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| Introduction Date | 4/23/2024 |
| Enactment Number | |
| Enactment Date | |



**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 April 23, 2024

Subject Lazear Charter Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Lazear Charter Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Lazear Charter Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$80,104.00**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.



**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

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 | Total Number of Students | 478 |
| Recommended Grant Amount¹ | \$80,104 | 2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 147 |
| | | 2023-24 LCFF³ Enrollment | 134 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-------|-------------------------------|-------|------------------|---------------------|
| English Learners | 51.0% | Asian/Pacific Islander | 1.7% | Name | Position |
| LCFF | 92.2% | Latinx | 89.6% | Kaitlin Friedman | Principal |
| SPED | 14.7% | Black or African-American | 5.0% | Lucas Bartsh | Assistant Principal |
| | | White | 2.6% | Francisco Gomez | Dean of Culture |
| | | Indigenous or Native American | 0.2% | Jessi Stein | Dean of MTSS |

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 | 0.2% | | |
|--|--|-------------|------|--|--|

| Chronic Absence (Include raw number and percent) | | | | |
|---|---------------------------|---------------------------|---------------------------|--------------------------------|
| | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
| Student Population Overall | 28.81% (138/479) | 23.16% (110/475) | 14.73% (71/482) | 10% (48/480) |
| Asian/Pacific Islander | 44.44% (4/9) | 37.5% (3/8) | 11.76% (2/17) | N/A* |
| Latinx | 28.97% (126/435) | 23.71% (101/426) | 14.12% (60/425) | 10% (42/425) |
| Black or African-American | 22.22% (4/18) | 8.33% (2/24) | 23.08% (6/26) | 15% (3/25) |
| White | 9.09% (1/11) | 25% (3/12) | 16.67% (2/12) | N/A* |
| Indigenous or Native American | 50% (1/2) | 0% (0/1) | 0% (0/1) | N/A* |
| English Learners | 26.64% (69/259) | 24.08% (59/245) | 14.54% (33/227) | 10% (22/227) |
| Students w/ IEPs | 25.71% (18/70) | 21.74% (15/69) | 20.29% (14/69) | 15% (10/69) |
| Free/ Reduced Lunch Students | 28.81% (138/479) | 23.16% (110/475) | 14.73% (71/482) | 10% |

Metrics

(all data points are required)

| Electives (Include raw number and percent) | | | | | |
|--|----------|---------------------------|---------------------------|---------------------------|--------------------------------|
| Metric | Area | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
| Number of students taking elective courses. | Art | 164 | 142 | 165 | 178 |
| | Language | 0 | 0 | 0 | 0 |
| | Music | 0 | 0 | 0 | 0 |
| Number of students participating in non-course experiences (e.g. after-school program) | Art | 25 | 120 | 150 | 150 |
| | Language | 0 | 0 | 0 | 0 |
| | Music | 0 | 0 | 0 | 0 |

| Positive & Safe Culture (Include raw number and percent) | | | | |
|---|----------------|----------------|----------------|---------------------|
| Metric | 2021-22 (%) | 2022-23 (%) | 2023-24 (%) | 2024-25 Goal (%) |
| Average Daily Attendance Date of Figure: 4/12/24 | | | | |
| Asian/Pacific Islander | 92.04% | 93.04% | 96.36% | |
| Latinx | 92.04% | 92.85% | 94.50% | 95% |
| Black or African-American | 89.57% | 92.52% | 92.07% | 95% |
| White | 95.87% | 94.03% | 95.35% | |
| Indigenous or Native American | 82.77% | 98.86% | 100% | |
| English Learners | 92.43% | 93.23% | 94.36% | 95% |
| Students w/ IEPs | 91.90% | 92.66% | 94.10% | 95% |
| Free/ Reduced Lunch | 91.80% | 92.86% | 94.42% | 95% |

| Metric | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
|--|---------------------------|---------------------------|---------------------------|--------------------------------|
| Suspended Students Date of Figure: 4/12/24 | | | | |
| All students | 4.52% (22/487) | 1.45% (7/482) | 1.64% (8/488) | <1% (4/487) |
| Asian/Pacific Islander | 0% (0/12) | 0% (0/8) | 5.88% (1/17) | N/A* |
| Latinx | 4.33% (19/439) | 1.39% (6/432) | 1.16% (5/431) | <1% (4/421) |
| Black or African-American | 5.56% (1/18) | 4% (1/25) | 3.85% (1/26) | <1% (0/25) |
| White | 8.33% (1/12) | 0% (0/12) | 8.33% (1/12) | N/A* |
| Indigenous or Native American | 50% (1/2) | 0% (0/1) | 0% (0/1) | N/A* |
| English Learners | 4.18% (11/263) | 1.61% (4/249) | 1.73% (4/231) | <1% (2/227) |
| Students w/ IEPs | 12.33% (9/73) | 4.35% (3/69) | 2.78% (2/72) | <1% (0/227) |
| Free/ Reduced Lunch | 4.41% (16/363) | 1.47% (6/408) | 1.69% (7/415) | <1% |

| Student Retention from 5th Grade to 6th Grade | | | | |
|---|----------------|----------------|--|--------------|
| Metric | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| 6th Grade Enrollment | 90.38% (47/52) | 88.68% (47/53) | 81% (43/53) (3 after start of year) | 52/59 88% |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---|---------|
| Community Group | Date |
| Family Leadership Council | 3.11.24 |

| Staff Engagement Meeting(s) | |
|--|--------|
| Staff Group | Date |
| Upper school staff meeting | 3.5.24 |

| Music (Rubric) | 2022-23 | 2023-24 |
|---|---------|---------|
| <i>Access and Equitable Opportunity</i> | N/A | N/A |
| <i>Instructional Program</i> | N/A | N/A |
| <i>Staffing</i> | N/A | N/A |
| <i>Facilities</i> | N/A | N/A |
| <i>Equipment and Materials</i> | N/A | N/A |
| <i>Teacher Professional Learning</i> | N/A | N/A |
| World Language (Rubric) | 2022-23 | 2023-24 |
| <i>Content and Course Offerings</i> | N/A | N/A |
| <i>Communication</i> | N/A | N/A |
| <i>Real world learning and Global competence</i> | N/A | N/A |
| Art (Visual Arts, Theater, and Dance) | 2022-23 | 2023-24 |

| | | |
|---|-----|-----|
| <i>Access and Equitable Opportunity</i> | N/A | N/A |
| <i>Instructional Program</i> | N/A | N/A |
| <i>Staffing</i> | N/A | N/A |
| <i>Facilities</i> | N/A | N/A |
| <i>Equipment and Materials</i> | N/A | N/A |
| <i>Teacher Professional Learning</i> | N/A | N/A |

Proposed Expenditures

Guidelines

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 2023-24 Approved Expenditures

| All Actual Expenditures | | Budget Amount |
|------------------------------------|---|--------------------|
| Safe & Positive Culture | | |
| 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 | | \$91,029.49 |

Summary of 2024-25 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|--|-----------------|
| 1 | <p>0.65 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 of all students in the community, including students with disabilities - 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 | \$72,104 |
| 2 | Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons | \$8,000 |
| Budget Total (must add up to Recommended Grant Amount) | | \$80,104 |

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 |
| 0.65 FTE Specifically, the position would: | - Streamline support with | \$72,104 |

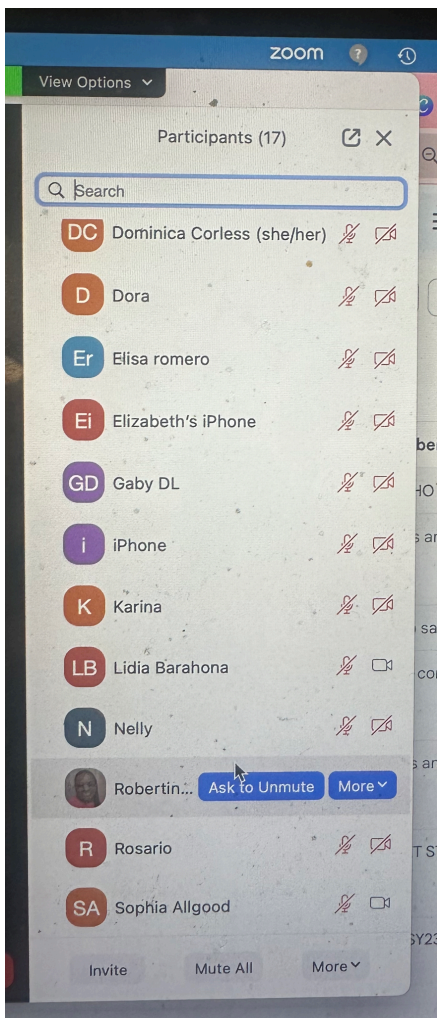
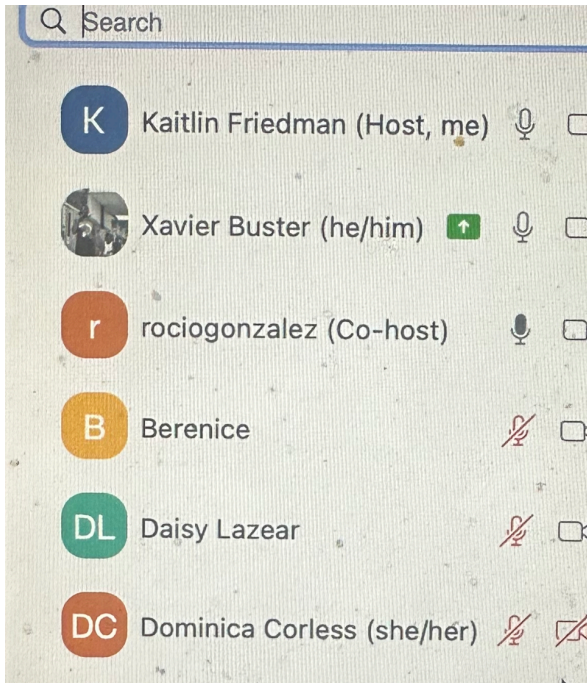
| | | |
|--|--|----------------|
| <ul style="list-style-type: none"> - Lead the development of a Coordination of Services Team (COST) - Work with attendance lead to identify chronically absent or at-risk middle school students to visit prior to the start of the school year to develop action plans - 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 of all students in the community, including students with disabilities - 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 | <p>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)</p> <p>-- Maintain an office referral rate of <15%</p> <p>-Middle school student experience/ engagement/ safety at school >=4.0 on SCAI survey</p> <p>- Greater alignment in service delivery and support of services to struggling students as evidenced by a suspension rate to <2%</p> <p>- SBAC proficiency rates at middle school >=60% in ELA and >=40% in Math</p> | |
| <p>Purchase social-emotional curriculum for 6th-8th grade and receive training Wayfinder curriculum and lessons</p> | <p>-Middle school student experience/ engagement/ safety at school >=4.0 on SCAI survey</p> <p>- Greater alignment in service delivery and support of services to struggling students as evidenced by a suspension rate to <2%</p> | <p>\$8,000</p> |

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

Staff Meeting Sign In - 3/5/24

| Timestamp | Staff Member Name | PD Type | |
|------------------|------------------------|------------------------|----------|
| 3/5/2024 8:36:03 | Ariel Kennedy | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:13 | Rosy Ramirez | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:14 | Reena Patel | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:18 | Claudia | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:34 | Maritza | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:36 | Ami Asar | Site-Based Release Day | 3/5/2023 |
| 3/5/2024 8:36:38 | Lex Flores | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:42 | Coach G | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:36:43 | Zuly Ayala | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:37:07 | Yafet Gebres | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:37:18 | Rocio | | 3/5/0024 |
| 3/5/2024 8:37:24 | Martha Hernandez | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:37:48 | Marco Dominguez | Staff Meeting | 3/5/2023 |
| 3/5/2024 8:37:50 | Pamela Norton | Staff Meeting | 3/5/2024 |
| 3/5/2024 8:38:18 | | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:38:18 | Lucia | Site-Based Release Day | 5/3/2024 |
| 3/5/2024 8:40:23 | Emily Ward | Site-Based Release Day | 3/5/2024 |
| 3/5/2024 8:46:42 | Katelyn Harris Gurnari | Site-Based Release Day | 3/6/0024 |

Family Leadership Council-3/11/24





Be GREaT, Innovate & Create, Change the World

3/5/24

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

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 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"> ○ Relationship building/partnership building with parents ○ Sports programs, advisory changes ○ Community service ● Start <ul style="list-style-type: none"> ○ GSA ○ 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 |
|--|--|--|

| | |
|-------------------|---|
| Next Steps | |
| | <ul style="list-style-type: none"> - Kaitlin to complete G1 application - More site planning engagement to be scheduled |

WE WILL START IN 3 MIN :))

EMPEZAREMOS EN 3 MIN :))

Lazear Community Leaders
Family Leadership Council



March 11, 2024

Lazear Community Leaders
Family Leadership Council



WE WILL START IN 3 MIN :)

EMPEZAREMOS EN 3 MIN :)

March 11, 2024

Lazear Community Leaders
Family Leadership Council

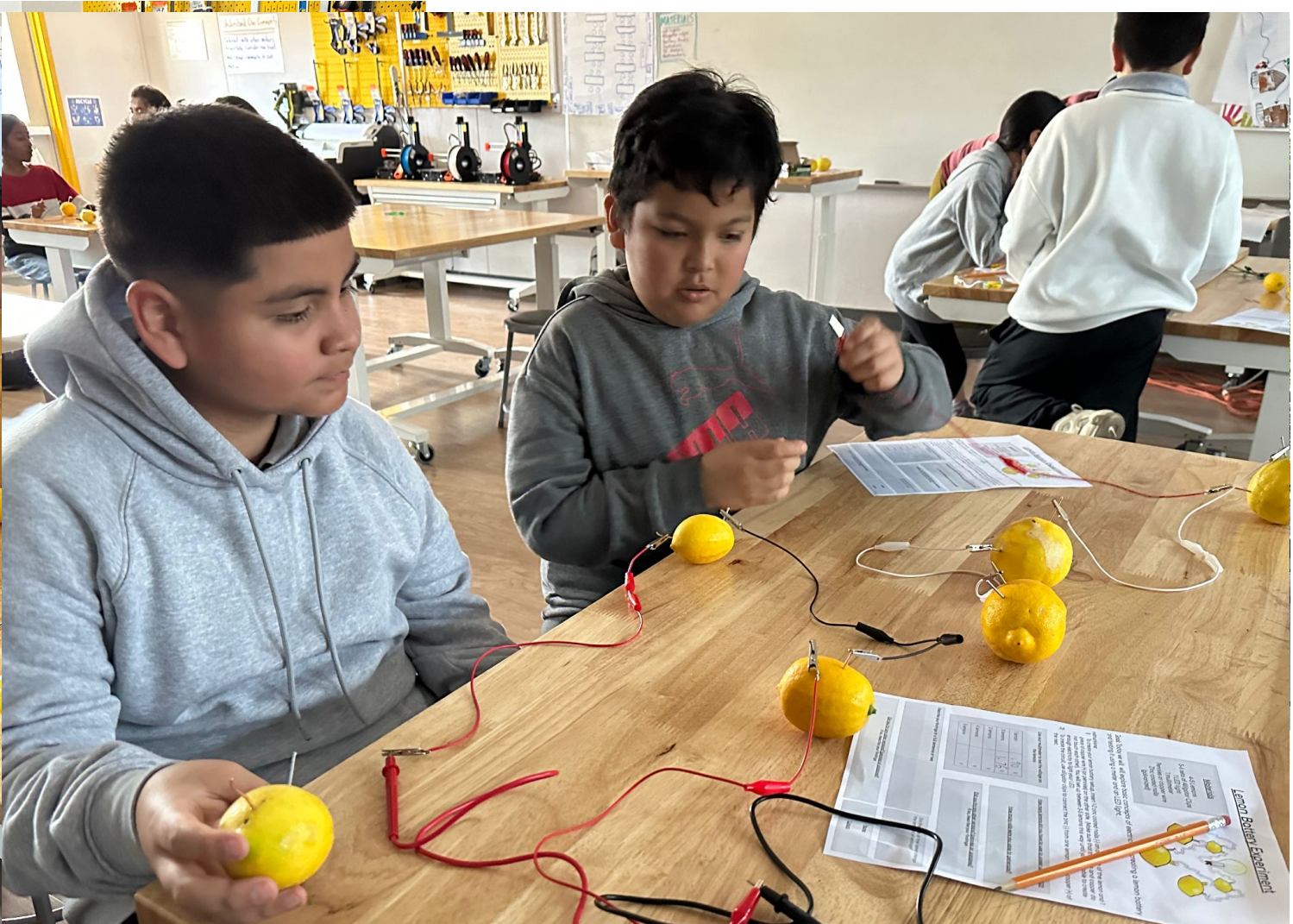
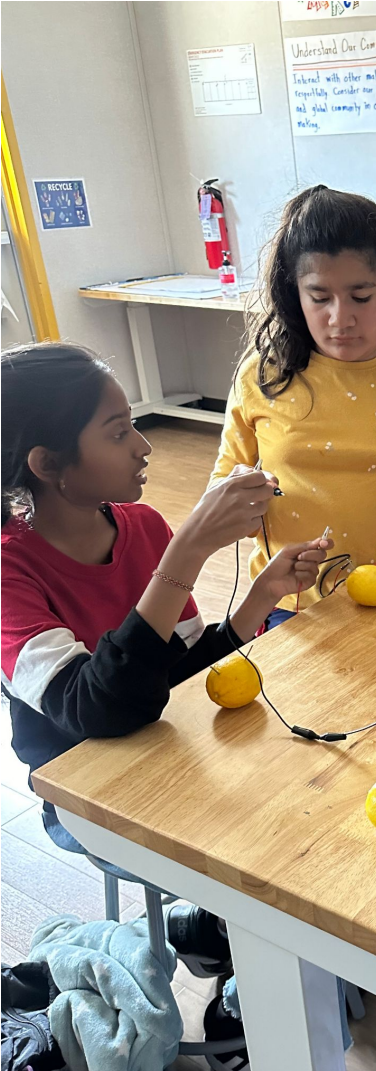


INTRODUCTIONS / INTRODUCCIONES

Introduce yourself and finish this sentence... What is your ideal Spring Break vacation and why?

Preséntese y termine esta oración... ¿Cuáles son tus vacaciones ideales para las vacaciones de primavera y por qué?





THE MISSION OF LAZEAR IS TO FULLY PREPARE STUDENTS ACADEMICALLY AND SOCIALLY FOR SUCCESS IN HIGH SCHOOL WITH THE HOPE THAT THIS SETS THEM UP FOR A LIFE OF OPPORTUNITY AND CHOICE.

LA MISIÓN DE LAZEAR ES PREPARAR COMPLETAMENTE A LOS ESTUDIANTES ACADÉMICA Y SOCIALMENTE PARA EL ÉXITO EN LA ESCUELA SECUNDARIA CON LA ESPERANZA DE QUE ESTO LOS PREPARE PARA UNA VIDA DE OPORTUNIDADES Y OPCIONES.

LAZEAR'S MISSION

GUIDING BELIEFS / CREENCIAS GUIADORAS

- We exist because of the power, resilience, and love of our families and we leverage that strength in all we do.
- Every member of our community must be seen, heard, valued and known to realize our vision.
- Adults and students share ownership for student success.
- Existimos gracias al poder, la resiliencia y el amor de nuestras familias y aprovechamos esa fuerza en todo lo que hacemos.
- Cada miembro de nuestra comunidad debe ser visto, escuchado, valorado y conocido para hacer realidad nuestra visión.
- Los adultos y los estudiantes comparten la propiedad del éxito estudiantil.

VISION FOR FAMILY LEADERSHIP COUNCIL / VISIÓN PARA EL CONSEJO DE LIDERAZGO FAMILIAR

- Heard/listened to / Escuchado / escuchando
- Connected to the school / Conectado a la escuela
- Your opinions mean a lot to us /
- Tus opiniones significan mucho para nosotros
- Understand how and why decisions are made.
/ Comprender cómo y por qué se toman las decisiones.
- Clear communication

AGENDA - HOW DO WE GET THERE? ¿CÓMO LLEGAMOS ALLÍ?

Introductions & Greetings / Presentaciones y saludos (10)

Review Goals and Progress the Year! / ¡Revise las metas y el progreso del año! (15)

Expanded Learning Programming (15)

G1 Funding (5)

What's Coming Up (10)

Appreciations, Closing, & Raffle / Agradecimientos, clausura y rifa (10)



NORMS / NORMAS PARA LA REUNION

1. Respect time
2. Speak & listen up
3. One mic, one voice
4. Take it to the source
5. Be a part of the solution
6. Respect others opinions

1. *Respeto*

2. WHAT ELSE DO YOU NEED FROM EACH OTHER?

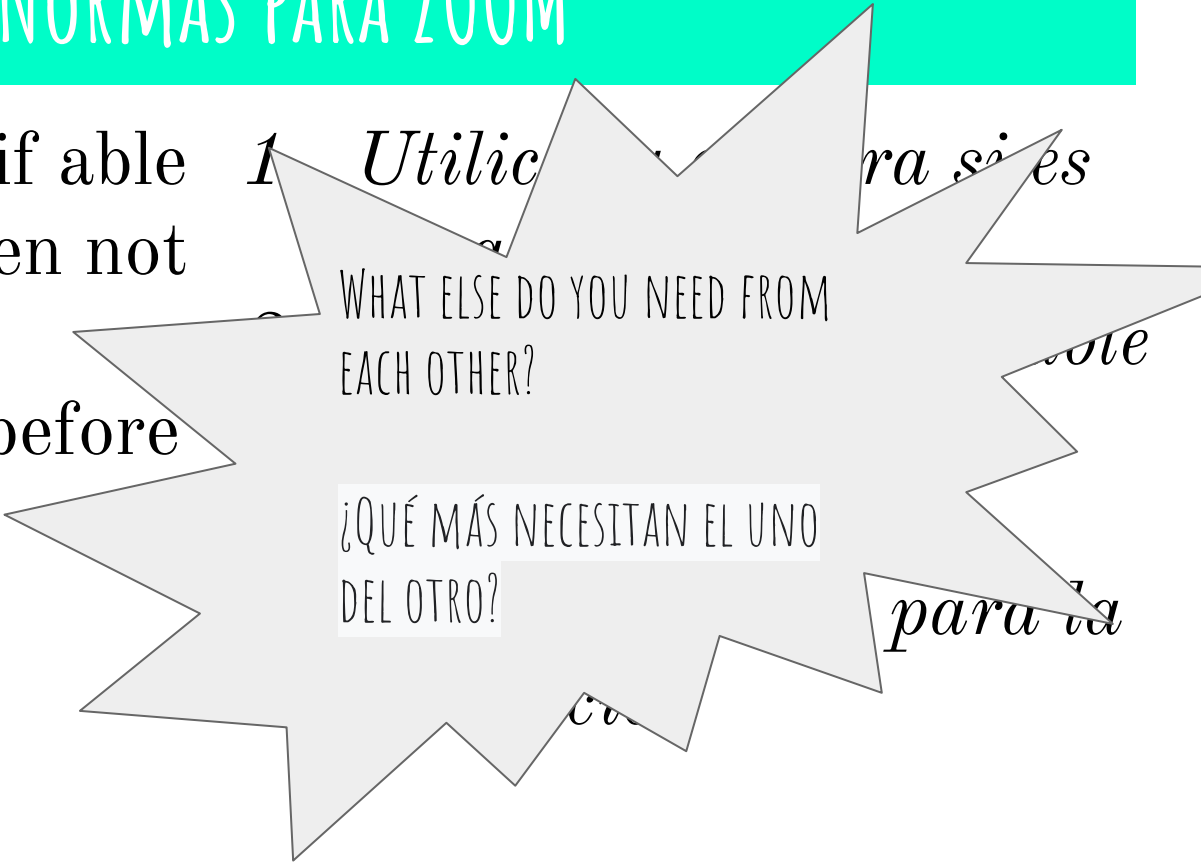
¿QUÉ MÁS NECESITAN EL UNO DEL OTRO?

iones de

se us

NORMS PARA ZOOM / NORMAS PARA ZOOM

1. Use your camera if able
2. Mute yourself when not talking
3. Identify yourself before talking
4. Allow time for translation



Lazear Priorities

Family
Engagement



Academic
Ownership



GOAL #1: FAMILY ENGAGEMENT

- INCREASE ATTENDANCE TO EVENTS!

META #1: COMPROMISO FAMILIAR

¡AUMENTA LA ASISTENCIA A EVENTOS!

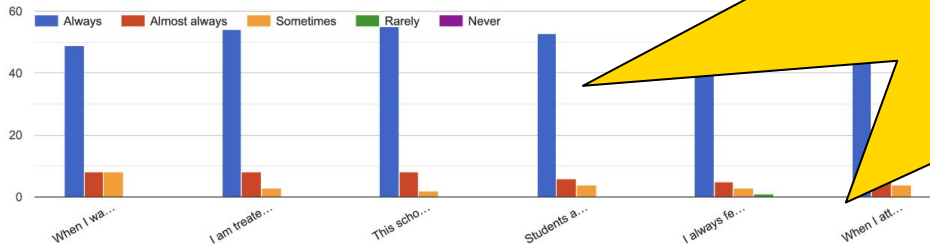
Family Engagement: Data & Questions

Data Analyzed

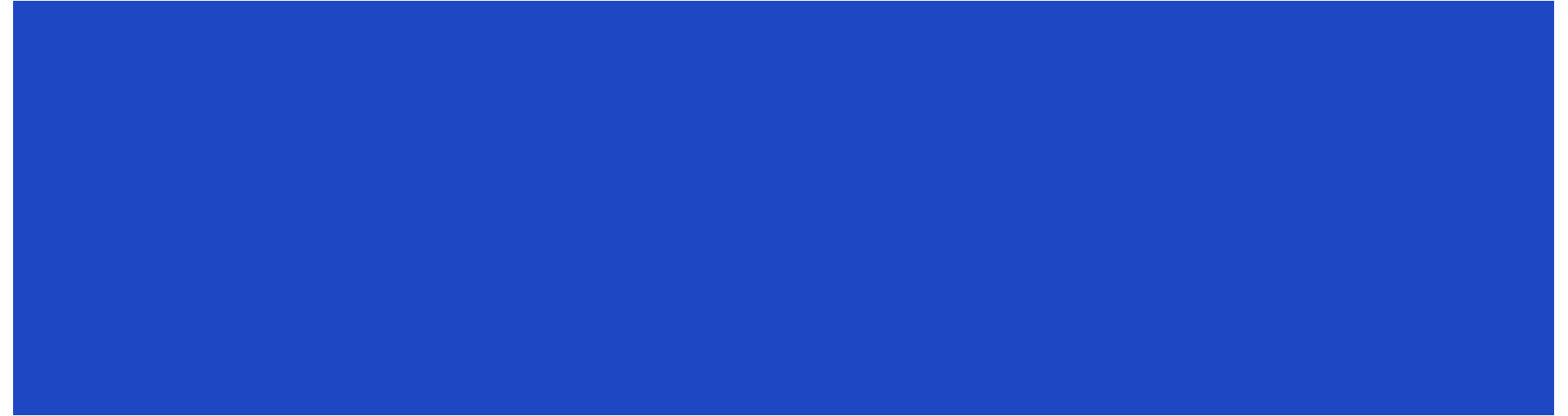
| GOAL: 75% of Families Attend Events | | |
|-------------------------------------|-----------------------------------|-----------------------------------|
| Meet-the-Wildcat <i>August</i> | We are Lazear <i>September</i> | Latinx/Hispanic Heritage - Oct |
| 50% | 39% | |

65%!!!

Our Data: Welcoming Environment



BLACK HISTORY & FAMILY LITERACY NIGHT



WHAT WORKED / LO QUE FUNCIONO

- Instagram live was helpful
- Liked having the kids present to event more ownership
 - a. Liked the projects, learned more about other cultures
 - b. Group projects: each student had different parts to present (different by grade)
- Want to learn more about other cultures!

EVEN BETTER IF / AUN MEJOR SI...

- Big food lines / not enough food / different options / need to figure out the food
- What is the plan when I am not supporting my kid and waiting for the other stuff
- Sharing the knowledge in the group projects
-
-



Thursday | October 27, 2011

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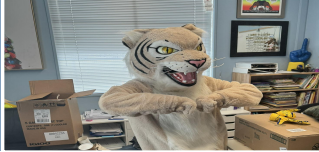
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Sports

PLAYOFF PUSH!



Politics

STAY HUMBLE & HUNGRY



OCCUPY OAKLAND CONFRONTATION

Lazear has real opportunity, sights strong FINISH!

Robin Rankin and Monica Zamora lead Wildcats in MOY surge!

OAKLAND — A 24-year old former Marine Corps corporal and Iraq war veteran remained in critical condition at Highland Hospital on Wednesday night after friends said he was hit in the head with a police projectile in Tuesday's Occupy

Oakland confrontation.

Scott Thomas Olsen, 24, of Onalaska, Wis., was admitted to Highland after he was hit on the head above his right eye during clashes with police, said hospital spokesman Curt Olson, who is not related to the veteran.

Scott Olsen appears to be the first serious injury nationwide of the Occupy Wall Street movement that has spread to virtually every major American city — and several smaller ones — as millions of people continue to express their anger and

disappointment with the country's banking, regulatory and health care systems.

"It's absolutely unconscionable that our citizens are going overseas to protect other citizens just to come back and have our own police hurt them," said Joshua Shepherd, a six-year Navy veteran and friend of Olsen's, who attended a vigil late Wednesday afternoon for the injured man.

Fellow protesters brought him

See **VETERAN**, Page 5

MORE COVERAGE IN MORNING REPORT



A protester rests in downtown Oakland on Wednesday. More protesters returned to Frank H. Ogawa Plaza later Wednesday.

ANNA CHISTOFF

TREASURE IN THE DESERT



NATURE: Animals, landscapes and plants are among the things activists say they love about the Mojave Desert.



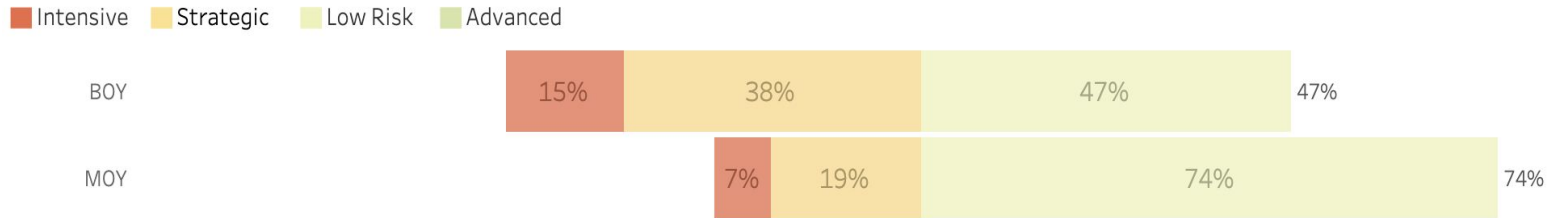
STATE OF THE SCHOOL



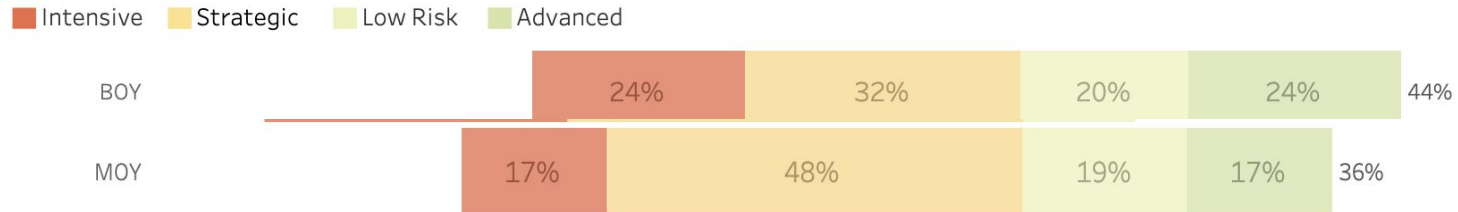
**The Lazear
Way**

TK-2 Early Lit Reading Proficiency

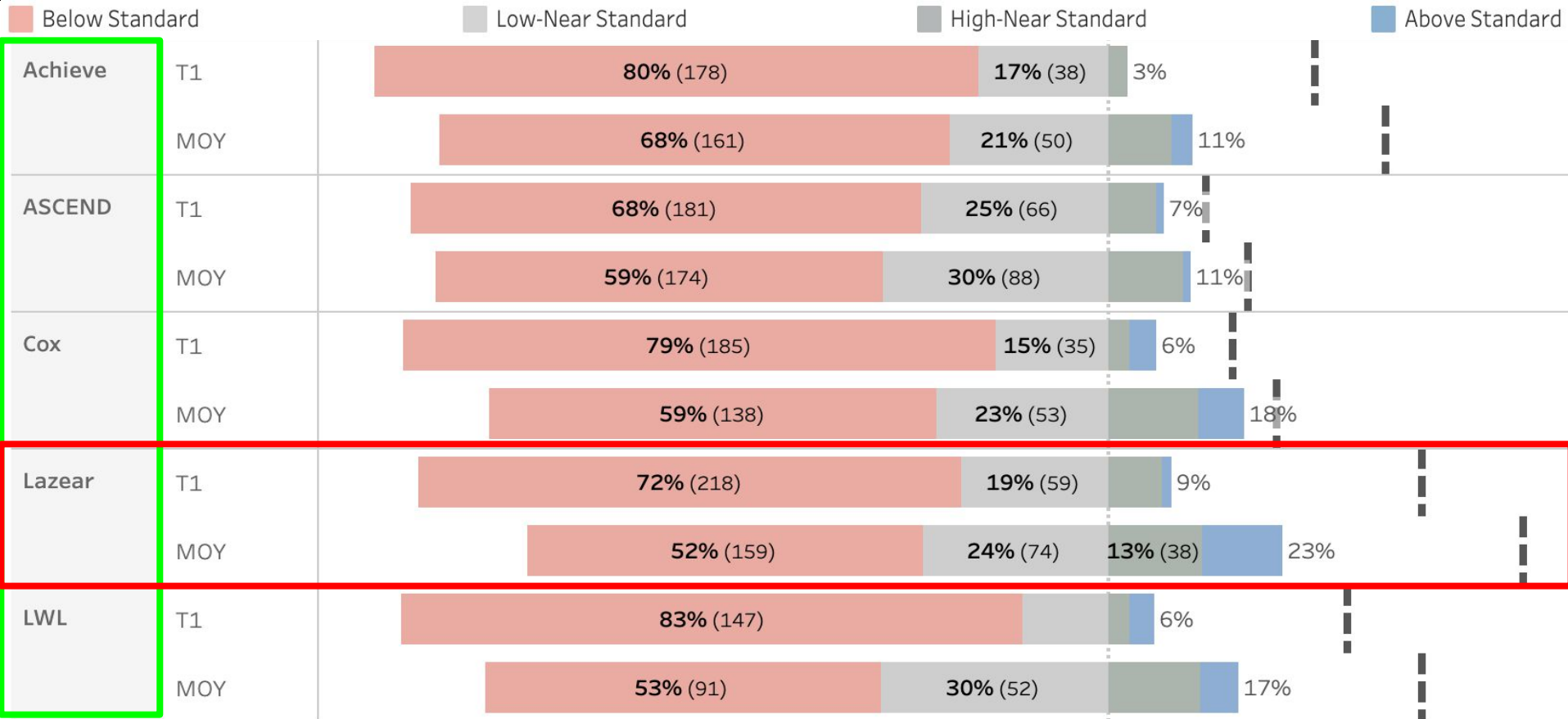
TK-1st Grade



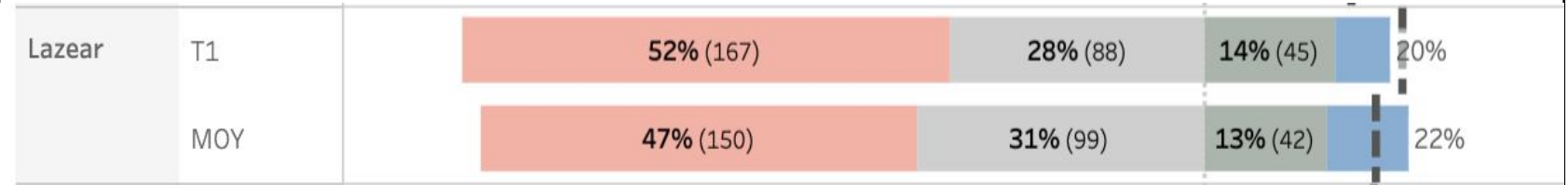
2nd Grade



EFC Schools Interim Overview



Math 3rd-8th Proficiency



Attendance (Comparison to Other Sites)

Chronic Absence

| | All Students |
|----------|---------------------|
| Achieve | 12.8% (72 / 563) |
| ASCEND | 24.4% (122 / 499) |
| Cox | 14.3% (68 / 474) |
| Latitude | 26.9% (91 / 349) |
| Lazear | 12.7% (61 / 481) |
| LWL | 34.5% (132 / 383) |
| EFC | 20.0% (549 / 2,749) |

Target =
16%

Attendance

% ADA YTD What % of students have attended school on average this year?

| | All Students |
|----------|---------------------------|
| Achieve | 94.6% (515.2 / 544.7) |
| ASCEND | 92.8% (445.6 / 480.0) |
| Cox | 94.3% (438.0 / 464.3) |
| Latitude | 91.9% (313.9 / 341.5) |
| Lazear | 94.5% (451.4 / 477.5) |
| LWL | 89.0% (327.6 / 369.3) |
| EFC | 93.2% (2,413.6 / 2,588.3) |

Target =
95%

DAILY ATTENDANCE

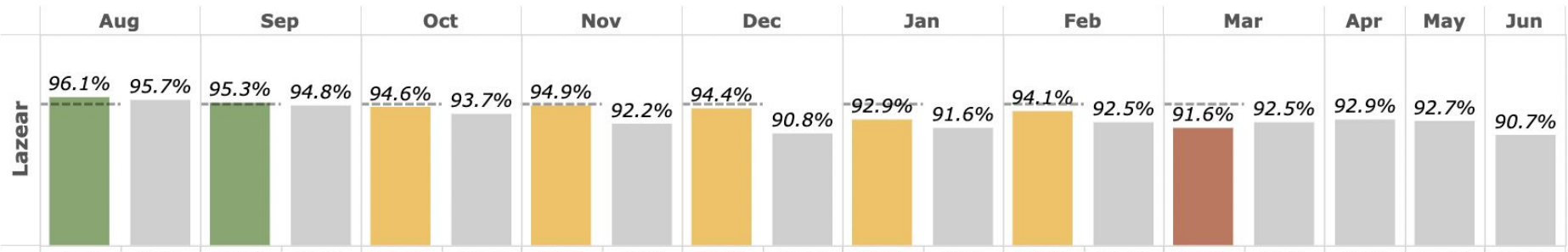
Full Year What % of students have attended school on average for the entire school year to date?

Met Target Improved/Same Decreased



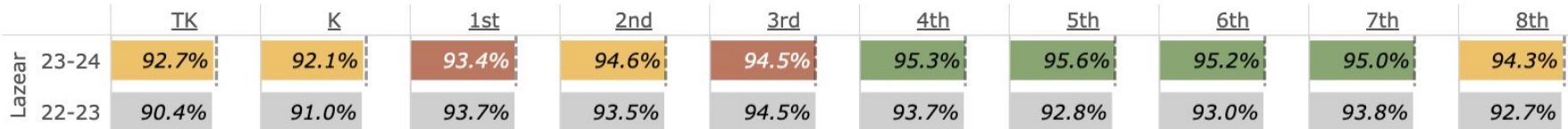
Month What % of students have attended school on average for each month?

Met Target Improved/Same Decreased



Full Year What % of students have attended school on average for the entire school year to date?

Met Target Improved/Same Decreased



Dear Families,

To help us know which students might need additional support, the students complete screening tests up to three times each year. These tests help teachers see which students are likely to meet the end of year learning goals, and which ones need more help.

| Assessments Used at Lazear | |
|-----------------------------------|--|
| aReading: 3–8 | Student completes 30-60 computer-based reading questions that are selected based on the student's grade and skill level. |
| CBMreading: 1–5 | Student reads out loud for one minute while the teacher records any errors. |
| earlyReading: K–1 | Student completes four subtests that measure letter names, letter sounds, as well as word and sentence reading. |
| aMath: 3–8 | Student completes 30 computer-based math questions based on the student's grade and skill level. |

Measure G1 Funds

Fondos de la
Medida G1

Measure G1 Funds/ Fondas de Medida G1

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

Los objetivos de la medida

- Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8
- Mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria
- Crear un ambiente de aprendizaje de escuela intermedia más positivo y seguro

Measure G1 Funds / Fondas de Medida G1

| | | |
|-------------|---|---|
| \$90,676.14 | 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 | Recurso 1.0 FTE de un puesto (la parte de la escuela intermedia) en Lazear que se enfoca en la cultura escolar y los servicios de apoyo estudiantil: PBIS, MTSS, práctica informada sobre el trauma, RJ |
|-------------|---|---|

Discussion & Notes / Discusión y Notas

Prompts:

- 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?

Indicaciones:

- ¿Cómo han apoyado estas inversiones a Lazear este año?
- ¿Qué inversiones necesitaremos para el próximo año?
- ¿Deberíamos continuar con un nuevo entrenamiento de maestros?

KEEP SPENDING IN THE SAME WAY:

- Classes that we have, sex ed/puberty
- Take more about addiction, relationships, healthy realtionships, etc.
- Desire to continue to support the middle schoolers and families in supporting their kids/family workshops re: drugs/additiction/healthy relationships
- Make sure to talk about DV / healthy relationships and not just sex
- More support for 5th grade

WHY ARE WE TALKING ABOUT CHARTER RENEWAL?

¿POR QUÉ ESTAMOS HABLANDO DE LA RENOVACIÓN DE LA CARTA?

CHARTER RENEWAL

SCAI SURVEY!

- We need your help completing the SCAI survey!
- Measures school climate and is used to decide whether our school stays open!

AB 1505 - RENEWAL TIERS

| HIGH PERFORMANCE CATEGORY | MIDDLE PERFORMANCE CATEGORY | LOW PERFORMANCE CATEGORY |
|---|--|--|
| <p>For the two most recent years preceding renewal, either:</p> <ol style="list-style-type: none">Definition 1: Scored green or blue schoolwide on all state indicators, orDefinition 2: For all academic indicators,<ol style="list-style-type: none">Received "status" scores schoolwide that are the equal to or higher than the state average, andMajority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average. | <p>Did not meet either High nor Low Performance Category criteria.</p> | <p>For the two most recent years preceding renewal, either:</p> <ol style="list-style-type: none">Definition 1: Scored red or orange schoolwide on all state indicators, orDefinition 2: For all academic indicators,<ol style="list-style-type: none">Received "status" scores schoolwide that are the equal to or lower than the state average, andMajority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average. |
| <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> |

WHAT ACTIONS CAN YOU TAKE THIS WINTER/SPRING?

¿QUÉ ACCIONES PUEDES TOMAR TÚ ESTE INVIERNO/PRIMAVERA?

- Encourage strong family participation at all school events / *Fomentar una fuerte participación familiar en todos los eventos escolares.*
- Share your experiences at ACOE board meetings (1-2 minute personal story) / *Comparta sus experiencias en las reuniones de la junta de ACOE (historia personal de 1-2*



UPCOMING EVENTS

PRÓXIMOS EVENTOS

UPCOMING EVENTS / PRÓXIMOS EVENTOS

- Honor Roll Assemblies Thursday 3/28!
 - 8:45-9:15- 1st & 2nd
 - 9:15-9:45- 3rd & 4th
 - 9:50-10:20- 5th & 6th
 - 10:25-10:55- 7th & 8th
- Coffee with the Principals Friday, March 15th at 8:30 (in-person)
- Spring Break March 29th to April 9th
- ¡Asambleas de Honor jueves 3/28!
 - 8:45-9:15- 1° y 2°
 - 9:15-9:45- 3ro y 4to
 - 9:50-10:20- 5 y 6
 - 10:25-10:55- 7 y 8
- Café con los Directores Viernes 15th de marzo a las 8:30 (presencial)
- Vacaciones de primavera del 29 de marzo de 9 de abril

APPRECIATIONS

AGRADECIMIENTOS

RAFFLE



CLOSING/ CLAUSURA