



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: March 26, 2020

School	Life Academy	Contact	Alykhan Boolani
School Address	2101 35th Avenue Oakland, CA 94601	Contact Email	alykhan.boolani@ousd.org
Principal	Aryn Bowman Alykhan Boolani	Principal Email	aryn.bowman@ousd.org alykhan.boolani@ousd.org
School Phone	510-534-0282	Recommended Grant Amount*	\$88,216.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	192	2019-20 LCFF Enrollment	179

*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Fund a full-time (1.0 FTE) Case Manager to expand support for Tier 2/Tier 3 PBIS Supports, RJ processes and social-emotional supports for students in 6-8. Fund a Case Manager to support Tier 2/Tier 3 PBIS Supports, RJ processes, and social emotional supports for students in 6-8.	\$67,322.06- \$34,334
2	Fund a .2 FTE Theatre Arts position for sixth grade.	\$18,000
3	2 Part-time Student Advisor Positions	\$30,000
4		
5		
Budget Total (must add up to Current Grant Amount)		\$82,334

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

2019-20 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Fund a Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional supports for students in 6-8.	\$39,941.00
2	Fund a .2 FTE Theatre Arts position for sixth grade	\$16,583.00
3	2 part-time Student Advisor Positions	\$31,692.00
4		
5		
Budget Total (must add up to Current Grant Amount)		\$88,216.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
51.90%	48.10%	90.30%	16.30%	0%	23.70%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
5.40%	0%	4.10%	88%	0.70%	0%	0%	0.50%

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

Name	Role
Alykhan Boolani	Co-Principal
Aryn Bowman	Co-Principal
Christi Carpenter	MS Teacher
Janet Vasquez	MS Teacher
Venus Mesui	Case Manager
Patrick Messac	MS Teachers

School Vision (insert here):

"Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field."

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>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Entry	Basic
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Entry	Entry	Staffing	Entry	Entry
Facilities	Entry	Entry	Facilities	Basic (Theatre)	Basic (Theatre)
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry	Entry
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (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)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	182	198	Suspension	2.4%	2.00%
ES Outreach Strategy Actions	6 strategic actions	6 strategic actions	Chronic Absence	8%	7.60%
Programs to support ES students transition to MS	3 programs	3 programs	CHKS data (District) or Culture/Climate survey	TBD	83% participation rate

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
SSC Meeting (see attached for Meeting Announcement, Notes, and Sign In)	March 4, 2020

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Staff Meeting (Mid-Year Retreat -- see attached notes)	January 31, 2020

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of Measure G1

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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2019-20 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric		
We currently do not have a music program and in this planning year, we will not attempt to establish one. Space is a central concern -- as described in the rubric, we do not have the appropriate space on our campus. On our shared campus, Life Academy does not have space that could currently be used for a music program, this would need to be explored should we add a music program in the future, and we would likely seek to partner with UFSA in order to bring a program to Life.		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$0	N/A	N/A

2. Art Program

Programmatic Narrative Based on Rubric

The addition of a Theatre Arts section was an amazing lift to our community -- we saw the number of student plays/performance triple last year (from 1-3). Though the vision of building a more full-scale theatre program is a goal, we are not able to achieve it this coming year due to space restrictions and an inability to create more sections with FTE reductions cuts across the school. Thus, maintaining what we currently have is still an improvement over nothing.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$16,583.00	Continue to fund .18 FTE Theatre Arts teaching position for '20-'21. Last year's theatre push was great -- want to continue to build on this culture.	<ul style="list-style-type: none"> - Access to a full-scale theatre arts course for 50% of 6th graders - Maintaining 3 theatre performances for 6th graders in 2020-2021 - Continued step towards creating theatre arts program in grades 6-8.

3. World Language Program

Programmatic Narrative Based on Rubric

We currently do not have a world language program in the middle school grades. We still hope to develop this in future years, but lack the space in our current academic program. Our community has voiced wanting to provide Spanish classes to non-Spanish speakers, as well as advance Native speakers in Spanish development. Eventually, our program will be developed to not only expand students language ability, but to bridge the cultural gap between our Spanish speaking and non-Spanish speaking students. Eventually, we will seek to use language development in real world learning by facilitating language and culture exchanges between students and families.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$0	N/A	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Much like previous years, we increased our reach out to a more diverse range of feeder elementary schools both within our immediate neighborhood as well as beyond. We worked specifically with our less represented populations to attend enrollment events at schools with higher percentages of those populations (i.e. Southeast Asian students, African American students and Tongan students). From last year, our efforts did not significantly increase numbers of these students (and because of enrollment processes it will be difficult if not impossible to determine our impact), but we were happy to proactively engage less represented communities at community schools. We took our work a step further this year in connecting with the Office of Equity to determine how we can improve our recruitment practices.

Between November 2019 and January 2020, and we held a variety of site-based recruitment events, including two daytime parent/student info sessions, classroom observation and school tours and three Open House sessions. We proactively sought to spread the work about these events through distributing flyers our (newly redone) OUSD and charter elementary schools throughout East Oakland.

In 2016-17, we officially began our student ambassador program. Since then, we have refined this program to ensure that we are supporting students to learn the professionalism and interpersonal skills that will help them succeed in our high school internship program (required for 11th and 12th grade), and beyond. The program also gives us the opportunity to showcase the ways that are students are manifesting the habits of Life Academy (love of learning, integrity, fearlessness, and empathy), lifting them up as models for their peers and prospective students.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
\$0	N/A	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Case Manager

In 2017-2018, recognizing that our referral rates for 6th graders were on the rise (e.g. in '16-'17 we saw an increase from 22 referrals to 117 referrals in 6th grade alone; and in '17-'18, 50% of all our discipline suspensions have been in the 6th grade), we elected to use G1 funds to support a part-time RJ case manager position for the 2018-2019.

The root cause of the referral increase led us to believe that both literacy and deeper lying social emotional issues are central to student misbehavior. Many referable actions are happening due to student inability to access curriculum due to low reading levels, and also due to students' behavioral health needs.

Accordingly, Life Academy sought to address the latter area of need directly in 18-19 through the hiring of a part-time Case Manager dedicated to culture work in our middle school (with a focus on our incoming 6th graders, but overall with students 6-8). With this position activated in 18-19, we are happy to report a dramatic drop in suspensions, referrals, and disciplinary concerns. The case manager's role has brought down referrals in 6th grade to just a handful, and reduced the number of referrals in the current 8th grade cohort to 27 (the same cohort who in '16-'17, as sixth graders, experienced 117 referrals).

I'm happy to report that this year has been even better -- in 19-20, we've seen a 22 referrals in total this year between all three grades (16 of which were from a single teacher -- which indicates a classroom-based concern as opposed to school-wide culture issue).

Given the successes of the last 3 years thus far, we'd like to continue to fund the Case Manager position. The work will focus on:

- Carry a "caseload" of students identified as needing extra social emotional support and hold the Tier 2 supports for these students (i.e. check in/check out)
- Hold formal restorative circles and mediate conflicts between students students) to build positive relationships with students and families.
- Expanding the focus of the Case Manager to decrease chronic absenteeism in grades 6-8. Building deep relationships with families and students is critical to bringing this rate down.
- Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.

Student Advisor Positions

Middle school is a time of major transitions in a short span of time -- the transition from 5th to 6th grade can be jarring, intimidating, and traumatizing. Similarly, transitions in 7th and 8th grades are also a challenge -- the constant stress of moving into young adulthood and facing challenging social situations require a dedicated effort to positive school culture. This last year, these 2 Student Advisory positions have dramatically shifted the positivity in our school culture -- we now have monthly "townhall" assemblies with academic, core value, and attendance awards, regular "free-dress" day celebrations, and a vibrant culture of celebrating students good work! These two Student Advisor positions have also provided support by creating boys and girls support groups to offer increased Tier 2 supports for our most vulnerable youth.

Accordingly, we would like to continue to fund two 0.2 FTE Student Advisor positions to act as "cultural keepers" who focus on creating and maintaining a positive school culture. Specifically, these positions would:

- expand Tier 2 supports for minoritized groups of students (i.e., African-American and Asian students) to build positive relationships with students and families.
- plan and implement academic award assemblies and celebrations to support positive grade level culture
- support in planning school wide celebrations and incentive programs
- support a caseload of high-need students (students with IEPs, students in transitional housing, English Language Learners) by establishing support groups focused on belonging and social emotional safety
- support with 6th grade transition from elementary school through recruitment into the summer bridge program and using summer bridge to identify students who may need additional supports

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$39,941.00	Fund a Case Manager @ 0.5FTE to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional supports for students in 6-8.	<ul style="list-style-type: none"> - Hold the Tier 2 supports for caseload students (i.e. check in/check out) - Decrease the chronic absence rates in grade 6-8 by 6-8 percentage points - Continue to decrease the suspension rate in 6th grade by half. - Increase home school communications around behavioral issues (all behavior issues receive consistent call home)
\$31,692.00	2 part-time Student Advisor Positions (.2FTE each)	<ul style="list-style-type: none"> - Identify and support students who may need additional supports prior to beginning of 6th grade through summer bridge participation - increase in cultural and academic celebrations - Increased parent communication and participation (especially in minoritized groups) - Increased positive reports on CHKS survey on whether students feel safe at school from minoritized groups

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



Life Academy SSC Meeting

Wednesday, March 4, 2020 – 5:00pm

Calvin Simmons Library

Agenda:

- I. Welcome/Check In**
- II. School Updates**
- III. Budget Cuts and Goals for 2020-2021**
- IV. Title 1 Spending – Request for Approval**
- V. Measure G1 Spending – Request for Approval**
- VI. Close**

Life Academy of Health and Bioscience

2101 35th Ave, Oakland, CA 94601

Phone: (510) 534-0282 x5001

School Site Council Meeting

Minutes

School: Life Academy of Health and Bioscience

Date: March 4, 2020

SSC meeting called to order on Wednesday March 4, 5:05pm

Attendance of SSC Members:

1. Hector Hernandez (student)
2. Ingrys Arevalo (student)
3. Venus Mesui (other staff)
4. Pati Martin (parent)
5. Esmerelda Hernandez (parent)
6. Dallana Mendoza (student)
7. Aryn Bowman (co-principals)
8. Christi Carpenter (teacher)
9. William Juang (teacher)

Quorum achieved.

8 others in attendance: Rowan (staff), Nicole (staff), Rodrigo (staff), Yuji (staff), Manny (student), Veronica (parent)

Co-Principal Aryn Bowman reviewed the agenda topics and outcomes for the meeting.

Agenda Item #1

Review of our focus areas for this school year: Literacy, Math, MTSS Supports and learning from student work so we can adjust according to student needs.

Agenda Item #2

BUDget cuts and their impact on our site. About 66k less in discretionary and S&C dollars. Less FTE in admin and clerical will have more significant impact. Waiting to see on final board decisions tonight about reduction of admin.

Agenda Item #3

Despite cuts, we have important work to do.

New goals for next year - Math, literacy these are same

New goals - using Understanding by Design and CCSS to plan units and lessons - heavy focus on instruction and honing instruction to serve all students

Agenda Item #4

Use of Title 1 Funds for 2020-2021

- Co-Principal Bowman lays out the amount of Title 1 funds for 20-21 and the approved uses for these monies.
- Total Title 1: \$148,428
- Bowman proposes the following uses for the funds:
 - \$114,029 toward teacher salary
 - \$16,000 toward summer 2021 LLI camp
 - \$5,000 books (classroom libraries)
- Discussion of the use of Title 1 funds:
- No discussion - all SSC members agree with use of funds.
- Move to vote to approve fund allocations made by Veronica
- Nicole seconded
- Unanimous adoption of 96k for teacher salary, 18k for wrights, 16k for LLI, and 5k for books.
-
- There is \$13,399 left... what are some things that we are interested in using this for to support qualifying students in achieving academic goals
- Rowan asks a clarification question: where does PLC money come from?
- Aryn: CPA and Measure N pays for most team time for high school via extended contracts. For MS, most of that comes from supplemental... cannot use Measure N or CPA to pay for MS teachers.
- Rowan -- you feel like Measure N and CPA is adequate for supporting teachers directly?
- Aryn -- yes, we've put aside a sig amount of money towards that end
- Yuji -- depending on the schedule next year, could this money be used to pay 11th and 12th graders to be paid as push in tutors?
- Aryn -- cannot be used in that way. but we can see if there are other ways?
- Yuji to Manny: would you do that? Would you want to work with students as a paid tutor?
- Manny: I'd be really interested
- Rowan -- I really love this idea... I think it would heighten the sense of importance around internships and work experience!
- Aryn: We have a lot of space for credit recovery currently... the budget cuts will definitely create a condition where we don't have enough space to do credit recovery... could we fund a teacher at their per diem rate to run these classes

after school?

- Nicole: could we use funds for more field trips? students want more community experience!
- Rowan: can we do anything about the food in the cafeteria??
- Aryn: not really. the food is not great. But we can't use Title 1 for that.
- Rowan: alignment in advisory feels more coherent and robust... does MS need anything?
- Aryn: it's quite strong! folks collaborate actively, not sure we need to spend funds towards that end.
- Aryn: Based off your votes, we will confirm the 96k for teacher salary, 18k for wrights, 16k for LLI, and 5k for books. We will come back with proposals based on your ideas for the remaining 14k on April 8.
- - Family engagement funds -- we can decide on April 8 but think about what these funds could be used for to further parent education goals

Agenda Item #5

Use of G1 Funds for 2020-2021

- Co-Principal Bowman lays out the amount of G1 funds for 20-21 and the approved uses for these monies.
- Total G1: 86k
- Bowman proposes to use the funds in the same way as previous year:
 - \$39,000 toward MS RJ Case Manager salary
 - \$16,000 toward section of Theatre Arts in 6th grade
 - \$31,000 towards 2 part-time Student Advisor positions
- Discussion of use of funds:
- Rowan asks: did we see a drop in referrals this year?
- Aryn: major -- ask any MS teacher here... has there been improvements, Christi?
- Christi: definitely! MS culture in general has been great. The townhalls that Eva and Vasquez have run this year have been really good for celebrating the kids. They feel the positivity.
- Rowan: are you talking about the student advisor positions?
- Aryn: that's right.
- Nicole: Those 6th grade plays were adorable as well -- I think the kids really benefit from that.
- Aryn: that's why I'm proposing we keep these monies invested in the same way. We've had only 20-something referrals this whole year -- that's a major drop from 3 years ago.
- Pati: that's great news
- Move to vote to approve fund allocations made by Nicole
- Rowan seconded
- Unanimous adoption of 39k for MS RJ salary, 16k for theatre arts section, 31k for

student advisor positions.

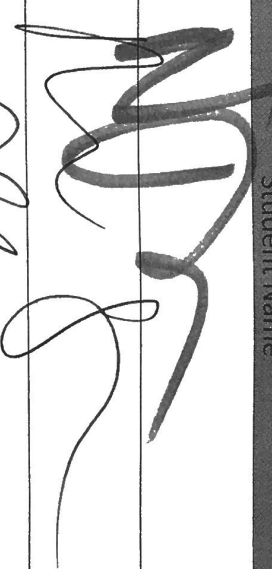
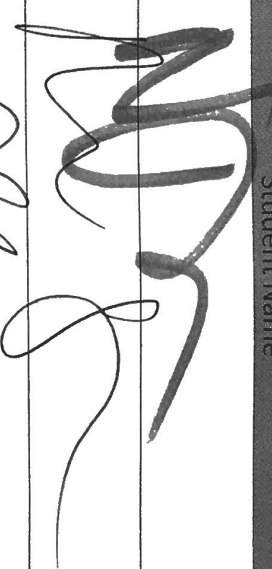


Close

Will Juang moves to close meeting. Aryn seconds. Meeting adjourned. 6:14pm.

Life Academy

OF HEALTH & BIOSCIENCE

Sign In March 4, 2020 SSC Meeting

Your Name	Student Name	Staff	Student	Family
Nico Trujillo		X		
Rodrigo Sanabunt Perez		✓		
Amy Bowman	allg	✓		
Veronica Cortez	Marcel Mercado			
Luis Olanu-		X		
Karys Mesuri		X		
Manuel Mercado	Manuel Mercado		✓	
Patricia Martin	Diego y Diana Martin			X

Life Academy

OF HEALTH & BIOSCIENCE

Sign In

Your Name	Student Name	Staff	Student	Family
Ronan Driscoll	Ronan (Teacher)	✓		
Janet Vasquez	Janet (Teacher)	✓		
Ingrys Arcevalo	Ingrys Arcevalo		✓	
Esmeralda Hernandez	Esmeralda			✓
Dallana Mendoza	Dallana		✓	
CHRIST CHAPMAN	Christ Chapman	✓		
William Juang	William Juang	✓		
Doctor Hernandez	Doctor Hernandez		✓	

Middle School Squad Time 2019-2020

Midyear Retreat

1/31/2020

2:00 - 4:00

Roles

Facilitator: Alykhan

Time: Lisa

Notes: Eva

Summarizer: Hector

Present: Lisa, Janet, Aaron, Hector, Daniela, Ron, Adolpho, Shelley, Eva, Carlos, Christi, Patrick, Alykhan

Time	Item	Details and/or Notes
2:00 - 2:10	Connection	:)
2:10 - 2:15	The Ritual Reading of the Vision	Hector read the vision
2:15 - 2:20	Overview of Today's Meeting and Goals	Major focus: thinking about next year's intervention model and use of MS funds
2:20 - 2:25	8th Grade Defense News (Eva)	Please go to this GoogleDoc
2:25 - 2:35	Cup of Life: Commissioner's Report (the AD)	<ul style="list-style-type: none">- shout out to Alykhan and Shelley for a great spelling bee challenge in January- Lisa -- game killer with Black history month challenge! super fun and engaging- Hector shares that he's ready for march madness- Aaron lays out schedule for March Madness trashball tournament- brackets have been created based on "reegular season"- Goulder and Cruz advisories as tied for first round bye- tournament will start in first thursday in march!- Carlos expresses that he wants to ensure that people are aware of not making other kids feel bad if they win- Janet agrees to this- Lisa as well -- about building positive culture, not about unchecked competition!
2:35 - 3:30	Intervention SWOT analysis	<p>Notes on SWOT Analysis:</p> <p>Strengths:</p> <ul style="list-style-type: none">- Christi shares that current cohort driven arrangement is great to limit midyear cohort switches- Lisa seconds and adds that the current model

Middle School Squad Time 2019-2020

		<p>allows for a lot of switching up in an easy way to take place.</p> <ul style="list-style-type: none"> - Carlos Express his concerns about tracking... Although the cohorts were made to be heterogeneous they can feel different from one another - Shelly agrees with Carlos and says that her third period is very different from her fifth period - Alykhan reminds teams to focus on strengths right now - Daniela shares her happiness at being able to offer so many sections of LLI <p>Weaknesses:</p> <ul style="list-style-type: none"> - Shelly brings back up the issue of different reading levels across the cohorts... Students with major reading level differences do end up tracking the cohorts slightly - Eva agrees - switching at the semester is too infrequent - adolpho - how can we offer better interventions for students who need to be pushed academically?-hector <p>Opportunities</p> <ul style="list-style-type: none"> - Patrick shares how we can continue to build on our momentum around the culture of intervention - Carlos shares that the math interventions could be more precise <p>Threats</p> <ul style="list-style-type: none"> - tracking is a really dangerous thing that has no place at Life Academy - carlos - Alykhan explains that tracking is not at the heart of any of the work, although this system could stand to be improved in order to ensure that classes are as heterogeneous as possible.
3:30 - 3:50	Review of Measure G1 funding for 2020-2021	<ul style="list-style-type: none"> - Alykhan explains that in March, it will be time to revisit the use of our g1 funding - he explains the current use to find the RJ position, the theater arts section in sixth grade, and the two student advisor positions. - he asked for feedback on these particular parts of the program

Middle School Squad Time 2019-2020

		<ul style="list-style-type: none"> - Patrick shares that he absolutely loved the 6th grade play and is excited that there will be more this year - Lisa expresses her Joy at bringing Theater Arts into the mix... explains how wonderful it is for ELL students to engage with different means of expressing themselves. - Aaron brings up how wonderful the town halls have been that Eva and Vasquez put on. - Christi seconds that, adding that the celebrations around core values have brought core values into the everyday culture of the Middle School... that has never happened before - also it's been really great to have student advisors hold the boys and girls groups... they made a huge impact on that particular group of students - Hector - Carlos asks: has anyone noticed how there have been way fewer referrals this year? - Daniela shares that she has noticed a significant drop in referrals and asks Boolani what the current number of referrals is for this year so far - Alykhan explains that it is somewhere around 18-20 -- a huge drop from the 40 + last year - Hector expresses that Ricky has done such an excellent job as a case manager holding restorative circles.. I love being a part of them. - Alykhan asks team if they would be comfortable with moving forward with the same allocations for next year - Team unanimously agrees and looks forward to continued growth in terms of positive Middle School culture
3:50 - 4:00	Next Steps and Closing	<ul style="list-style-type: none"> - Alykhan to form "intervention task force" to look into different models for intervention for next year - Aaron to follow up with Janet for April's advisory challenge



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2019-20**
Due: January 31, 2020

School:	Life Academy	Principal	Alykhan Boolani Aryn Bowman
School Address	2101 35th Avenue Oakland, CA 94601	Principal Email:	aryn.bowman@ousd.org alykhan.boolani@ousd.org
School Phone	510-534-0282	Grant Amount	\$84,334
2018-19 LCFF Enrollment (6-8)	182		

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

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

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
We currently do not have a music program and in this planning year, we will not attempt to establish one. Space is a central concern -- as described in the rubric, we do not have the appropriate space on our campus. On our shared campus, Life Academy does not have space that could currently be used for a music program, this would need to be explored should we add a music program in the future, and we would likely seek to partner with UFSA in order to bring a program to Life.		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
We do not have a music program -- and thus have made no progress towards this.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

One area of progress this year has been in our 6th grade core classrooms. Our 6th grade teacher has skillfully integrated theater into her course. In the first semester, she developed a five-week unit of study on a text in which she partnered with an organization (Word for Word) that helps translate novels into plays and give students beginner theatre instruction. The entire 6th grade performed the play at the end of the semester in a public performance. This experience with theatre this fall was an important moment of recognition: we have the appropriate facilities to support a theatre program, and theatre arts is both a literacy-rich and transformative arts experience for students. With this success in mind, and with the goal of creating a larger theatre arts program over time, we would like to create a .2 FTE position for a Theatre Arts teacher for 2019-2020.

Budget	2019-20 Activities	Anticipated Outcome
\$18,000	Fund .2 FTE Theatre Arts teaching position for '19-'20. Given the positive impact of theatre arts this year (as evidenced by the immense success of the sixth grade play, held by ELA class), we want to make steps to creating a formal theatre program.	<ul style="list-style-type: none">- Access to a full-scale theatre arts course for 50% of 6th graders- Tripling the number of theatre performances for 6th graders from 1 to 3 in 2019-2020.- First step towards creating theatre arts program in grades 6-8.

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

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

We've had one great success so far -- students in 6th grade have had one theatre performance this year, and are planning an additional one this spring. Though the first performance was really successful, the goal of three has been a challenge, schedule-wise. We are already working on confirming the schedule for next year, as shared space use is the central issue.

Generally, we are making steps towards building an actual theatre program, as we've planned.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

We currently do not have a world language program in the middle school grades. In future years when G1 is at full allocation, we hope to move our middle grades World Language program from emerging to developing. Our community has voiced wanting to provide Spanish classes to non-Spanish speakers, as well

as advance Native speakers in Spanish development. Eventually, our program will be developed to not only expand students language ability, but to bridge the cultural gap between our Spanish speaking and non-Spanish speaking students. Eventually, we will seek to use language development in real world learning by facilitating language and culture exchanges between students and families.

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

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

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

We do not have a world language program, and thus have made no progress towards this.

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

Programmatic Narrative Based on Data Analysis

Over the course of last year and this fall, we increased our reach out to a more diverse range of feeder elementary schools both within our immediate neighborhood as well as beyond. We worked specifically with our less represented populations to attend enrollment events at schools with higher percentages of those populations (i.e. Southeast Asian students, African American students and Tongan students). From last year, our efforts did not significantly increase numbers of these students (and because of enrollment processes it will be difficult if not impossible to determine our impact), but we were happy to proactively engage less represented communities at community schools. In the fall of 2018, we held a variety of site-based recruitment events, including two daytime parent/student info sessions, classroom observation and school tours and three Open House sessions. We proactively sought to spread the work about these events through distributing flyers our (newly redone) OUSD and charter elementary schools throughout East Oakland. In 2016-17, we officially began our student ambassador program. Since then, we have refined this program to ensure that we are supporting students to learn the professionalism and interpersonal skills that will help them succeed in our high school internship program (required for 11th and 12th grade), and beyond. The program also gives us the opportunity to showcase the ways that are students are manifesting the habits of Life Academy (love of learning, integrity, fearlessness, and empathy), lifting them up as models for their peers and prospective students.

Budget	2019-20 Activities	Anticipated Outcome
N/A	We will continue with all of the above listed activities through other funding sources, as embedded within our systems and structures at Life.	-Increased diversity of student body -Increased opportunities for families to visit and learn about Life Academy -Increased outreach to feeder schools and families at neighborhood charter schools

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

Narrative: Progress Towards Anticipated Outcomes

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

Our systems for recruitment are working well -- but because there is no G1 money attached to this, there are no reflections to offer.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Case Manager

In 2017-2018, recognizing that our referral rates for 6th graders were on the rise (e.g, in '16-'17 we saw an increase from 22 referrals to 117 referrals in 6th grade alone; and in '17-'18, 50% of all our discipline suspensions have been in the 6th grade), we elected to use G1 funds to support a part-time RJ case manager position for the 2018-2019.

As we determined in '17-'18, the root cause of the referral increase led us to believe that both literacy and deeper lying social emotional issues are central to student misbehavior. Many referable actions are happening due to student inability to access curriculum due to low reading levels, and also due to students' behavioral health needs.

Accordingly, Life Academy sought to address the latter area of need directly in 18-19 through the hiring of a part-time Case Manager dedicated to culture work in our middle school (with a focus on our incoming 6th graders, but overall with students 6-8).

With this position activated in 18-19, we are happy to report a dramatic drop in suspensions, referrals, and disciplinary concerns. The case manager's role has brought down referrals in 6th grade to just a handful, and reduced the number of referrals in the current 8th grade cohort to 27 (the same cohort who in '16-'17, as sixth graders, experienced 117 referrals).

Given the successes of '18-'19 thus far, we'd like to continue to fund the Case Manager position. The work will focus on:

- Carry a "caseload" of students identified as needing extra social emotional support and hold the Tier 2 supports for these students (i.e. check in/check out)
- Hold formal restorative circles and mediate conflicts between students
- Expanded Tier 2 supports for minoritized groups of students (i.e., African-American and Asian students) to build positive relationships with students and families.
- Expanding the focus of the Case Manager to decrease chronic absenteeism in grades 6-8. Building deep relationships with families and students is critical to bringing this rate down.
- Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.
- Plan MP award assemblies and celebrations to support positive grade level culture
- Support in planning school wide celebrations and incentive programs;
- Support with 6th grade transition from elementary school through recruitment into the summer bridge program and using summer bridge to identify students who may need additional supports

Student Advisor Positions

Middle school is a time of major transitions in a short span of time -- the transition from 5th to 6th grade can

be jarring, intimidating, and traumatizing. Similarly, transitions in 7th and 8th grades are also a challenge -- the constant stress of moving into young adulthood and facing challenging social situations require a dedicated effort to positive school culture.

Accordingly, we would like to create two 0.2 FTE Student Advisor positions to act as “cultural keepers” who focus on creating and maintaining a positive school culture. Specifically, these positions would:

- expand Tier 2 supports for minoritized groups of students (i.e., African-American and Asian students) to build positive relationships with students and families.
- plan and implement academic award assemblies and celebrations to support positive grade level culture
- support in planning school wide celebrations and incentive programs
- support a caseload of high-need students (students with IEPs, students in transitional housing, English Language Learners) by establishing support groups focused on belonging and social emotional safety
- support with 6th grade transition from elementary school through recruitment into the summer bridge program and using summer bridge to identify students who may need additional supports

Budget	2019-20 Activities	Anticipated Outcome
67,322.06 \$34,334	Fund a .55FTE Case Manager to support for Tier 2/Tier 3 PBIS Supports, RJ processes and social-emotional supports for students in 6-8.	- Hold the Tier 2 supports for caseload students (i.e. check in/check out) -Decrease the chronic absence rates in grade 6-8 by 6-8 percentage points -Continue to decrease the suspension rate in 6th grade by half. -Increase home school communications around behavioral issues (all behavior issues receive consistent call home)
\$30,000	Create and fund 2 part-time Culture-Focused Student Advisor positions (2 positions @ 0.2 FTE)	- Identify and support students who may need additional supports prior to beginning of 6th grade through summer bridge participation - increase in cultural and academic celebrations - Increased parent communication and participation (especially in minoritized groups) - Increased positive reports on CHKS survey on whether students

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

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

There has been great progress in these two efforts/positions. Our Case Manager has continued to be a critical member of our team -- specifically in the capacities of managing a strong system of restorative justice and discipline. As a consequence, our office referrals have reduced to just a handful this year -- an incredible shift from 2 years ago when the position was created. Our Case Manager has also down an amazing job in providing Tier 2 supports -- including a series of home visits and interventions for our most demanding young people. As a consequence, chronic absence rates have decreased -- from 17% in the two previous years to 9% at the current moment. A continued challenge will be maintaining/lowering this rate as the year presses on -- absences tend to get worse towards the end of the year.

For the student advisor positions, we've had some great successes as well. Due to the efforts of these two positions, we had nearly 60% of the new 6th grade class participate in a summer bridge program that focused on reading skills, math skills, and social connection. That is up from 30% in past years. As a result, students have come in more engaged, more invested, and more prepared for MS. Another victory has been the establishment of a monthly MS Townhall -- a monthly celebration of students during which students receive "Core Value" awards, build positive culture and pride, and build joy as a community. It's been a highlight of this year.

Places of improvement/challenge areas have been maintaining consistency of check ins for Tier $\frac{2}{3}$ caseloads -- it is quite intensive work and never feels like enough. We need to find more systematic "tier 1" means of support, so that the work of supporting the caseload of Tier $\frac{2}{3}$ students can become more manageable.

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