



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

| | | | |
|---|--------------------------------------|----------------------------------|---|
| School | Lazear Charter Academy | Contact | Jen Koelling Sarah Morrill |
| School Address | 824 29th Avenue Oakland, CA 94601 | Contact Email | jkoelling@efcps.net smorrill@efcps.net |
| Principal | Jen Koelling Sarah Morrill | Principal Email | jkoelling@efcps.net smorrill@efcps.net |
| School Phone | 510-689-2000 | Recommended Grant Amount* | \$69,964.00 |
| 2019-20 CALPADS Enrollment Data (6-8 Oakland Resident) | 159 | 2019-20 LCFF Enrollment | 142 |

*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 2019-20 (2019-20 Approved Proposal)

| 2019-20 Approved Expenditures from Budget Justification and Narrative Section | | 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 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| Budget Total (must add up to Current Grant Amount) | | \$64,060.64 |

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

| 2020-21 Proposed Expenditures from Budget Justification and Narrative Section (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 | \$69,964.00 |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| Budget Total (must add up to Current Grant Amount) | | \$69,964.00 |

School Demographics

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 228 | 246 | 93% | 11% | 1.50% | 44% | 93.40% |

Student Body Ethnic Composition

| African-American | American Indian/ Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|------------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 4% | 1% | 2% | 90% | 1% | 0% | 2% | 1% |

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.

| Name | Role |
|-------------------|---------------------------------------|
| Jennifer Koelling | Principal, Upper Elem/Middle School |
| Francisco Gomez | Dean of Culture |
| Hannah Barrari | Lead MTSS Specialist |
| Devina Brooks | Behavioral Interventionist Supervisor |
| Stephen Cilono | ILT Lead - Middle School |

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.

| <i>Music (Rubric)</i> | 2018-19 (last yr) | 2019-20 (this yr) | <i>Art (Visual Arts, Theater, and Dance)</i> | 2018-19 (last yr) | 2019-20 (this yr) |
|--|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <i>Access and Equitable Opportunity</i> | Entry | Entry | <i>Access and Equitable Opportunity</i> | Quality | Quality |
| <i>Instructional Program</i> | Entry | Entry | <i>Instructional Program</i> | Quality | Quality |
| <i>Staffing</i> | Entry | Entry | <i>Staffing</i> | Basic | Quality |
| <i>Facilities</i> | Entry | Entry | <i>Facilities</i> | Basic | Basic |

| | | | | | |
|--|------------------------------|------------------------------|--------------------------------------|---------|---------|
| <i>Equipment and Materials</i> | Entry | Entry | <i>Equipment and Materials</i> | Quality | Quality |
| <i>Teacher Professional Learning</i> | Entry | Entry | <i>Teacher Professional Learning</i> | Quality | Quality |
| <u><i>World Language (Rubric)</i></u> | 2018-19 (last yr) | 2019-20 (this yr) | | | |
| <i>Content and Course Offerings</i> | Emerging | Emerging | | | |
| <i>Communication</i> | Emerging | Emerging | | | |
| <i>Real world learning and Global competence</i> | Emerging | Emerging | | | |

Measure G1 Data Analysis

| 5th - 6th Grade Enrollment/Retention (SPSA/Enrollment) | 2018-19 (last yr) | 2019-20 (this yr) | Safe and Positive School Culture (SPSA) | 2018-19 (last yr) | 2019-20 (this yr) |
|--|--|--|---|------------------------------|------------------------------|
| <i>Enrollment Data (20 day)</i> | 457 | 474 | <i>Suspension</i> | 1.6% | 2.50% |
| <i>ES Outreach Strategy Actions</i> | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | <i>Chronic Absence</i> | 8.5% | 9.50% |
| <i>Programs to support ES students transition to MS</i> | Lazear is a K-8 school, so transition programming is not necessary | Lazear is a K-8 school, so transition programming is not necessary | <i>CHKS data (District) or Culture/Climate survey</i> | | 3.57 SCAI |

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

| Community Engagement Meeting(s) | |
|--|----------------|
| Community Group | Date |
| Family Leadership Council | March 26, 2020 |
| | |

| Staff Engagement Meeting(s) | |
|------------------------------------|----------------|
| Staff Group | Date |
| Upper School Staff Meeting | March 25, 2020 |
| | |

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric

Lazear does not have a music program except as part of the EBAYC after school program. Lazear as a K-8 school cannot offer the wealth or range of electives of a larger middle school program. As a STEAM school, Lazear has prioritized offering 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 that program utilizes the one multipurpose stage space in the school. No 19-20 G1 resources were utilized to fund music programming at Lazear.

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
|--------|--|---|
| 0 | None | N/A |

2. Art Program

Programmatic Narrative Based on Rubric

Lazear offers both a Visual Arts program and a technology-based Design/Engineering program. Lazear has a design class which students take in grades 6-8. In this class, students have the opportunity to learn CAD programming to create computerized models of prototypes they have created. At Lazear, they learn coding, robotics, and architecture leveraging parts of 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 2020-21. Additionally, we have requested EBAYC, our new after school provider, provide additional rich visual arts programming after school.

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
|--------|--|---|
| 0 | None | N/A |

3. World Language Program

Programmatic Narrative Based on Rubric

At Lazear, there is no formal world languages program. Lazear converted in 2012 from a K-5 school to a K-8 school. When EFC converted Lazear, it was a struggling K-5 school, both under-enrolled and underperforming. Eight years later, 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. Additionally, because Lazear serves a significant Spanish-speaking population, we have committed to ensuring ALL of our students graduate from Lazear proficient in English, so they are bilingual citizens in the two most important languages in the United States. 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 2019-20, and we are not seeking G1 dollars for world language programming for 2020-21.

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
|--------|--|---|
| 0 | None | N/A |

4. 5th to 6th Grade Enrollment Retention

| Programmatic Narrative Based on Data Analysis | | |
|---|--|--|
| Lazear is a K-8 school, so enrollment retention is assumed. | | |
| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups. |
| 0 | None | N/A |

5. Safe and Positive School Culture

| Programmatic Narrative Based on Data Analysis | | |
|--|--|---|
| <p>For the past two years, Lazear has 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 .5 FTE of this position in 2019-20, the .5 dedicated to serving our middle school youth. We found other resources to fund the remaining .5 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. Additionally, because students are attending, staying in class, and engaging deeply in learning and because the school culture is conducive to accelerating learning, we have observed a 25% increase in SBAC ELA proficiency over the last three years and a 25% increase in SBAC math proficiency in the last three years. Lazear has the fourth highest ELA outcomes of 45 middle school programs across the City, serving a high ELL and high FRL population. 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 2020-21 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.</p> <p>Specifically, the position would:</p> <ul style="list-style-type: none"> 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 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year. |

| | | |
|-------------|--|---|
| \$69,964.00 | 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 | <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 $< 10\%$. -Maintain an office referral rate of $< 15\%$ -SBAC proficiency rates at middle school $\geq 60\%$ in ELA and $\geq 50\%$ in Math |
|-------------|--|---|

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Be GREaT, Innovate & Create, Change the World

March 25, 2020

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 Goals

- ☐ Provide an Overview of Site Planning for 20-21
- ☐ Gather Feedback on Measure G1 Funding & Priorities for Next Year

Attendees: Jen Koelling (Co-Principal), Caitlin Martin (5th Humanities Teacher), Luis Torres (5th/6th Math Teacher), Tina Diazdeleon (5th/6th Sci/Eng Teacher), McKenzie Lyon (6th Humanities Teacher), Alex Villanueva (7th Humanities Teacher), Steve Cilono (8th Humanities Teacher), Junia Kim (7th/8th Math Teacher), American Rodriguez (7th/8th Sci/Eng Teacher), Kaitlin Friedman (ELA Dean of Instruction), Arielle Kovacs (Ed Specialist), Francisco Gomez (Upper School Dean)

Agenda

| Time | Process | What | Notes/Minutes |
|--------|---------|------------------------|--|
| 15 min | Frame | Site Planning Overview | <p>Purpose of Site Planning</p> <p>Purpose of meeting will focus on site planning and getting staff feedback on priorities for 20-21, including Measure G1 investments</p> <p>Guiding Question: What is supporting/ accelerating student growth</p> |

| | | | |
|--------|---|--|---|
| | | | <p>the fastest?</p> <p>Site Planning Timeline</p> <p>Still adapting due to school closures</p> <p>Change at Site Level</p> <p>Overview of financial situation going into next school year--small surplus; shouldn't have to make staffing cuts but not in a place to take on costly new initiatives</p> <p>What Does Lazear Invest In?</p> <p>Additional coaching, operations, and counseling staff; intervention/MTSS, blended learning, art & PE, new science curriculum, DEI consultant</p> <p>Measure G1 Funds</p> <p>Clarifying what G1 funds and what it won't fund</p> <p>Review of rubrics and our performance on rubrics - should we consider music or world languages?</p> <p>What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?</p> |
| 20 min | Brainstorm: 2-3 possible pathways to present & build on | Looking at our vision, what are 2-3 options that would be the highest leverage for your grade/ content area to prioritize? | <p>5th-8th Math</p> <ul style="list-style-type: none"> -PBL -Math intervention <p>5th-8th Science</p> <ul style="list-style-type: none"> -PBL -More PBIS units (align with PBL) -Teacher Residency w/Summit <p>5th-8th ELA</p> <ul style="list-style-type: none"> -PBL -Writing <p>5th-8th Culture</p> <ul style="list-style-type: none"> -Important to maintain current .50 FTE/(PBIS, RJ, MTSS) as supported through G1 funds <ul style="list-style-type: none"> • would not want to change where G1 funds are going if not another way to financially support those systems <ul style="list-style-type: none"> ◦ World languages doesn't necessarily align with STEAM vision ◦ Current visual art program in 3-8 is strong ◦ Other arts (music, dance, media) can be incorporated in cross-curricular PBL work and extracurriculars (DMIS, Choir, Print-making, etc) • New teachers need additional PD in trauma-informed practice -Continue with DEI -Deeper Learning/Student Agency -GiveThx -Updated Advisory Scope & Sequence |

Next Steps

- Jen to work with Hae Sin to complete G1 application

Be GREaT, Innovate & Create, Change the World

March 26, 2020

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 Goals

- ☐ Provide an Overview of Site Planning for 20-21
- ☐ Gather Feedback on Measure G1 Funding & Priorities for Next Year

Attendees: Jen Koelling (Co-Principal), Sarah Morrill (Co-Principal), Rocio Gonzalez (Family Coordinator), Luis Torres (Teacher/Family Engagement Liaison), Rosario Sifuentes (Parent), Rosaura Marin (Parent), Adriana Gallardo (Parent), Carmen Ramirez (Parent)

Agenda

| Time | Process | What | Notes/Minutes |
|--------|---------|------------------------|---|
| 15 min | Frame | Site Planning Overview | <p>Purpose of Site Planning</p> <p>Purpose of meeting will focus on site planning and getting family feedback on priorities for 20-21, including Measure G1 investments</p> <p>Guiding Question: What is supporting/ accelerating student growth the fastest?</p> <p>Site Planning Timeline</p> |

| | | | |
|--------|--|--|---|
| | | | <p>Still adapting due to school closures</p> <p>Change at Site Level</p> <p>Overview of financial situation going into next school year--small surplus; shouldn't have to make staffing cuts but not in a place to take on costly new initiatives</p> <p>What Does Lazear Invest In?</p> <p>Additional coaching, operations, and counseling staff; intervention/MTSS, blended learning, art & PE, new science curriculum, DEI consultant</p> <p>Measure G1 Funds</p> <p>Clarifying what G1 funds and what it won't fund</p> <ul style="list-style-type: none"> • 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 <p>Review of rubrics and our performance on rubrics - should we consider music or world languages?</p> <p>What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?</p> |
| 20 min | Brainstorm: 2-3 Strategies to Support Improvement | <p>Looking at our Key Progress Indicator Targets & Goals for:</p> <ul style="list-style-type: none"> -Attendance/Chronic Absence -Referrals/Suspensions -School Culture <p>What will best support these areas?</p> | <p>Attendance/Chronic Absence Rate</p> <ul style="list-style-type: none"> • Overall, attendance better in Upper School than Lower School (has been an going trend) • Teacher outreach and parent-to-parent outreach • Stress importance of hand-washing to kids (especially in younger grades) <p>Referral/Suspension Rate</p> <ul style="list-style-type: none"> • Suspension rate = 2.5% (last year to date = 3.9%) • Continue with RJ practices and SEL groups (preventive measures) • Expand restorative/community give-back work (more older students helping younger students) <p>School Culture</p> <ul style="list-style-type: none"> • SCAI data shows continued improvement in most areas; strong scores from families under Special Education (scores of 4.24-4.55) • What is currently happening seems to be working • Peer mediators and opportunities for student leadership as possible areas to improve/grow • Continue current PBIS, RJ, & MTSS practices with G1 funds |

Next Steps

- Jen to work with Hae Sin to complete G1 application



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2019-20 Due: February 3, 2020

| | | | |
|-------------------------------|---------------------|------------------|---------------------|
| School: | Lazear Charter | Principal | Jen Koelling |
| School Address | 824 29th Ave, 94601 | Principal Email: | jkoelling@efcps.net |
| School Phone | (510) 689-2000 | Grant Amount | \$64,060.64 |
| 2018-19 LCFF Enrollment (6-8) | 139 | | |

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

| Programmatic Narrative Based on Rubric | | |
|--|--------------------|---------------------|
| <p>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</p> | | |
| Budget | 2019-20 Activities | Anticipated Outcome |
| N/A | N/A | N/A |

Mid-Year Reflection: Music Program

| |
|---|
| <p>Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.</p> |
| <p>There is no music programming funded by Measure G1.</p> |

2. *Art Program (PRELOADED)*

| 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. | | |
| Budget | 2019-20 Activities | Anticipated Outcome |
| N/A | N/A | N/A |

Mid-Year Reflection: Art Program

| |
|---|
| Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. |
| There is no art programming funded by Measure G1. |

3. *World Language Program (PRELOADED)*

| 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 | 2019-20 Activities | Anticipated Outcome |
| N/A | N/A | N/A |

Mid-Year Reflection: World Language Program

| |
|--|
| Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing |
|--|

towards the anticipated student outcomes? Please include successes and challenges.

There is no world languages programming funded by Measure G1.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

Lazear is a K-8 school, so enrollment retention is assumed.

| Budget | 2019-20 Activities | Anticipated Outcome |
|---------------|---------------------------|----------------------------|
| N/A | N/A | N/A |

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

There is no enrollment retention programming funded by Measure G1.

5. Safe and Positive School Culture (PRELOADED)

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 | 2019-20 Activities | Anticipated Outcome |
|-------------|---|--|
| \$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 $< 15\%$ |

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The middle school position focused on PBIS, MTSS, trauma-informed practices, Restorative Justice, and anti-bullying programming has been staffed, and that individual has been leading the work described in our application throughout the fall and winter. Chronic absenteeism has increased this fall to 9.6%. At this time last year, chronic absenteeism was only 5.7%. We have observed chronic absenteeism on the rise across all of our schools this year. Lazear continues to implement an attendance team strategy that has kept its chronic absenteeism rate remain below 8% for the past two years, so we are researching why we are seeing a fairly dramatic increase in absenteeism this year. The suspension rate at Lazear remains very low - 2.2% - as compared to 3.7% last year. The office referral rate is at 15%, a slight increase from last year, but the second half of the year generally sees fewer office referrals.

An ongoing challenge across EFC schools is an increasing number of students living in or having lived in extreme trauma - homeless students, newcomers - and increasing number of students struggling to get to school regularly and find as successful rhythm when they come. We continue to partner with Alameda County Behavioral Health to bring in mental health supports for children and families.

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