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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date March 28, 2023

Subject Lazear Charter Academy 2023-24 Measure G1 Proposal

Ask of the Commission Approve the Lazear Charter Academy 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the Lazear Charter Academy 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$91,029.49**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





**2023-24
Measure G1 Proposal**

Due: March 17, 2022

School Information & Student Data

School	Lazear Charter Academy	School Address	824 29th Avenue Oakland, CA 94601
Contact	Kaitlin Friedman	Contact Email	kfriedman@efcps.net
Principal	Kaitlin Friedman	Principal Email	kfriedman@efcps.net
School Phone	510-689-2000	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	142
Recommended Grant Amount¹	\$91,029.49	2023-23 LCFF Enrollment	147

Student Demographics (%)				Measure G1 Team	
English Learners	51.6%	Asian/Pacific Islander	1.7%	Name	Position
LCFF	88.8%	Latinx	89.6%	Kaitlin Friedman	Principal
SPED	13.3%	Black or African-American	5.2%	Lucas Bartsh	Assistant Principal
		White	2.5%	Jessi Stein	Dean of MTSS
		Indigenous or Native American	0.2%	Francisco Gomez	Dean of Culture
		Multiracial	0.2%		

¹ 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.

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	7%	28.81%	25.16%	7.2%
Asian/Pacific Islander	0%	44.44%	25%	N/A*
Latinx	6.9%	28.97%	26.18%	6.6%
Black or African-American	9.52%	22.22%	16.67%	9.3%
White	11.11%	9.09%	8.33%	N/A*
Indigenous or Native American	0%	50%	0%	N/A*
English Learners	5.96%	26.64%	24.69%	5.9%
Students w/ IEPs	9.09%	25.71%	23.44%	8.2%
Free/ Reduced Lunch Students	7.66%	30.83%	25.86%	N/A*

* The demographic is too small for a specific goal or doesn't have a goal assigned under LCAP.

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	NA	164	142	165
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	25	120	150
	Language	0	0	0	0
	Music	0	0	0	0

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey <i>* Note that we use the School Climate Assessment Instrument (SCAI) survey which does not breakdown by demographic.</i>				
Secondary Students	4.07/5	3.69/5	<i>Survey window still open (closes 3/17/23)</i> <i>Data expected May 2023</i>	4.0/5
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents <i>(percent of students with suspension incidents and the number of incidents given in parentheses)</i>				
All Students	0.2% (1 incident)	4.52% (56 incidents)	1.04% (6 incidents)	2.4%
Asian/Pacific Islander	0% (0 incidents)	0% (0 incidents)	0% (0 incidents)	N/A*
Latinx	0.23% (1 incident)	4.33% (53 incidents)	0.93% (5 incidents)	2.4%
Black or African-American	0% (0 incidents)	5.56% (1 incident)	4% (1 incident)	2.7%
White	0% (0 incidents)	8.33% (1 incident)	0% (0 incidents)	N/A*
Indigenous or Native American	0% (0 incidents)	50% (1 incident)	0% (0 incidents)	N/A*
English Learners	0.43% (1 incident)	4.18% (37 incidents)	0.81% (3 incidents)	2.4%
Students w/ IEPs	0% (0 incidents)	12.33% (30 incidents)	4.69% (4 incidents)	2.7%
Free/ Reduced Lunch	0.23% (1 incident)	4.41% (48 incidents)	0.98% (5 incidents)	N/A*

* The demographic is too small for a specific goal or doesn't have a goal assigned under LCAP.

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment *	84.78% (39/46)	90.38% (47/52)	88.68% (47/53)	92% (47/51)

* Based on students enrolled from one census date to the next

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family Leadership Council	3.14.23

Staff Engagement Meeting(s)	
Staff Group	Date
Upper School Staff Meeting	3.17.23

Proposed Expenditures

<p><u>Guidelines</u></p> <ol style="list-style-type: none"> 1. In the following sections, please discuss your team’s plan to address the goals of G1: <ol style="list-style-type: none"> a. Increase access to courses in arts, music, and world languages in grades 6-8. b. Improve student retention during the transition from elementary to middle school. c. Create a more positive and safe middle school learning environment. 2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal. 3. Add additional lines as needed. 4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1 5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Resource 1.0 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	\$91,029.49
Budget Total (must add up to Recommended Grant Amount)		\$91,029.49

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<p>1.0 FTE Specifically, the position would:</p> <ul style="list-style-type: none"> - Lead the development of a Coordination of Services Team (COST) - Work with attendance lead to identify chronically absent or at-risk middle school students to visit prior to the start of the school year to develop action plans - Audit our current COST system to streamline referral to TBS/Wrap other county services - Norm on and lead team to use specific program to refer students for social emotional and behavior concerns prior to COST and identify support and specific data to track to indicate progress towards goals - Lead the team in creating a uniform, comprehensive referral form for use by teachers as well as thresholds for initiation and termination of services with the use of multiple data systems to track service delivery and monitor student progress - Analyze referral data to offer strategies and support for individual teachers and grade levels to address the needs of the highest behaviors - Leverage data collected from Social Emotional Screeners to identify needs for social skills groups and multiple other affinity support groups - Leverage existing relationships with child welfare, county mental health, and probation - Realign resources to support trauma-informed schoolwide services that successfully address the academic, social-emotional, and behavioral needs 	<ul style="list-style-type: none"> - Streamline support with outside organizations and coordinate with attendance team at school - reduce Chronic absence of students in middle school from (20% to 10% in 6th-8th grade) -- Maintain an office referral rate of <15% -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 <2% - SBAC proficiency rates at middle school >=60% in ELA and >=40% in Math 	<p>\$91,029.49</p>

<p>of all students in the community, including students with disabilities</p> <ul style="list-style-type: none">- Lead training and coaching on trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures, Restorative Justice practices- Identify and lead rollout for expansion of Toolbox curricular use in the 5th and 6th grade classrooms- Monitor fidelity to the identified SEL curricula and assessments by regularly observing classrooms and helping to establish systems to track classroom data		
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Please submit your 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 14, 2023

Lazear Vision

At Lazear Charter Academy we are change agents who use quality education as a tool to dismantle systems of oppression. We exist because of the power, resilience, and love of the families of the Fruitvale, and we leverage that strength in all we do. Guided by love and connection, we develop whole people with the belief that our academic, social, and emotional potential is unlimited. We know that access to opportunity and an equitable education is our human right and we use a multidisciplinary STEAM program to cultivate empathetic systems thinkers and lifelong learners who ask critical questions, create innovative solutions to complex problems, and express ideas confidently. This approach empowers world citizens who advocate for equity, justice, and the change we want to see in the world.

Lazear GREaT Values

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

Goals & Attendees

Today's Agenda

- Masking Update
- Gather Feedback on Measure G1 Funding & Priorities for Next Year
- Upcoming Events
- Appreciations and Closing

Attendees: Kaitlin Friedman (Principal), Rocio Gonzalez (Family Coordinator), Lucas Bartsh (Assistant Principal, Felicia Edmond (Parent), Daisy (Parent), Robertina Bowen (Parent), Dora Rodriguez (Staff member and parent)

Agenda

Time	Process	What	Notes
5:15-5:35	Info Share & Questions	Charter Renewal Update	<ul style="list-style-type: none"> • Lazear is in the middle tier of charter renewal will be scored accordingly

AB 1505 - Renewal Tiers

HIGH PERFORMANCE CATEGORY	MIDDLE PERFORMANCE CATEGORY	LOW PERFORMANCE CATEGORY
<p>For the two most recent years preceding renewal, either:</p> <p>1. Definition 1: Scored green or blue schoolwide on all state indicators, or</p> <p>2. Definition 2: For all academic indicators,</p> <p>a.) Received "status" scores schoolwide that are the equal to or higher than the state average, and</p> <p>b.) Majority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average.</p>	<p>Did not meet either High nor Low Performance Category criteria.</p>	<p>For the two most recent years preceding renewal, either:</p> <p>1. Definition 1: Scored red or orange schoolwide on all state indicators, or</p> <p>2. Definition 2: For all academic indicators,</p> <p>a.) Received "status" scores schoolwide that are the equal to or lower than the state average, and</p> <p>b.) Majority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average.</p>
<p>RENEWAL TERM: May be renewed for 5, 6, or 7 years.</p>	<p>RENEWAL TERM: May renew for 5 years or may deny only upon making written findings.</p>	<p>RENEWAL TERM: Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years.</p>

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What goes into a charter renewal decision?

¿Qué incluye una decisión de renovación de una charter?

Additional factors - Strong community support, demonstrated capacity to implement the program outlined in the charter petition, responsible financial management, etc. AND our political context

Factores adicionales - Fuerte apoyo de la comunidad, capacidad demostrada para implementar el programa descrito en la petición de constitución, gestión financiera responsable, etc. Y nuestro contexto político

Actions families can take:

5:35-6:10	Discussion	Next Year/ Measure G1 Funds	<p>Measure G1 Funds</p> <p>The Goals of the Measure</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>What did it fund this year (PBIS, RJ, MTSS)</p> <p>Review of Data & Discussion:</p> <ul style="list-style-type: none"> • How have these investments supported Lazear this year? • What investments will we need for next year? • Should we continue with support of culture and MTSS or consider arts or world languages programming for G1? <p>Notes from families:</p> <ul style="list-style-type: none"> • Noticed we are not meeting our attendance or chronic absence goal • Middle school attendance is still very poor • Suspension rates are going down and referral rates which is good! • Lots of neutrals - do kids understand the questions (question) • Thoughts for G1 funds– <ul style="list-style-type: none"> ○ Can we continue to fund what we have been funding? <ul style="list-style-type: none"> ■ Yes! ○ What about investing in attendance incentives?
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			<ul style="list-style-type: none"> ■ Suggestion to partner and do home visits at the beginning of the year? ■ Maybe attendance social skills groups ■ Staff could do home visits - or we could have attendance buddies with staff identified from
6:10-6:20	Info Share	Upcoming Events	Shared March calendar of Events

Next Steps			
- Kaitlin to complete G1 application			



Be GREaT, Innovate & Create, Change the World

March 8, 2023

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Goals & Attendees

Today's Goals

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

Attendees: Kaitlin Friedman (Principal), Lucas Bartsh (Assistant Principal) Monica Shope (5th/6th Sci/Eng Teacher), Kelly Anne Hansen (6th Humanities Teacher), McKenzie Lyon (7th Humanities Teacher), Jessi Stein (Dean of MTSS), Francisco Gomez (Upper School Dean), Cristian Ramirez (PE Teacher), Jazlyn Sakaniwa (5th/6th Math Teacher), Mariana LaRoche (Ed Specialist), Lily Friedman (Ed Specialist), Robin Rankin (5th Humanities), Steve Cilono (8th Humanities), Tina Diazdeleon (7th/8th Science), Brandon Solano (7th/8th para), Beny Gomez (Para), Susana Villegas-Rodriguez (Clinician), Maria Camacho Rico (School Psych)

Agenda

Time	Process	What	Notes/Minutes
2:45-4:00	Brainstorm & 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

To Consider:

- What to invest in it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment?

General Reflection from This Year

- **Continue**
 - CICO goals, data driven
 - Relationship building/partnership building with parents
 - Sport competitions between staff and students
 - Buddy classrooms (reading time, projects)
- **Start**
 - Toolbox in 5th/6th grade!
 - Meet the teacher at the beginning of the year
 - Community circle in 5th/6th grade to celebrate achievement
 - Mentorship (for real it didn't work well this year)
 - School-wide activities to build culture
 - Home visits
 - More sports and fun things for kids!
- **Stop**
 - Givethx in advisory classes

5th-8th Culture

- Important to at least maintain current FTE/(PBIS, RJ, MTSS) as supported through G1 funds

- Would not want to change where G1 funds are going if not another way to financially support those systems
 - Behavior, RJ, etc are highest priority right now and are the foundational piece that allows us to do more work
 - Want to better figure out how to use the Makerspace
 - Current visual art program is strong; will also have MakerSpace to increase access to making/creativity
 - Other arts (music, dance, media) can be incorporated in cross-curricular PBL work and extracurriculars (DMIS, Choir, Print-making, etc)
- Need to continue to refine the CICO systems
- Need to norm on all schoolwide practices (culture and otherwise for 5th-8th grade classrooms)

Next Steps

- Kaitlin to complete G1 application
- More site planning engagement to be scheduled

Meeting Sign-In

Meeting: Staff Meet

Date: 3/8/23

McKenzie Lyon	Beena Pakl
Monica S	Lex Flores
Mariana Lomche	Lorin King
America Rodriguez	Katlyn Harris
Esperanza Magallanes	Ariel Kennedy
Zuly Ayala	Debra Minkyt
Marta Canacho	Julia Tombs
Jackie	Jocelyn Winkler
Claudia	Monica Zamora
Jessi	Kara Fleuhman
Brenda	Natalie Soto
Kara	Rocio Gonzalez
Juzzy	Maritza Gonzalez
Robin	
LUCIA	
Wily	
Ami	
Scout	
Cristian R	
Benny G.	
Luca	
Marco	
FRANCISCO	
Vanessa Navarro	
Miriam Dominguez	