



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Lazear Charter Academy	Contact	Jen Koelling
School Address	824 29th Avenue Oakland, CA 94601	Contact Email	jkoelling@efcps.net
Principal	Jen Koelling	Principal Email	jkoelling@efcps.net
School Phone	510-689-2000	Recommended Grant Amount*	\$70,104.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	159	2020-21 LCFF Enrollment	142

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

Summary of Approved Expenditures from 2020-21

2020-21 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
Budget Total (must add up to Current Grant Amount)		\$64,060.64

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Resource .75 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	\$70,104.00
Budget Total (must add up to Current Grant Amount)		\$70,104.00

School Demographics		Student Body Ethnic Composition	
Male	45%	Asian/Pacific Islander	3%
Female	55%	Latinx	89%
% LCFF	93%	Black or African-American	4%
% SPED RSP	2%	White	2%
% SPED Mild-Moderate	11%	Indigenous or Native American	1%
% English Learners	48%	Multiracial	1%
% Oakland Residents	93%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Jennifer Koelling	Principal
Francisco Gomez	Dean of Culture
Hannah Barrari	Lead MTSS Specialist
Devina Brooks	Behavioral Interventionist Supervisor
Kaitlin Friedman	Assistant Principal
Tina Diazdeleon	ILT Lead-Middle School

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 (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Quality	Quality
Instructional Program	Entry	Entry	Instructional Program	Quality	Quality
Staffing	Entry	Entry	Staffing	Quality	Quality
Facilities	Entry	Entry	Facilities	Basic	Quality
Equipment and Materials	Entry	Entry	Equipment and Materials	Quality	Quality
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Quality	Quality
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
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)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	474	478	Suspension	2.50%	0
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	9.50%	7%
Programs to support ES students transition to MS	Lazear is a K-8 school, so transition programming is not necessary	Lazear is a K-8 school, so transition programming is not necessary	CHKS data (District) or Culture/Climate survey	3.57 SCAI	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	3/16/21

Staff Engagement Meeting(s)	
Staff Group	Date
Upper School Staff Meetings	3/18/21

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

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 and Disney Musical Schools to provide theater and music for upper elementary students, and that program utilizes the one multipurpose stage space in the school. No 2020-21 G1 resources were utilized to fund music programming at Lazear and we are not seeking G1 funds for 2021-22.		
Budget	Description of 2021-22 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	NA

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 5-8. 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 2021-22. Additionally, we have requested EBAYC, our after school provider, provide additional rich visual arts programming after school.		
Budget	Description of 2021-22 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.
\$0.00	None	NA

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. Nine 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 2020-21, and we are not seeking G1 dollars for world language programming for 2021-22.		
Budget	Description of 2021-22 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	NA

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 2021-22 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	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

For the past three 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 2020-21, 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 three years, and chronic absenteeism has stayed steady under 10% the last three 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, and we know having a strong culture plan returning from distance learning in 2021-2022 is going to be all the more important to address the traumas and social emotional concerns students have experienced during COVID. Lazear would like to use 2021-22 Measure G1 funds to continue to resource .75 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 2021-22 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.
\$70,104.00	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	-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

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$0.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
NA	0
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

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Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



Be GREaT, Innovate & Create, Change the World
March 18, 2021

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

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

Attendees: Jen Koelling (Principal), Kaitlin Friedman (Assistant Principal), Luis Torres (5th/6th Math Teacher), Monica Shope (5th/6th Sci/Eng Teacher), Lily Friedman (5th Humanities Teacher), Caitlin Martin (6th Humanities Teacher), McKenzie Lyon (7th Humanities Teacher), Steve Cilono (8th Humanities Teacher), Liv Perez (7th/8th Math Teacher), Tina Diazdeleon (7th/8th Sci/Eng Teacher), Arielle Kovacs (Ed Specialist), Elena Rivera (Ed Specialist), Francisco Gomez (Upper School Dean), Fernando Santos (3rd-8th Art Teacher), Cristian Ramirez (PE Teacher)

Agenda

Time	Process	What	Notes/Minutes
8:00-8:30am (7th/8th Team)	Discussion	Next Year/ Measure G1 Funds	<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

<p>8:30-9:00 (5th/6th Team)</p>			<p>elementary to middle school</p> <ul style="list-style-type: none"> • Create a more positive and safe middle school learning environment <p>To Consider:</p> <ul style="list-style-type: none"> • Review of rubrics and our performance on rubrics - should we consider music or world languages? • What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment? <p>Priorities for Next Year:</p> <p>5th-8th Math</p> <ul style="list-style-type: none"> -PBL -Math intervention -Culture & Social-emotional supports <p>5th-8th Science</p> <ul style="list-style-type: none"> -PBL -More PBIS units (align with PBL) -Academic vocabulary and discussions -Culture & Social-emotional supports <p>5th-8th ELA</p> <ul style="list-style-type: none"> -PBL -More history/ social studies -Academic vocabulary and discussions -SEL curriculum <p>5th-8th Culture</p> <ul style="list-style-type: none"> -Important to at least maintain current .50 FTE/(PBIS, RJ, MTSS) as supported through G1 funds; possible to increase? <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 seem like highest priority for next year; not necessarily good fit for our model ◦ 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; entire staff could use a refresher in context of pandemic • Pandemic has increased trauma experienced by community/ students; need to have more social-emotional supports for next year • Anticipate more students in COST (already see more students this year) • Will need to reset RJ and students solving problems (peer mediator program) with return to in-person
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Next Steps

- Jen to complete G1 application
- More site planning engagement to be scheduled (post Hybrid rollout)



Be GREaT, Innovate & Create, Change the World

March 16, 2021

Lazear Vision

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Goals & Attendees

Today's Goals

- ☐ Provide an Overview of Hybrid Reopening
- ☐ Gather Feedback on Measure G1 Funding & Priorities for Next Year

Attendees: Jen Koelling (Principal), Kaitlin Friedman (Assistant Principal), Rocio Gonzalez (Family Coordinator), Michelle Ewing (Parent), Elba Oliva (Parent), Olivia Padilla (Parent), Eva Hernandez (Parent), Catalina Sanchez (Parent), Daisy Campos (Parent), Dominica Malcolm (Parent), Karla Rodriguez (Parent), Eva Angulo (Parent), Juan Martin (Parent)

Agenda

Time	Process	What	Notes
5:00-6:00	Information Share Q&A	Hybrid/ Reopening this Spring	<p>Reviewed criteria for prioritizing students; hoping staff will agree to hybrid program for all families who want students to return</p> <ul style="list-style-type: none"> - In-person staff will vote to offer 20% return or all families who want to return - Need most-up-to-date preference of families; survey will be

			<p>sent</p> <p>Reviewed tentative timeline for return post spring break (still under negotiations)</p> <ul style="list-style-type: none"> - 4/12 & 4/13 as planning days for teachers; 4/13 as asynchronous work day for students <p>Discuss lessons learned from Phase 2 Pods</p> <ul style="list-style-type: none"> - Safety logistics - Students are adaptable and do a good job of following safety guidelines, including mask-wearing!
6:00-6:30	Discussion	Next Year/ Measure G1 Funds	<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> <ul style="list-style-type: none"> - While music and world languages would be ideal in the future, does not seem highest priority/highest leverage use of G1 funds for next school year <p>What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?</p> <ul style="list-style-type: none"> - Students are going to need a lot of support transitioning back to school - More Social-emotional needs next year - Seems important to have more capacity for MTSS to address academic, behavior and social-emotional concerns related to the pandemic

Next Steps

- Hybrid survey to be sent to families
- Jen to complete G1 application