- What is in our zone of control?
- How is Ind. Study allocated to ⑤ & Families?

We need someone to model

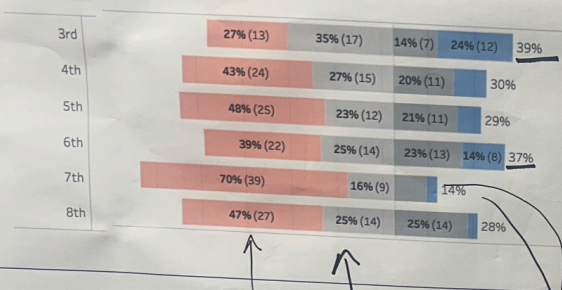
→ Miss/Myra Corbin  
 Maria will



# 3-8 Math

Goal: 34% of students met at EOY (10% exceeded).

## Math 3rd-8th -Interim - Proficiency



Distance from test

What do these look like compared to prior years? they are better since EOY 12 pre covid was similar

Cohort match? Agree

Clearly a group of students with high needs

bring this to Ed instruction speed dist. re supervisors - Also, to 27-26 sy planning

We need big struct we should be concerned

Is it possible to have 2 interims per semester? May provide more accurate data.

More MTSS intervention in math small group needed. Yes!!

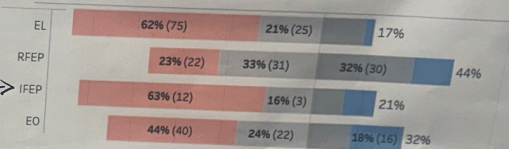
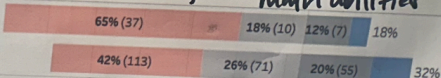
# 3-8 Math

Goal: 34% of students met at EOY (10% exceeded).

## 3-8 Math - Interim

How many students have math goals? - Depends if disability impacts math abilities

Proficiency by IEP Status



Proficiency by Language Status

Flag: How is this identified?

What do demographics of look like?

Which students could benefit from more math?

Struct

## LAZEAR'S BIG GOALS

### Key Performance Indicators:

- TK-2: 80% of students are proficient with 50% in advanced category
- ELA State Test: ELA State Exam Goal: 50%+ Proficient or Advanced, 20%+ Advanced & DFM -2
- Math State Exam Goal: 34%+ Proficient or Advanced, 10%+ Advanced & DFM -37
- CAST: 31%+ proficient (13% blue)
- Attendance: Average daily attendance > 95% & Chronic absence rate ≤ 8%; AA students ≤ 10%
- Suspension rate: 1.5%

### School Culture (TK-8)

- Culture of Learning: 90%+ of scholars complete instructional tasks
- Students Engaged in Enrichment Program: 50%
- Attendance: Average daily attendance > 95% & Chronic absence rate ≤ 8%; AA students ≤ 10%
- Suspension rate: 1.5%

### Reading: Fastbridge

- TK-2: 80% of students are proficient with 50% in advanced category
  - BOY: 52%
  - MOY: 72%
  - EOY: 80%
- 3-8 Reading: 65% (40% proficient + 25% advanced) / NEED AN EL GOAL (33% red, 30% green)
  - BOY: 45% (31% proficient + 14% advanced) / EL 15%
  - MOY: 60% (40% proficient + 20% advanced) / EL 25% green
  - EOY: 65% (40% proficient + 25% advanced) / EL 35% green

### Reading: Fishtank Target Tasks & Unit Assessments

- TK-2: 80% of students score mastery on TT & unit assessments
  - BOY: 26% of students
  - MOY: 55%
  - EOY: 80%

### Math: aMath (1st-8th)

- 3-8 aMath: 55% (30% proficient + 25% advanced) / NEED AN EL GOAL (33% red, 30% green)
  - BOY: 44% (28% proficient + 16% advanced) / EL 25%
  - MOY: 50% (30% proficient + 20% advanced) / EL 30% green
  - EOY: 55% (30% proficient + 25% advanced) / EL 40% green

### Math: Math IA (K-8)

- K and 1st: 80%+ in green, 90%+ average
- 2nd Grade: 70%+ in green, 80%+ average
- 3rd-8th: 40% proficiency, 20% advanced

- IA #1: 30% proficient, (25% proficient, 5% advanced)
  - IA #2: 35% (30% proficient, 5% advanced)
  - IA #3: 40% (25% proficient, 15% advanced)
- State Testing (3rd-8th)
- Math State Exam Goal: 34%+ Proficient or Advanced, 10%+ Advanced & DFM -37
  - SWD: 21% proficient
  - ELA State Test: ELA State Exam Goal: 50%+ Proficient or Advanced, 20%+ Advanced & DFM -2
  - SWD: 21% proficient
  - CAST: 31%+ proficient (13% blue)
    - 5th: 42% (15% blue)
    - 8th: 24% (10% blue)

so much academic and only 1 goal around culture. Continue to focus on culture w/students

Just curious what is meant by 1, we count 4 goals.

How do we define culture in a public school setting? student culture like what? academic students meeting culture

NO SPED goal

Identify trends

Personalized grades - keeping in mind their IEP goals

Is there another metric we can use in addition to state tests to measure



1.5%

Goal: 2.4%

## Suspension Rate Compared to Other Sites

All Referrals	
Achieve	2 referrals 0.3% students (2 / 582)
ASCEND	13 referrals 1.5% students (8 / 517)
Cox	15 referrals 2.0% students (10 / 490)
Latitude	29 referrals 7.0% students (26 / 371)
Lazear	12 referrals 1.8% students (9 / 488)

What referrals are you talking about? Major? → **Suspensions Referrals**

Can we break down by category??

Disproportionality table for referrals?  
What we changed to cause this decrease at Lazear?  
Students #1 suspensions? or major referrals?

→ 8 000  
12 055

Disproportionality  
groups getting suspended at the same rate? Use the Demographic dropdown to view different

Demographic Selection

Total Suspensions

demographics

Compared to school in general?

Which students?  
What do we know about their needs?  
What teachers & grade? So how can we support these students.

## Suspension Rate Compared to Last

Referral Overview ▲ Better than last year ▼ Worse than last year Year 2025 Comparison Year One Year Prior

All Referrals		Out-of-School Suspension	
2 referrals	0.4% students (2 / 509)	2 referrals	0.4% students (2 / 509)
4 referrals	0.8% students (4 / 489)	3 referrals	0.6% students (3 / 489)