



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

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**	\$64,060.64
2018-19 LCFF Enrollment (6-8)	139	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	148

*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

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

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Resource .50 FTE of a position (the middle school portion) at Lazear that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ	\$64,060.64
2		
Budget Total (must add up to Anticipated Grant Amount)		\$64,060.64

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
46%	54%	93%	10%	10%	49%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
3%	1%	2%	91%			2%	1%

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	Chief of Student Support Services
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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Quality	Quality
Instructional Program	Entry	Entry	Instructional Program	Basic	Quality
Staffing	Entry	Entry	Staffing	Basic	Basic
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Entry	Entry	Equipment and Materials	Basic	Quality
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Basic	Quality
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (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. Lazear revisioned itself as a STEAM school in 2012. We have provided targeted coaching and PLC professional learning for the visual arts teachers across the organization, and much more technology and design have been integrated into the visual arts program at Lazear.		
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	459	457	Suspension	1.4%	1.6%
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	6.7%	8.5%

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)		
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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 19, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Coach/Admin Team	February 26, 2019
Staff Meeting	March 13, 2019

Budget Justification and Narrative

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

The Goals of 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 Children's 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. for 2019-20, Lazear has partnered with EBAYC to broaden their arts offerings after school. Additionally, they have been recommended to OFCY dollars, and we are awaiting confirmation of 21st CCLC dollars to resource a richer music 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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. We are not seeking resources for arts programming for 2019-20. Additionally, we have requested EBAYC, our new after school provider, provide additional rich visual arts programming after school.

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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 2018-19, and we are not seeking G1 dollars for world language programming for 2019-20.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 .75 FTE of this position. As a result of this investment, Lazear's suspension rate has stayed less than 3% over two years, and chronic absenteeism has stayed steady under 10% the last two years. We believe that this investment has facilitated a strong lead and execution of a culture plan that has yielded incredible results. Lazear would like to use 2019-20 Measure G1 funds to continue to resource .5 of a 1.0 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$64,060.64	.50 FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, trauma-informed practices, RJ, bullying	<ul style="list-style-type: none"> • Middle school student experience/ engagement/ safety at school ≥ 4.0 on SCAI survey • 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 $< 8\%$. • Maintain an office referral rate of $< 15\%$

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Lazear Site Planning 19-20

March 19th, 2019

Agenda

Orden Del Dia

- Purpose of Site planning
 - Process of Site planning
 - Looking at Academic and Culture 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

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

Site Planning Process – Phase 1 (Families)

Proceso de Planificación del Sitio – Fase 1

Stakeholder engagement sessions

- FLC meeting #1 - March 19th
 - Review Academic Data
 - Discuss Measure G1
- FLC meeting #2 - April 23rd
 - Review budget and staffing plan, priorities for Measure G1 and LCAP
 - Develop family engagement plan for 19-20
- FLC meeting #3 - May 21st
 - Final review of LCAP and budget

Sesiones de participación de las partes interesadas

- Reunión del FLC # 1 - 19 de Marzo
 - Datos de Cultura y Ambiente v Datos Académicos
 - Discutir la Medida G1
- Reunión del FLC # 2 - 23 de Abril
 - Repaso del presupuesto y el plan de personal, prioridades para Measure G1 y LCAP
 - Desarrollar un plan de participación familiar para 19-20
- Reunión del FLC #3- 21 de Mayo
 - Repaso final del LCAP y presupuesto

Start with the \$\$



Change at Site-Level: Lazear

Expense Source	Overall Increase	Notes
Certificated Salaries	+\$101K	Includes removing CEP sub
Classified Salaries	+\$15K	
STRS	+\$33K	
PERS	+\$20K	
Health & Other Benefits	+\$60K	
Non-Personnel	+\$91K	Rent: +\$35K
Personnel (SPED)	+80K	
Total Change in Expenses	+400K	

Revenue Source	Overall Increase	Notes
State Revenue: LCFF	+\$407K	
State Revenue: non-LCFF	-\$110K	One-time Funds: -\$71K Mental Health: -\$45K
Other Revenue	-\$41K	One-time Grants: -\$30K
Total Change in Revenue	+\$258K	

Total Net Change	-\$142K
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CURRENT	-\$116K
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What now?

¿Ahora qué?

Small cuts in several places, hoping to decrease overall impact without making large staffing changes.

While we don't have to make personnel cuts, we are not in a place to take on new financial initiatives without moving money from somewhere existing.

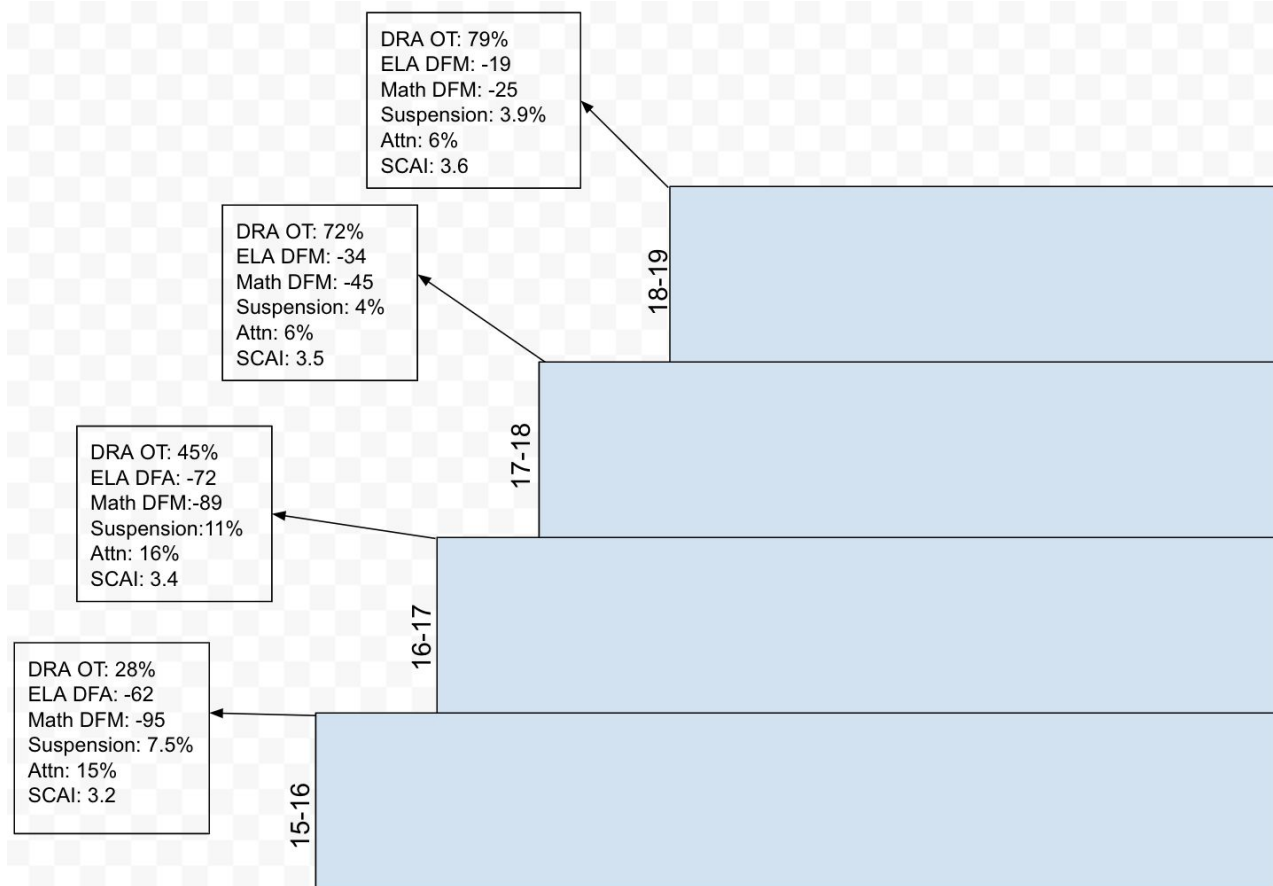
- That doesn't mean we can't be creative!

Pequeños recortes en varios lugares, con la esperanza de disminuir el impacto general sin hacer grandes cambios de personal.

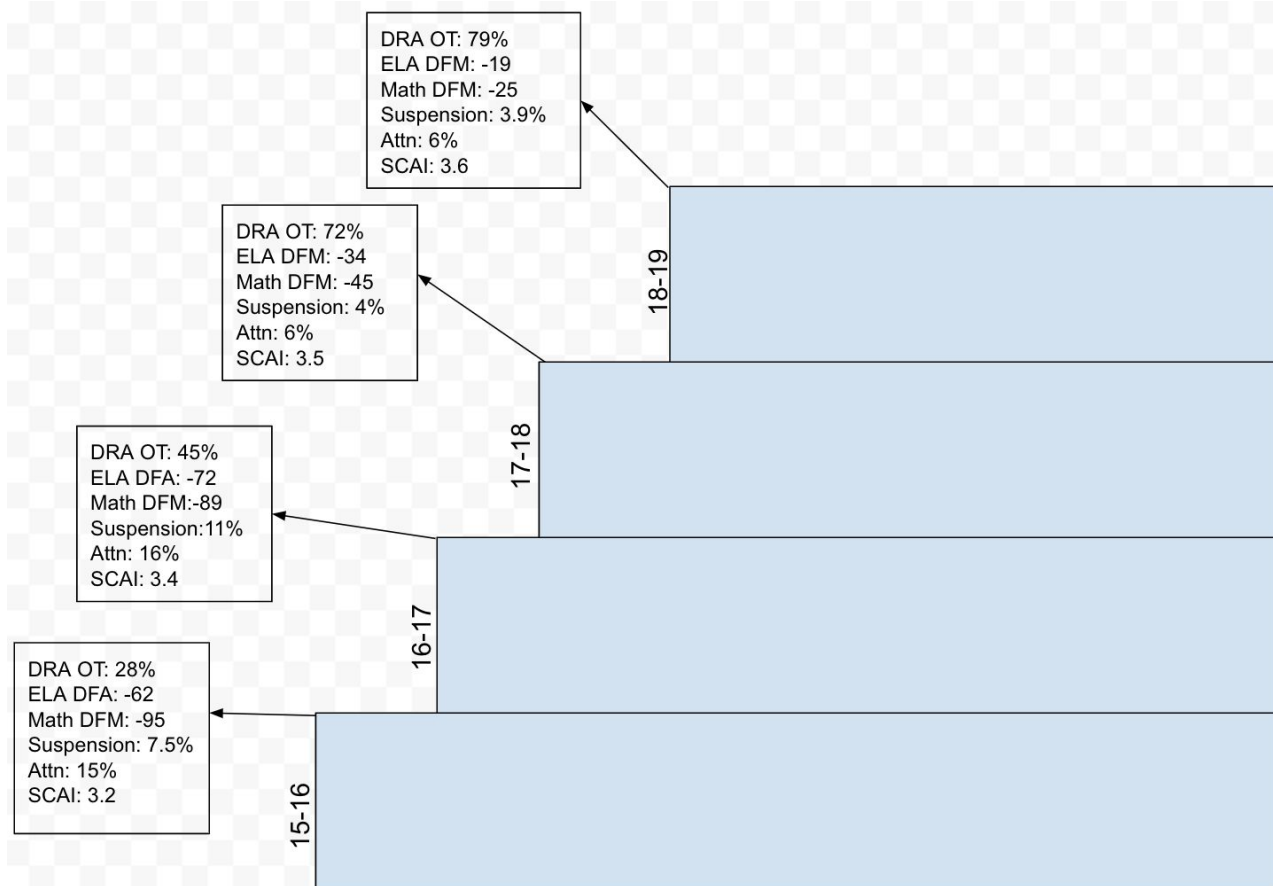
Si bien no tenemos que hacer recortes de personal, no estamos en un lugar para asumir nuevas iniciativas financieras sin mover dinero de algún lugar existente.

- Eso no significa que no podemos ser creativos!

Looking back....what's the story?



Looking back....what's the story?



What are the
trends?

What's our
story?

¿Cuáles son
las
tendencias?
¿Cuál es
nuestra
historia?

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?

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

Measure G1 Funds

Fondas de Medida G1

The 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

\$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)
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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 Lazear?
- ¿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?**

Whole group share out
Todo el grupo comparte



3/19/19

~~Cafeteria~~ Torres

Lazear Family Leadership Council Minutes

3/19/19

Agenda for the day.

Purpose of meeting will focus on site planning and getting family feedback on priorities for 19-20 and for Measure G1 investments

Purpose of site planning and the site planning timeline reviewed.

Overview of financial situation going into next school year; current deficit is 116K

Shared some ideas--small cuts in several places in order to not have to make large staffing changes; not in a place to take on new initiatives that will cost money without moving money from somewhere else

KPI data over last 4 years shared; Parents discuss what they notice and what questions they have.

Notice:

- See results strongly improve from 16-17 to 17-18 school year; on track to make additional growth this school year
- DRA data is really strong.
- Attendance from last year to this year the same
- On track to exceed growth targets in ELA, math and DRA
- Continue to see improvements in SCAI (school culture) data
- Continue to see reduction in suspensions

Wonder:

- What else can parents do to make even more growth?
- How can parents support attendance rates?
- What has supported growth?--new curriculum, departmentalization

In trios, parents are asked to talk about what Lazear should focus on. They want to continue to focus on current instructional priorities because seeing the payoff in results. Need to continue to rethink strategies around attendance.

Purpose of Measure G1 funds shared - what it funds and what it doesn't.

At Lazear, Measure G1 funded .25 FTE of Ty Day who has supported interventions systems, culture systems, behavioral support systems, and RJ.

In groups of 3, 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

Groups share out:

Start--

- Additional attendance support; families reaching out to families
- More opportunities to bring the arts into ASP

Stop--

- If need to cut, need as many counselors? Instead additional focus on Tier 1 support including advisory and SEL lessons (especially for new teachers)

Continue--

- Instructional priorities (TK-2nd foundational literacy, 3rd-8th Math; 3rd-8th complex text)
- Ty's work; seeing improvements in culture and suspension data



Be GREaT, Innovate & Create, Change the World
Feb 26, 2019

Lazear Vision

At Lazear Charter Academy we will ignite students creativity, passion, and innovative problem solving skills by using Science, Technology, Engineering, Art, and Math to tackle relevant problems facing our community and the world.

Lazear GREaT Values

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

Intro

ILT Purpose

Today's Goals

- ☐ Feedback for Site Planning Framing
- ☐ Develop list of options for GLB site planning brainstorming

Products

- ☐ Finished Site Planning Framing
- ☐ Plan for ILT led section of Site Planning

Roles

- ☐ Process & Vibes Checker: **Julia**
- ☐ Time Keeper: **Luis**
- ☐ Notetaker: **Tina**
- ☐ Snack-er: **Stacey**

Attendees: Sarah Morrill (Co-Principal), Jen Koelling (Co-Principal), Ty Day (Assistant Principal), Kati Finley (K Teacher), Stacey Chu (K teacher), Julia Tombs (4th Math/Sci Teacher), Caitlin Martin (5th Humanities Teacher), Luis Torres (5th/6th Math Teacher), Tina Diazdeleon (5th/6th Sci/Eng Teacher), Hannah Barari (Ed Specialist/SPED Lead)

Opener (15 min)

Temp Check	Team Check-in
Previous Action Items	
<input type="checkbox"/> NA	

The Work (40 min)

Agenda Items			
Time	Process	What	Notes
5 min	Outline of Site Plan	Walk through the plan for site planning agenda for 3/13	<ul style="list-style-type: none"> • Ultimate decision will be made by site leaders • Want staff to 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
15 min	Frame	Go through framing of site planning for feedback	<p>Agenda</p> <p>Purpose of Site Planning Purpose of meeting will focus on site planning and getting staff feedback on priorities for 19-20, including Measure G1 investments</p> <p>Site Planning Timeline</p> <p>Change at Site Level Overview of financial situation going into next school year; current deficit is 116K --How to cut?</p> <p>Looking Back...What's the Story? Like graphic with KPI data over last 4 years--clearly shows progress and develops perspective</p> <p>What Does Lazear Invest In?</p> <p>Measure G1 Funds 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? --Take out rubrics; too much</p> <p>Discussion & Notes</p>
20 min	ILT brainstorm: 2-3 possible pathways to present & build on.	Looking at our vision, what are 2-3 highest level potential options that would be highest leverage for your grade/content area to prioritize?	<p>TK-2nd -GLAD -Community connections</p> <p>3rd-8th Math -PBL -Math intervention</p> <p>3rd-8th ELA -PBL -Writing</p> <p>Culture -Important to maintain current (PBIS, RJ, MTSS) as supported through G1 funds -DEI -Deeper Learning -Student agency (maybe include within 3-8 ELA & Math?)</p>

Closure (5 min)

FYIs	Feedback
Next Meeting Roles: <input type="checkbox"/> Process & Vibes Checker: Hannah	Useful to know framing in advance

- ☐ Time Keeper: **Caitlin**
- ☐ Notetaker: **Ty**
- ☐ Snack-er: **Sarah**
- ☐ Vacationers: **Luis, Tina, Stacey, Julia, Kati**

Next Meeting Location: TBD

Lazear Site Planning 19-20

March 13th, 2019

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- Needs Assessment Input
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Site Planning Process

Stakeholder engagement sessions

- Staff meeting #1 - March 13th
 - Review Academic Data
 - Discuss Measure G1
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 - Review budget and staffing plan, priorities for Measure G1 and LCAP
 - Develop priority plan for 19-20
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Start with the \$\$



Change at Site-Level: Lazear

Expense Source	Overall Increase	Notes
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Personnel (SPED)	+80K	
Total Change in Expenses	+400K	

Revenue Source	Overall Increase	Notes
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State Revenue: non-LCFF	-\$110K	One-time Funds: -\$71K Mental Health: -\$45K
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Total Change in Revenue	+\$258K	

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CURRENT	-\$116K
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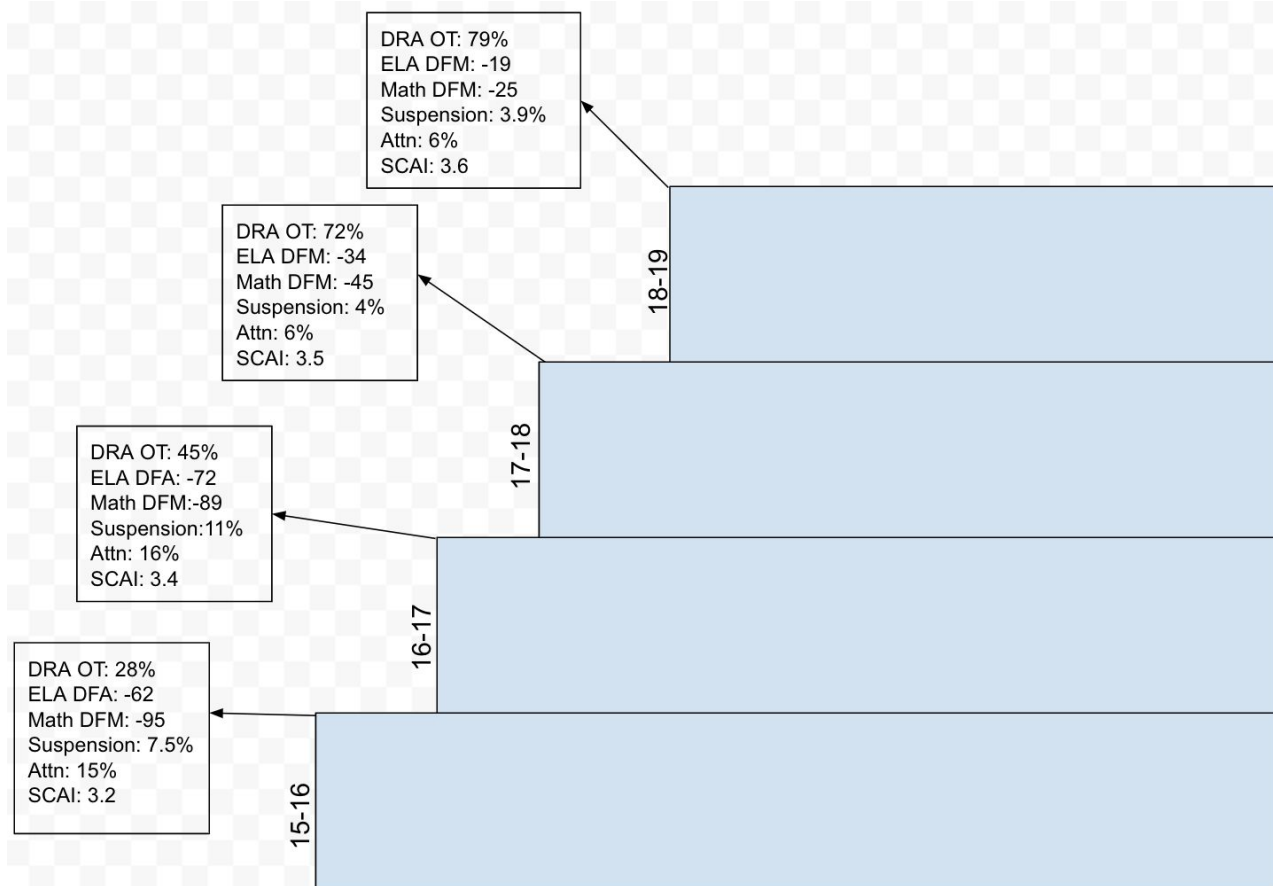
What now?

Small cuts in several places, hoping to decrease overall impact without making large staffing changes.

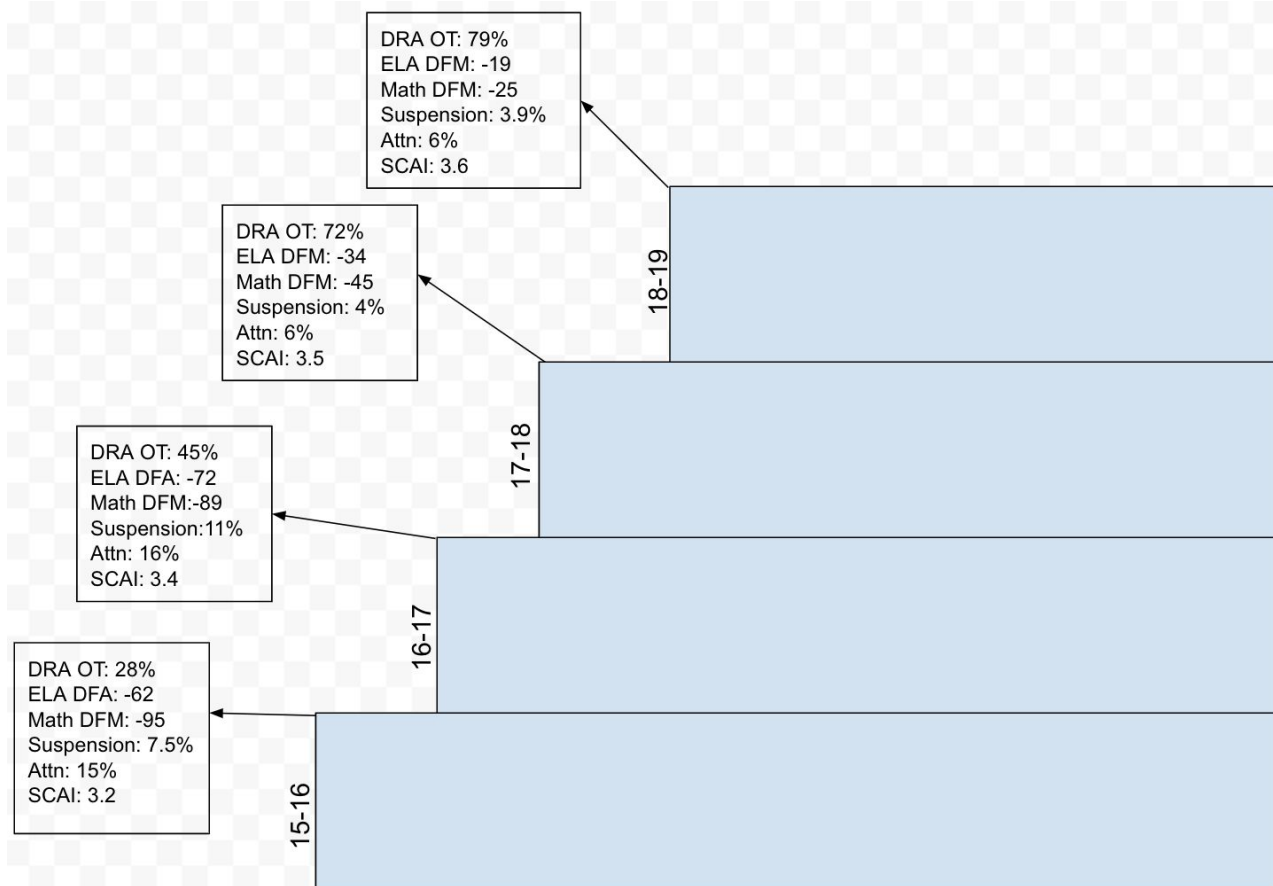
While we don't have to make personnel cuts, we are not in a place to take on new financial initiatives without moving money from somewhere existing.

- That doesn't mean we can't be creative!

Looking back....what's the story?



Looking back....what's the story?



What are the
trends?

What's our story?

What does Lazear invest in?

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

Measure G1 Funds

The 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

Measure G1 Funds

\$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)
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Discussion & Notes

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?**

Whole group share out



Lazear Staff Sign-in Sheet

Date: 3/13/19

What: Staff Meeting

1. Jurna Kim	26.
2. Caitlin Martin	27.
3. Mario Padilla	28.
4. Natalie Sado	29.
5. Alex Villaverde	30.
6. Ariel Kennedy	31.
7. Caitlin Puelin	32.
8. Tina Diazdeleon	33.
9. Katelyn Harris	34.
10. Rosa Galois	35.
11. Gracelynn	36.
12. Tina Wong	37.
13. Chrissy Hight	38.
14. KATIA BOUTON	39.
15. Clara Nicholson	40.
16. Li J	41.
17.	42.
18.	43.
19.	44.
20.	45.
21.	46.
22.	47.
23.	48.
24.	49.
25.	50.

Lazear Staff Meeting/Site Planning Minutes

3/13/19

Agenda

Agenda for the day.

Purpose of Site Planning

Purpose of meeting will focus on site planning and getting staff feedback on priorities for 19-20, including Measure G1 investments

Site Planning Process

Site planning timeline reviewed.

Change at Site Level

Overview of financial situation going into next school year; current deficit is 116K; hoping to chop this with small cuts in several places in order to not have to make large staffing changes; not in a place to take on new initiatives that will cost money without moving money from somewhere else

What Now?

Graphic with KPI data over last 4 years.

Looking Back...What's the Story?

- See strong growth from 16-17 to 17-18 school year
- DRA has grown from 28% to 79% over 4 years
- DFM in ELA has decreased over 40 points over 4 years (compared to current IAB data)
- DFM in Math has decreased over 70 points over 4 years (compared to current IAB data)
- Attendance jump 16-17 to 17-18, but stagnant from last year to this year
- Similar trend for suspensions as attendance--jump 16-17 to 17-18, but only slight decrease from last year to this year
- SCAI data is showing incremental improvement

What Does Lazear Invest In?

Additional admin, coaching, ops, and counseling staff; intervention, blended learning, art & PE, summer school tech

Measure G1 Funds

Purpose of Measure G1 funds and what can be funded

Measure G1 funded .25 FTE for supporting interventions systems, culture systems, behavioral support systems, and RJ.

Discussion & Notes

- Continue instructional priorities (K-2 Early Lit, 3-8 Eureka Math, 3-8 Complex text)--seeing academic gains
- Need better alignment with vision--what can we do towards a multidisciplinary STEAM program?
 - Cross-curricular projects?
- Math intervention is a need
- Staff culture--want to continue DEI work; also need to build staff comfort/knowledge with Deeper Learning
- Student agency in addition to SEL?
- Important to keep what's working--intervention systems, culture systems, RJ; would not want to change where G1 funds are going if not another way to financially support those systems
 - World languages doesn't necessarily align with vision
 - Other arts can be incorporated in cross-curricular ways