OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE**
Draft Due August 4, 2017

School:	Lazear Charter Academy	Principal	Jen Koelling, Sarah Morrill
School Address	824 29th Ave, 94601	Principal Email:	JKoelling@efcps.net, SMorrill@efcps.net
School Phone	(510) 689-2000	Principal Phone:	
2017-18 Enrollment (6-8)	162	Anticipated Grant Amount*.	$62,000 (full allocation) $31,000 (50% allocation)

Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Other	% English Learners	% Oakland Residents
87	75	87% (undup.count)	7%	1%	41%	96%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/ Latino	Filipino	Pacific Islander	Caucasian	Multiracial
8%	0%	1%	90%	0%		2%	

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)	
Name	**Role**
Hae-Sin Thomas	Chief Executive Officer
Jennifer Koelling	Principal
Sarah Morrill	Principal
Jonathan Barnett	Unconditional Education Coach - Seneca
Francisco Gomez	Dean of Students
Stephen Cilono	Middle School Lead Teacher

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. School Governance Body, 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) - Lazear has no formal music program.		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	N/A	**Access and Equitable Opportunity**	Quality
Instructional Program	N/A	**Instructional Program**	Basic
Staffing	N/A	**Staffing**	Basic
Facilities	N/A	**Facilities**	Basic
Equipment and Materials	N/A	**Equipment and Materials**	Basic
Teacher Professional Learning	N/A	**Teacher Professional Learning**	Basic
World Language (Rubric) - Lazear has no formal world language program			
Content and Course Offerings	N/A		
Communication	N/A		
Real world learning and Global competence	N/A		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	463 vs 469	**Culture data - Suspension**	7%
Elementary School (ES) Outreach Strategy Actions	This is a K-8 school, so this is not applicable	**Culture data - Chronic Absence**	16%
Programs to support ES students transition to MS	This is a K-8 school, so this is not applicable	**Survey data - families, students, teachers**	Lazear administers the SCAI survey. On a scale of 0-5, middle school students scored Lazear 3.6, and their parents scored Lazear a 4.1.

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
Family Leadership Council - see slide 16	March 20, 2017

Staff Engagement Meeting(s)	
Staff Group	**Date**
Instructional Leadership Team	April 5, 2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

At Lazear, the Middle School Instructional Leadership Team has taken the lead on self-assessing their programming related to electives, school culture and 6th grade transition. They have generated the following plan for implementation during the 2017-18 school year.

2. 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.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. 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. The school unfortunately has inadequate physical space to offer a music program for middle school students at this time.

Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric
Lazear offers both a Visual Arts program and a technology-based Design 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.

Budget	2017-18 Activities	Anticipated Outcome

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 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.

Budget	2017-18 Activities	Anticipated Outcome
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	2017-18 Activity	Anticipated Outcome
0	None	N/A

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

Overall, Lazear like many K-8 schools does not have some of the cultural challenges of much larger middle school programs. That said, Lazear's suspension rate is at an unacceptable 7% with chronic absenteeism at 16%, the highest at Education for Change. Lazear serves a fairly high poverty community and some of Lazear's students have had significant trauma in their lives.   Lazear has partnered with Seneca Family of Agencies to provide therapy and support to their struggling students. As part of that partnership, Seneca secured a federal Invest in Innovation grant to provide an Unconditional Education coach for the past three years. The UE coach managed the larger Multi-Tiered System of Supports, supported middle school youth in crises, did case management of families and students in crisis, and trained staff and managed the implementation of PBIS and Restorative Justice. 2016-17 was the last year of the grant, and Seneca will no longer be managing those initiatives at Lazear. Lazear would like to use Measure G1 funds to resource a 50% position that will coordinate the Multi-Tiered System of Supports at Lazear, lead Positive Behavioral Interventions Systems (PBIS), train teachers in Restorative Justice, 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.

Budget	2017-18 Activity	Anticipated Outcome
$57,500 (at 100% allocation with a $4,500 cushion for overage)	Resource a half of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ, family support, and advisory. Should the cushion not be necessary for salary, we would leverage the cushion for substitute teachers to facilitate release of struggling teachers to observe other teachers effectively implementing PBIS and to receive targeted coaching.	1. Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey 2. Greater alignment in service delivery and support of services to struggling students as evidenced by a decrease in suspension rate to <6% and a chronic absenteeism rate <12%.
$28,750 (at 50% allocation with a $2,250 cushion for overage)	Resource .25FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ)	3. Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey 4. Greater alignment in service delivery and support of services to struggling students as evidenced by a decrease in suspension rate to <6% and a chronic absenteeism rate <12%.

Agenda

8:30-8:40- Arrive, get coffee

8:40-9:15- Work in committees

9:15-9:30- Updated School Data

9:30-9:45- Vote on Budget Priorities

9:45-10:00- Latitude 78 Presentation

8:30-8:40- Llegar, cafe y postres

8:40-9:15- Trabaja en comites

9:15-9:30- Nuevos datos de la escuela

9:30-9:45- Votar sobre las prioridades del presupuesto

9:45-10:00- Presentación de Latitude 78

Norms / *Normas para la reunion*

1. Respect time
2. Speak & listen up
3. One mic, one voice
4. Take it to the source
5. Be a part of the solution
6. Respect others opinions

1. *Respectar el tiempo*
2. *Hablar y escuchar*
3. *Un micrófono, una voz*
4. *Hablar con la persona*
5. *Se parte de la solución*
6. *Respetar las opiniones de otra personas*

Committees! Comites!

1. Reading Growth Goals:
   a. Expand the reading libraries in classroom
   b. Develop an independent reading challenge for the school
   c. Host DRA workshops
2. Attendance
   a. Increase family awareness around the impact of attendance
   b. Plan and execute attendance celebrations each month & trimester
   c. During school data talk (each trimester), discuss attendance with families

1. Metas de Lectura:
   a. Mas libros en las clase
   b. Competencia de libros para quien lea mas libros
   c. Hacer talleres de lectura (DRA)
2. Asistencia
   a. Informar las familias de por que es importante la asistencia
   b. Hacer un plan para la asistencia de cada mes & trimestre
   c. Hablar con nuestras familias sobre asistencia y los resultados de cada trimestre

Committee Work/ Comite Trabaja

1. Review goals from last time
2. Discuss next projects
3. Decide on next steps
4. Determine owners of next steps

1. Elegir 2-3 Lideres
2. Informarse de todos contactos
3. Decidir que eventos seran los primeros
4. Comenzar a planificar
5. Determinar los pasos a seqguir

How are our students doing?
¿Cómo hacen nuestros estudiantes?

Overall *Click a Growth Period to show more data.*
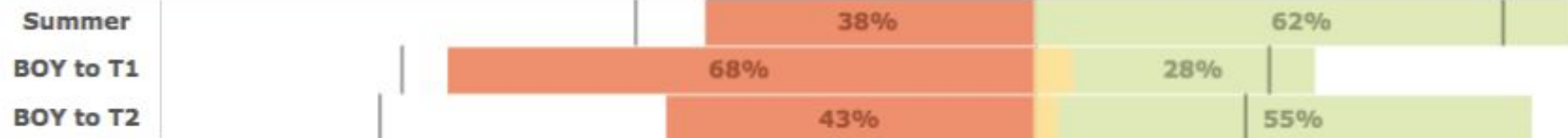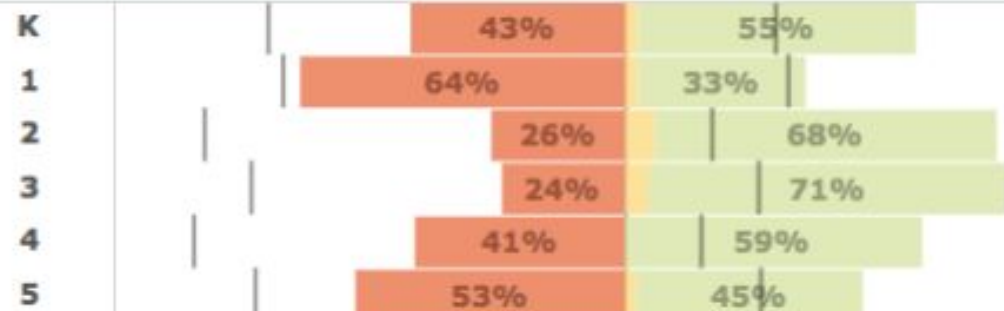*Click bars to filter data. Filters affect charts on same level or lower.*
Kinder: *BOY and T1 scores are identical; there is no BOY -> T1 since BOY = T1 and there is no T1 -> T2 (see BOY -> T2 instead).*
Growth Grades *are calculated in intervals of 1/3, e.g. 0.33, 0.67 and 1. Scroll over the "Help" button for definitions of On-Risk and On-Track.*
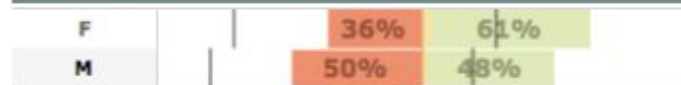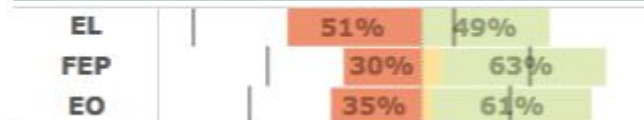
Legend: Off-Track | On-Risk | On-Track

	Off-Track	On-Risk	On-Track
Summer	38%		62%
BOY to T1	68%		28%
BOY to T2	43%		55%

Grade

	Off-Track	On-Track
K	43%	55%
1	64%	33%
2	26%	68%
3	24%	71%
4	41%	59%
5	53%	45%

Gender

	Off-Track	On-Track
F	36%	61%
M	50%	48%

EL Status

	Off-Track	On-Track
EL	51%	49%
FEP	30%	63%
EO	35%	61%
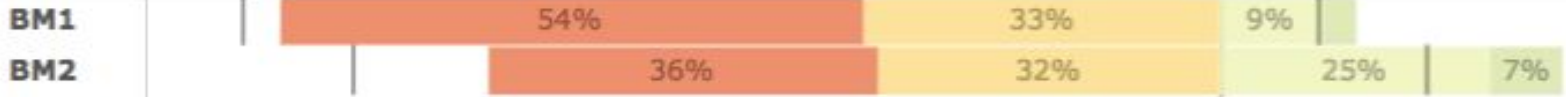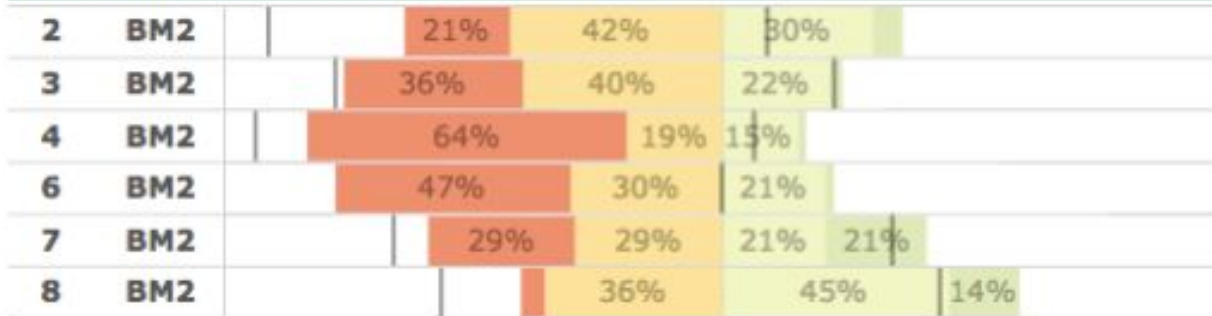
ON TRACK TO 8TH GRADE CCSS ELA PROFICIENCY

Math Unit Tests

Unit	Did Not Meet	Nearly Met	Met Proficiency	Exceede
Unit 1	25%	24%	24%	27%
Unit 2	15%	29%	31%	25%
Unit 3	27%	18%	21%	35%
Unit 4	55%	16%	14%	16%
Unit 5	39%	33%	16%	12%
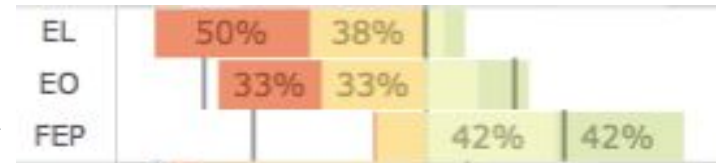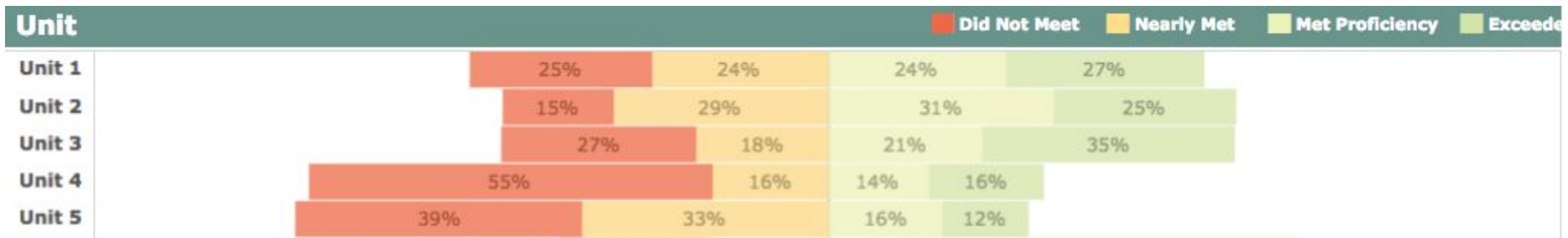
On-Track to 8th Grade CCSS Math Proficiency

Matched-Chort Growth Over Time
What percent of students met their typical growth target over time, for a cohort?
What is the average growth relative to typical growth over time, for a cohort?

			% of students meeting/exceeding typical growth	average growth relative to typical growth (Goal >= 1.5) *lines = avg circles = students*
Lazear MS	6th	15-16 Fall to Spring	45% (19 / 42)	1.0
		16-17 Fall to Winter	31% (13 / 42)	0.2
	7th	15-16 Fall to Winter	18% (7 / 39)	-0.2
		15-16 Fall to Spring	23% (9 / 39)	0.4
		16-17 Fall to Winter	51% (20 / 39)	0.7
	8th	15-16 Fall to Winter	74% (23 / 31)	1.7
		15-16 Fall to Spring	77% (24 / 31)	1.4
		16-17 Fall to Winter	77% (24 / 31)	2.1 / 1.0

Take-Aways

BM1		54%	
BM2		36%	

Based on this data, how should we spend our limited budget?

Basado en estos datos, ¿cómo deberíamos gastarnos nuestro presupuesto que es limitado?

Activity! Actividad!

Overview of Next Year's

5th/6th & 7th/8th Grades		
Humanities *One teacher per grade level (~50 kids)*	**Math** *One teacher per two grade levels (~100 kids)*	**Sci & Eng.** *One teacher per two grade levels (~100 kids)*
PREP: 5x week- Art & PE		

3rd-4th Grades	
Humanities *One teacher per grade level (~50 kids)*	**Math & Sci/Eng** *One teacher per grade level (~50 kids)*
PREP: 4x week- 2 Art, 2 PE	

TK-2nd Grade
Self Contained Classes
PREP: 4x week- 2 Science, 1 PE, 1 Art

Position Changes / Cambios de Puesto

Current Position (Puesto Actual)	Change (Cambio)
TK- 5 Science ⟶	None
TK- 5 Art ⟶	TK-2 Art, Science & PE
6-8 Art ⟶	3rd-8th Art
6-8 Science ⟶	5th-6th Science & Engineering
6-8 Engineering ⟶	7th-8th Science & Engineering

Loss of I3 Seneca Investment into our SEL Program

I3 funded… are these functions necessary to move forward?

- RTI Coordination
  - COST facilitation
  - Case management of struggling families and students
  - Coordination of services and supports
  - Data tracking - SEL and behavioral
- Managing implementation of PBIS
  - Coach teachers
  - Monitor implementation and track effectiveness
- Restorative Justice
  - Coach teachers
  - Manage/facilitate RJ process for students as appropriate
  - Coach students

Loss of I3 Seneca Investment into our SEL Program

Option - Resource a Director-level position to HOLD the following:

- Leverage Measure G1 Middle School resources
  - G1 is committed to SEL, MTSS, and PBIS for middle school youth
  - G1 could fund .5 (middle school portion) of a position dedicated to these functions
- Managing implementation of PBIS
  - Coach teachers
  - Monitor implementation and track effectiveness
- Restorative Justice
  - Coach teachers
  - Manage/facilitate RJ process for students as appropriate
  - Coach students

LATITUDE 78

An Education for Change High School

Next Steps

1. ~~March-~~
   a. ~~Look at student data~~
   b. ~~Prioritize investments as a school~~
2. April-
   a. Proposal for Family Involvement
3. May-
   a. Plan for next year and celebrate!

Learning Targets:
- We can explain the main components of the culture club's Strengths, Weaknesses, Opportunities and Threats analysis of the execution and structure of our RTI/RJ/Advisory.
- We can explain the new model for RTI/SPED in EFC.
- We can explain the purpose of Measure G1 resources and use our analysis of our SWOT to identify potential investments
- We can explain the initial structure for next year's model and explain what is similar & different to our current model.
- We articulate feedback based on the proposed structure based on the structure and the function of the systems.

FROM PLANNING DOC:
SWOT analysis review (led by culture committee)
Go through the vision for the new model/history of RTI/SPED in EFC
Share initial structure for next year based on the students that we know are returning and the structure of RTI
(SHRINK THE CHANGE)- Name what will be the same in this new model, name what is different and why.
Solicit feedback and give that to the committee to generate recommendations based on the feedback from the staff more broadly

30 min- talk about the building, what are some of our initial thoughts based on our ideas?
15 min- report cards

[**DRAFT PPT**](#)

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

Agenda	
Time	**Item**
1:30-2:00	Opening Activity + Report Cards
2:00-2:10	Framing: At the last session, we did our needs analysis and we called out that some topics we not included in our analysis b/c we wanted to have specific conversations about them. One of those is our RTI model. We want to specifically dig into this today. One thing that we have to be really conscious of- of the many great injustices we face within the school system, our students with special needs face some of the greatest injustices. These students outpace their peers in incarceration rates, lower income levels and even life expectancy. We are committed as an organization and as a school to break these cycle of statistics and show that kids with needs can succeed. And one of the greatest injustices is that SPED services are never fully covered. There are certain services that are reimbursable to 50, 60, in the rarest cases 90%, but the reality is that when we provide services, they cost money. So we are in a place of knowing we need to provide services to students and we live in a budget constricted world that is a zero sum game; meaning when things cost money, there are always trade offs.

	With all of those things being true- the need for justice for these students, our value to serve all students, the reality of the resources, we want to approach SPED as an organization (EFC) moving forward in a more nimble and thoughtful way moving forward where we are being really thoughtful about individual student needs. EFC is a leader in this work in the charter community. Charters often push out SPED kids because they can't meet their needs. EFC has and will continue to be an "All In" organization committed to meeting the needs of all kids who show up at our doors. Yet our UE partnership with Seneca will end this year, and the supports and resources they provided around RTI and wraparound for our most at-risk students - this will end. Also want to name that there have been a lot of rumors floating around about what our RTI program will look like next year in light of the Seneca I3 investment ending. We haven't talked about it until this point b/c it quite honestly hadn't been finalized. There is a lot of facts, half facts (things that were true, but have changed) and things that are just straight up alternative facts and we want to make sure we walk away today with the same factual base around what we know will happen next year, what won't happen and what is still being figured out.
2:15-2:45: RTI - leveraging Measure G1 for middle school RTI support	VISION FOR EFC: Overall, we want to move to an approach to RTI where we are more thoughtful about individual student needs. We have been focused on inclusion as a practice- but we at times seem to go a full inclusion route when it doesn't make the most sense for the student but aligns with the vision so we have forged ahead anyway. We have partnered with Seneca for all our RTI services for many reasons- first b/c they share a value and belief that the overwhelming majority of students can access their education at a general education school and are better off doing so in the long run. Seneca's focus and expertise has always been in supporting student behavioral and emotional needs. This has been particularly true at the middle school level. As EFC, our focus and expertise is on supporting students academic achievement so they can access all the opportunities that they want in life. The vision for EFC RTI moving forward is to better balance both of these strengths; to give our RTI model more of academic focus and continue to support students with behavioral and social/emotional needs. The other thing we are thinking about as an organization is how to better leverage our resources. Have one student here and one there with Autism, it isn't cost effective to have an SSA with each one and it isn't supporting those students effectively. So, we are going to be clustering students with certain needs at specific sites (if their parents are open to it). There will be a lower elem Autism class at Achieve and a upper elementary ID class at LWL. We will be doing that "clustering" where the school has capacity to take on the program in addition to their school-wide programming. There were discussions about Lazear being an "ED Hub"- and the image that conjured for folks, myself included, was that all students with high behavioral needs qualifying under ED would all come to Lazear. This is NOT the case. We are not an "ED Hub". We will be running a **collaborative model** next year to support the **current students** we have that have high behavioral needs that are already at Lazear. A collaborative model is one that integrates students receiving tier 3 behavioral services (i.e. students with IEPs and students with mental health needs which are impacting their ability to access their education) in a general education classroom with a comprehensive set of academic, behavioral, and social-emotional supports, including but not limited to, a paraprofessional supporting full time in the classroom, a special education teacher providing push in and pull out academic intervention, and a clinician offering individual counseling and case management/social work services. We will continue to serve all students who show up at Lazear. There are **not** plans to send any students TO Lazear. If a student shows up at another EFC school, it is not the plan to send the student to Lazear. To quote Hae Sin "a massive cluster of ED students is a terrifyingly bad idea". I am intentionally not going to take questions yet- I want to talk you through the actual structure of our RTI program and THEN answer questions about both these things. I think it makes more sense when

you see what it looks like.

We know that we have certain students who have a high level of need. As we thought about the structure of next year, we needed to take that into account, while making sure their services are well coordinated and there are staff that can support the other students who may not have as "loud" needs but equally important.

RTI MODEL IMAGE:
We will still be doing our RTI model with 3 pillars- SEL, behavior and academic. We have seen consistently that the strongest support for students that qualify for tier 2 and 3 services is a really strong tier 1. We want to continue to build teachers capacity to support all students in their classrooms regardless of the students needs. (show the RTI structure as a reminder of what we do).

Show a PPT with the old model- Here is our current structure of our RTI model. Couple things to note as a key- blue boxes indicate employees we have contracted with the Seneca Family of agencies to provide. In red is staff that Lazear has hired directly that are EFC employees. Yellow is systems/structures as a school that are Tier 1 and 2 supports that are part of our RTI model (and are a lot to hold). We have Jonathan, fearlessly leading the team. We have one full time AIS who is assigned to work with students TK-5, and a half time that works with grades 6-8. We have a full time reading interventionist who works to provide tier 2 reading intervention. We have 3 clinicians and 5 student support assistants as well as Speech and OT supports. In terms our school wide structures, we have culture club, SEL implementation, and PBIS implementation as well as COST. When we think about the triangle, it breaks down into Academics, Social-Emotional Supports, and Behavior. Students go through the COST process academic, SEL or behavior, which is why I have it across the bottom.

What will be TRUE:
  1. **Someone managing this program/systems. It is a huge job and we are so thankful and in awe of everything Jonathan did in this role for these 3 years. It is a testament to what a huge job it is that we feel like we need someone with administrative experience/training to pick up the mantle as his position was grant funded and that grant has expired. We're working in partnership w/ HO to identify resources for this position. This person will (likely) hold supporting tier 1 and 2 SEL, culture and PBIS. Measure G1 is a resource we could tap as the stated purpose of G1 aligns with the needs of this role for middle school youth.**
  2. We will have the same # of academic supports working with the MAJORITY of our students.
  3. We will still have student supports for our students with the highest level of needs.
What will be DIFFERENT: (go to the new slide)
  1. EFC will be hiring academic personnel- which will increase to 2.5. We will still contract with Seneca for our mental health/behavioral services for two reasons- 1. It is the focus of their organization and we believe they provide strong training and support to their staff that EFC does not have the capacity to bring in house. 2. When we work with Seneca, we get our mental health services reimbursed 50% through EMHRS. Given our status as an organization, that would not be provided to us alone.
  2. We have a small number of students with very high needs. Those students pull a lot of time and resources from our RTI team and they have been heavily served through behavioral instead of academic services. So, we will devote one AIS to serve those students with the highest needs- with the belief that if we really focus on getting their needs met academically, a lot of those students behaviors will decrease over time.
  3. **This on the right is the Collaborative Model-** there is a behavior intervention specialist who will support the coordination of the academic, behavioral and social emotional needs of the student, but the AIS will serve as the student's case managers.
  4. The other AISs will focus on the IEP minutes of the rest of the students at our school.

Take questions on the *structure-* Remember that the structure is one small piece of the puzzle- so much of the impact our work is in how we use the structure to support the outcomes- what are the

	processes we put in place, what structures do we use, what are the ways we function and operate, etc that are a separate piece that the actual structure.
2:45-3:00 SWOT Analysis & Seneca Data	So structure is ONE piece of the puzzle. But what is equally if not more important is how we operate within the structure, particularly with the systems and ways of operating. We want to present you with two pieces of data around this- one is the SWOT analysis that the Teir ⅔ Culture Club group put together. The team did a SWOT analysis (strengths, weaknesses, opportunities, threats) analysis of our current RTI/SPED model. ● 2:47-2:50- Staff Read SWOT- have both the SWOT Analysis AND Seneca Data ● 2:50-2:55- Luis highlight one/two from each category and answer questions. The other data we wanted to get you thinking about is the Seneca mid year survey results from this year. (go through Seneca Survey data slides) ● 2:55-3:05- Walk through highlights of Seneca survey
3:00-3:20 Circle	You just got a lot of information. And some folks given their involvement with the committee or work with ILT have seen this before, people may be in very different stages of wrapping your head around this info. However, want to name that our work with Seneca and around RTI in general is where we have struggled to always hold our norm of *"practicing thoughtful and direct communication"*. There are a lot of conversations at happy hour and grade level meetings- which is fine as long as those conversations ALSO happen with the people that need to hear the concerns and feedback. To start facilitating this, we are going to do circle up. We are going to split into two groups and hold a circle where everyone will have the chance to share two or three things: 1. One HOPE you have for RTI next year based on this new structure 2. One QUESTION or CONCERN about the RTI structure or systems for next year *have someone from the Tier ⅔ committee take notes Hold Closing In Circle: - Take questions/concerns- some to follow up from us, likely some questions for EFC that we can take back to HO and bring back. - We are moving forward with this structure (maybe additions) but largely we are moving towards this collaborative model to support the students that currently attend Lazear. We are open to feedback on tweaks to that, but overall we feel like this will help us better support our highest needs students. - You will be asked to take a budget survey next week- if there are things that you feel strongly about (SEL curriculum, 3rd clinician, etc) that is your place to express it. But remember that we are working with a very finite budget- that is why you will be asked to rank. We will have to make trade-offs.
3:15-3:25	Closing

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement,   3= Nearly met requirement, 4= Met requirement,   5= Exceeded requirement