

Board Office Use: Legislative File Info.	
File ID Number	26-0835
Introduction Date	4/14/2026
Enactment Number	
Enactment Date	



Board Cover Memorandum

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

From Middle School Network

Meeting Date April 14, 2026

Subject Lazear Charter Academy 2026-2027 Measure G1 Application

Ask of the Commission Approve the Lazear Charter Academy 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Lazear Charter Academy 2026-2027 Measure G1 Application.

Fiscal Impact The recommended amount is **\$66,863.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2026-2027 Measure G1 Proposal

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	Lazear Charter Academy	School Address	824 29th Avenue Oakland, CA 94601
Principal	Kaitlin Friedman	Principal Email	Lucas Bartsh
G1 Contact	Lucas Bartsh	Contact Email	lbartsh@efcps.net
School Phone	510-689-2000	Total Number of Students	166
Recommended Grant Amount¹	\$66,863.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	151
		2025-2026 LCFF³ Enrollment	138

Student Demographics (%)				Measure G1 Team	
English Learners	38.7% (199/514)	Asian/Pacific Islander	3.9% (20/514)	Name	Position
LCFF	87.4% (449/514)	Latinx	85.4% (439/514)	Kaitlin Friedman	Principal
SPED	14.6% (75/514)	Black or African-American	6.4% (33/514)	Lucas Bartsh	Assistant Principal
		White	1.9% (10/514)	Francisco Gomez	Dean of Culture
		Indigenous or Native American	0.8% (4/514)	Marco Dominguez Cruz	Associate Dean of Culture

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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	1.2% (6/514)		
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**Chronic Absence
(Include raw number and percent)**

	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	13.46% (65/483)	9.56% (48/502)	8.74% (45/515)	8% (41/513)
Asian/Pacific Islander	0% (0/17)	0% (0/17)	0% (0/20)	0% (0/20)
Latinx	13.15% (56/426)	9.22% (40/434)	7.94% (35/441)	8% (41/513)
Black or African-American	26.92% (7/26)	21.21% (7/33)	28.13% (9/32)	20% (6/30)
White	8.33% (1/12)	0% (0/10)	0% (0/10)	N/A*
Indigenous or Native American	0% (0/1)	0% (0/4)	0% (0/4)	N/A*
English Learners	15.35% (35/228)	12.69% (25/197)	7.04% (14/199)	8% (18/227)
Students w/ IEPs	21.13% (15/71)	13.41% (11/82)	10.53% (8/76)	12% (8/69)
Free/ Reduced Lunch Students	13.77% (57/414)	9.65% (41/425)	8.8% (38/432)	8% (34/432)

Metrics

(all data points are required)

**Electives
(Include raw number and percent)**

Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	142	165	166	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	120	150	149	150
	Language	0	0	0	0
	Music	0	0	0	0

**Positive & Safe Culture
(Include raw number and percent)**

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
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Average Daily Attendance Date of Figure: 2026-02-19				
Asian/Pacific Islander	96.1%	96.59%	97.99%	96,00%
Latinx	94.3%	95%	95.62%	96,00%
Black or African-American	91.44%	93.01%	92.81%	94.00%
White	94.77%	95.54%	96.34%	96,00%
Indigenous or Native American	95.48%	99.72%	99.33%	96,00%
English Learners	94.16%	95.07%	95.5%	96,00%
Students w/ IEPs	94.02%	95.27%	95.23%	96,00%
Free/ Reduced Lunch	94.14%	94.88%	95.56%	96,00%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 2026-02-19				
Student Population Overall	1.84% (9/489)	1.17% (6/511)	0.57% (3/523)	<1% (2/487)
Asian/Pacific Islander	5.88% (1/17)	0% (0/18)	0% (0/20)	N/A*
Latinx	1.39% (6/432)	1.14% (5/439)	0.45% (2/448)	<1% (2/421)
Black or African-American	3.85% (1/26)	2.78% (1/36)	0% (0/33)	<1% (0/25)
White	8.33% (1/12)	0% (0/10)	10% (1/10)	N/A*
Indigenous or Native American	0% (0/1)	0% (0/4)	0% (0/4)	N/A*
English Learners	2.16% (5/232)	1% (2/201)	1% (2/200)	<1% (1/227)
Students w/ IEPs	2.7% (2/74)	1.2% (1/83)	0% (0/77)	<1% (0/227)
Free/ Reduced Lunch	1.93% (8/415)	1.17% (5/427)	0.69% (3/434)	<1%

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	80.39% (41/51)	84.75% (50/59)	90% (45/50)	91%

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Coffee with the Principal	2/20/26

Staff Engagement Meeting(s)	
Staff Group	Date
Lazear Staff Meeting	2/25/26

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	NA	NA
<i>Instructional Program</i>	NA	NA
<i>Staffing</i>	NA	NA
<i>Facilities</i>	NA	NA
<i>Equipment and Materials</i>	NA	NA
<i>Teacher Professional Learning</i>	NA	NA
<u>World Language (Rubric)</u>	2024-25	2025-26
<i>Content and Course Offerings</i>	NA	NA
<i>Communication</i>	NA	NA
<i>Real world learning and Global competence</i>	NA	NA
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	NA	NA
<i>Instructional Program</i>	NA	NA
<i>Staffing</i>	NA	NA
<i>Facilities</i>	NA	NA
<i>Equipment and Materials</i>	NA	NA
<i>Teacher Professional Learning</i>	NA	NA

Proposed Expenditures

<u>Guidelines</u>

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - 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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	0.60 FTE Specifically, the position would: 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	\$64,529.00
2	Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons	\$8,000.00
Budget Total		\$72,529.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	0.60 FTE Specifically, the position would: - Lead site Culture & Climate Team and help lead our implementation of Positive Behavior Interventions & Supports (PBIS) framework, restorative/community circles, and our No Nonsense Nurture culture/discipline framework.	\$51,863.00
2	Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons	\$15,000.00
Budget Total (must add up to Recommended Grant Amount)		\$66,863.00

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture

Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>0.60 FTE Specifically, the position would:</p> <ul style="list-style-type: none"> - Lead site Culture & Climate Team and help lead our implementation of Positive Behavior Interventions & Supports (PBIS) framework, restorative/community circles, and our No Nonsense Nurture culture/discipline framework. - Design and facilitate professional ongoing professional development around Culture and Climate, and tier 1 behavior management. - Build trusting, supportive relationships with students in order to support them to make good choices and appropriately navigate the school environment - Collaborate with and assist staff in successful behavior intervention support of all students including providing feedback to teachers on tier 1 classroom culture strategies. - Manage and coordinate CICO system - Plan Middle School Meet-ups that align with school values and recognize students who are making progress towards goals. - Build relationships with and communicate with families on a consistent basis. Communicate regarding behavior successes, challenges, and consequences. - Help maintain school/home communication systems, including home visits. - Oversee and Maintain student referral documentation using the DeansList - Assist with the development, implementation and monitoring of student behavior plans - Participate in Coordination of Services team (COST) meetings - Facilitate restorative justice circles - Participate in and/or lead student social development groups - Lead/Facilitate Team member coaching check-ins and monthly Professional development - Analyze referral data to offer strategies and support for individual teachers and grade levels to address the needs of the highest behaviors - Identify and lead rollout for expansion of Wayfinder 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 		<p>\$51,863.00</p>

Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons		\$15,000.00
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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
February 10, 2026

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 (Co-Principal), Rocio Gonzalez (Family Coordinator), Yasmin (Parent), Amphil (parent), Isaias and Edelmira (parent), Olivia, Schnita

Agenda

Time	Process	What	Notes
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"> • Improve student retention during the transition from elementary to middle school • Create a more positive and safe middle school learning

environment

What did it fund this year (PBIS, RJ, MTSS)

Review of Data & Discussion:

- 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?

Family Observations

- Families shared that they noticed many students gave **neutral responses on the survey**, which may suggest students are still developing clarity or comfort in sharing their perspectives.
- There was a question about whether **G1 funds support individual students or groups of students**. We clarified that funds primarily support **staffing and programs that serve groups of students**, while the **level of support students receive is determined by individual need**.

Family Input on Priorities for G1 Funding (2026–27)

Families emphasized the importance of continuing investments that support **student well-being, belonging, and readiness for learning**, which aligns with Lazear’s commitment to ensuring that every member of our community is **seen, heard, valued, and known**.

Key priorities raised include:

- **Sustaining culture and climate supports**, including **MTSS, SEL, and Restorative Justice**, as families continue to see significant student needs in these areas. **Maintaining PBIS systems** that were introduced this year so that positive culture structures can continue to strengthen and become more consistent over time.
- Recognizing the **increase in referrals and growing mental health and social skill needs** among students, and the importance of having systems and staff in place to respond effectively.
- Continuing to invest in **supports that help students build the academic and social skills needed for success in high school**, consistent with Lazear’s mission.

Looking Ahead

Families also shared interest in **expanding arts opportunities in future years (beyond 2025–26)** as a way to increase engagement and provide additional outlets for student creativity and expression.

One suggestion was to **survey middle school students about the**

			types of arts programming they would be most interested in, which could help guide planning for future offerings.
6:10-6:20	Info Share	Upcoming Events	Shared March calendar of Events

Next Steps

- Lucas to complete G1 application
- Engage with staff re: questions



Be GREaT, Innovate & Create, Change the World

2/25/26

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Goals & Attendees

Today's Goals

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

Agenda

Process	What	Notes/Minutes
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"> • Create a more positive and safe middle school learning environment • 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 <p>To Consider:</p>








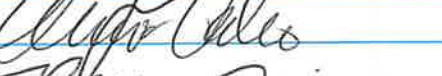









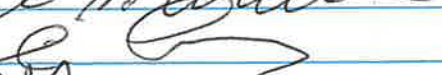







		<ul style="list-style-type: none"> ● What did it fund this year (PBIS, RJ, MTSS) and do we want to continue with this investment? ● Looking at inclusion and belonging survey data, what skills might we need to add and how should we add them? <p>General Reflection from This Year</p> <ul style="list-style-type: none"> ● Continue <ul style="list-style-type: none"> ○ Wayfinder ○ Relationship building/partnership building with parents ○ Sports programs, advisory changes ○ Community service ● Start <ul style="list-style-type: none"> ○ More school-wide activities to build culture ○ Need to invest in upper school SEL curriculum and training (things for adults and kids) ● Stop <ul style="list-style-type: none"> ○ N/A <p>6th-8th Culture</p> <p>-Can we increase the funds because we have far more ideas beyond what the current amount is. If we cannot increase the funds than we need to prioritize the existing position that funds PBIS/RJ/MTSS. Important to at least maintain current FTE/(PBIS, RJ, MTSS) as supported through G1 funds; possible to increase?</p> <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 ● Need to identify key skills to teach students ● Need to continue to refine CICO and focus on improved Tier 2 and Tier 1 SEL and behavioral supports
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Next Steps	
	<ul style="list-style-type: none"> - Lucas to complete G1 application - More site planning engagement to be scheduled

Sign In

2/25/26

Mario Padilla
Natalie Soto
Phuong Anh Saetern
Ariel Kennedy
Gabriel Sanchez
Esperanza Magallanes
Brandon Solano
Andrea Osornio
Zuly Ayala
Maria Camacho
Rossy Ramirez
Andrea Lopez-Rocha
Cristian Ramirez
Richard White
Kelly Anne Hansen
Mary Joy Carimed-Rosario
Lily Friedman
Robin Rankin
McKenzie Ufan
MARITZA GONZALEZ
Prince Anbisit
London Hill
ERIC Walker
Francisco Gouze
IUGD B. Gomez
Deirdra McKnight
Claudia Orozco
Kevin Dominguez
Larin King
Karina Soto

Ami ASAR

Ami ASAR

Katrina Mae Bete

Ami

Sara Solagaistoa

Sara S.

DORA RODRIGUEZ

DORA R.