



**OAKLAND UNIFIED DISTRICT**

*schools, Thriving Students*

**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018**

File ID Number: 18-0325  
 Introduction Date: 2-23-18  
 Enactment Number: 18-0437  
 Enactment Date: 3-14-18  
 By: \_\_\_\_\_

School	Life Academy School	Principal	Aryn Bowman
School Address	2101 35th Avenue Oakland, CA	Principal Email	<a href="mailto:Aryn.Bowman@ousd.org">Aryn.Bowman@ousd.org</a>
School Phone	510-566-8352	Recommended Grant Amount*	\$46,605
Actual 2017-18 Enrollment (6-8) (20 day count)	213	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	199

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Hire a part time restorative justice coach to support the strengthening of our RJ processes in middle grades and coaching of teachers in Tier 1, 2, and 3 RJ processes.	\$43,180
Budget Total (must add up to Current Grant Amount)		\$43,180

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Fund a part time Case Manager to carry on the work being done to strengthen our Tier 2 PBIS supports, RJ processes and social emotional supports for students in 6-8.  It will be a .4-.8 FTE depending on actual cost (based on the OUSD FTE).	\$46,605
2		
3		
4		
5		

	Budget Total (must add up to Anticipated Grant Amount) \$46,605
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**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48.5%	51.5%	91.9%	12.6%	Inclusion students are counted in the 12.6%	25.8%	99%

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
8.1%	0%	3.0%	85.4%	0%	1.0%	0%	1.0%

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

Name	Role
Aryn Bowman	principal
Christi Carpenter	MS teacher
Rowan Driscoll	Founding MS teacher, current HS teacher
Shelley Goulder	MS teacher
Will Juang	MS teacher
Jessica Oya	HS teacher
Nicole Trujillo	Case Manager/C&C lead/RJ Lead/COST co-lead

**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.

<b><u>Music</u> (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Entry	<b>Access and Equitable Opportunity</b>	Entry	Entry
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	Entry	Entry	<b>Staffing</b>	Entry	Entry
<b>Facilities</b>	Entry	Entry	<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Entry	Entry	<b>Equipment and Materials</b>	Entry	Entry
<b>Teacher Professional Learning</b>	Entry	Entry	<b>Teacher Professional Learning</b>	Entry	Entry
<b><u>World Language</u> (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	Emerging	Emerging			
<b>Communication</b>	Emerging	Emerging			
<b>Real world learning and Global competence</b>	Emerging	Emerging			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>		198	<b>Suspension</b>	3.3%	1.2%
<b>ES Outreach Strategy Actions</b>	2 strategic actions	6 strategic actions	<b>Chronic Absence</b>	9.2%	12.8%
<b>Programs to support ES students transition to MS</b>	1 program	3 programs	<b>CHKS data (district only)</b>	Response rate Students: 96.4%	TBD

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting <ul style="list-style-type: none"> <li>• <a href="#">SSC Agenda</a></li> <li>• <a href="#">Meeting Notes</a></li> <li>• <a href="#">Sign In Sheet</a></li> </ul>	Jan 31, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Staff Meeting <ul style="list-style-type: none"> <li>• <a href="#">Meeting Notes</a></li> </ul>	Jan 27, 2018 (mid year retreat)
SPGC Meeting (Measure G1 Team)	Feb 6, 2018

### ***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 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

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 2017-18 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 up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

**1. Music Program**

### Programmatic Narrative Based on Rubric

We currently do not have a music program and in this initial planning year we will not attempt to establish one. An added issue when we think about adding programs that have specific space requirements is that of space. 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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	N/A	N/A

### 2. Art Program

#### Programmatic Narrative Based on Rubric

Our intention a year ago, when developing our first Measure G1 application was to further develop our dance programming so that we as a school would move from entry level to basic level over the course of the 2017-2018 school year. However, due to the loss of our excellent Destiny Arts instructor student interest in this program decreased, and we are still at entry level for dance. It is our hope that we will continue in the coming year to use Destiny Arts dance program through our middle school extended day program, with the intention of adding in a core program dance class through G1 in 19-20.

It is our hope that in the future (19-20), when the G1 allocation is at full amount, we can establish a middle school arts program. We are hopeful that offering middle school students art classes they will, at an earlier age, develop visual thinking skills, a different set of critical thinking skills that can support their overall development. We are also hopeful that art can be an opportunity for students to practice mindful concentration, and for students who excel in this modality to have an outlet and a place to feel successful.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A	N/A	N/A

### 3. World Language Program

#### 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.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A	N/A	N/A

**4. 5th to 6th Grade Enrollment Retention**

**Programmatic Narrative Based on Data Analysis**

Over the course of fall 2017 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). Although we do not yet know the results of our targeted reach out (and because of enrollment processes it will be difficult if not impossible to determine our impact) we were happy to proactively engage less represented communities at community schools.

In fall 2017 we held a variety of site based recruitment events included 2 day time parent/student info sessions, classroom observation and school tours and one evening info session and school tour. We proactively sought to spread the work about these events through distributing flyers to 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.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A	<p>We will continue with all of the above listed activities through other funding sources, as embedded within our systems and structures at Life.</p> <p>While existing systems/structures are doing the outreach, there is the case management that needs to follow the students once they enter Life Academy. These two areas (4 &amp; 5) are integrated.</p>	<ul style="list-style-type: none"> <li>-Increased diversity of student body</li> <li>-Increased opportunities for families to visit and learn about Life Academy</li> <li>-Increased outreach to feeder schools and families at neighborhood charter schools</li> </ul>

**5. Safe and Positive School Culture**

**Programmatic Narrative Based on Data Analysis**

In this past 2 years, with the past 2 incoming classes of 6th graders we have seen our referral rates (for disciplinary incidents) increase greatly. Last year 16-17 we saw an increase from 22 referrals to 117 referrals. The year we have continued to have high rates of referrals in the 6th grade and 7th grade classes. Most of these referrals are for bullying, name calling and general misbehavior in class/externalizing behaviors (i.e. repeatedly throwing an eraser across the room and ignoring redirection). At this point in the 17-18 school year, 50% of all our discipline suspensions have been in the 6th grade.

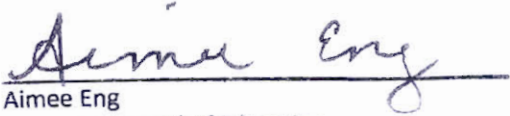

Our root cause analysis of the referral increase has lead us to believe that both literacy and deeper lying social

emotional issues are the linchpins. 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.

Life Academy seeks to address the latter area of need directly in 18-19 through the hiring of a Case Manager dedicated to culture work in our middle school (with a focus on our incoming 6th graders, but overall with students 6-8). Students need significant support as they transition into the culture of Life Academy from an array of feeder elementary schools.

The Middle School Case Manager will focus on this work during the 18-19 school year:

- 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)
- Identify students with attendance issues and build relationships with students and families to increase their attendance.
- 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

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$46,605	Fund a part time Case Manager to carry on the work being done to strengthen our Tier 2 PBIS supports, attendance support, school to home communication and social emotional supports for students in 6-8.   Aimee Eng President, Board of Education   Kyla R. Johnson-Trammell Secretary, Board of Education	-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 -Decrease suspension rate in 6th grade by half. -Increase home school communications around behavioral issues (all behavior issues receive consistent call home) -Increase MP award assemblies from 0 to 4 -Increase middle school wide townhalls (for celebration and incentive) from 2 to 6 -Identify students who may need additional supports prior to beginning of 6th grade through summer bridge participation

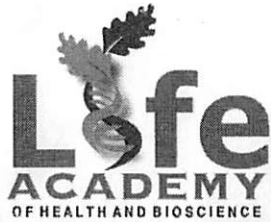
Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).





SSC  
 Jan 31, 2018  
 Sign In 2017-2018

Your Name	Your Student	Parent/ Family	Student	Staff
Anyn Bowman	all of them			✓
Jesus Muscu				✓
Christi Carpenter				✓
William Juang				✓
Shelley Goulder				✓
Jessica Oya				✓
Alicia Garibola	Andrea + Alejandro Garibola	✓		
Esmeralda Hernandez	Hector Hernandez	✓		



## Sign In 2017-2018

Your Name	Your Student	Parent/ Family	Student	Staff
Isabel Saavedra	Juan Lopez / Julian Saavedra	✓		
Rowan Driscoll				✓
Sabina Stobalco				✓
Jimmy Lizo			✓	
Malik Vasquez			✓	
Luis Perez			✓	✓
Esthefany #			✓	



## School Site Council Meeting Proposed Agenda

Jan 31, 2018

5:30-7:00pm

Room 106 (Science Building)

- I. Welcome and Cookies
- II. Check-in Question
- III. Review past G1 Budget
- IV. Brainstorm of Potential Uses for 2018-19
- V. Determine G1 Funding Recommendations
- VI. Closing

## SSC Meeting Notes 01/31/18

### Attendees

- **Staff/Teachers:** Aryn Bowman, Rowan Driscoll, Jessica Oya, Shelley Goulder, William Juang, Christi Grossman, Venus Mesui, Nicole Trujillo, Alicia Garibaldi, Sabaa Shoraka
- **Parents:** Esmeralda Hernandez, Isabel Saavedra
- **Students:** Jimmy Lazo, Malik Vasquez, Luis Reyes, Fany Fraizer

### Agenda

- Welcome and Cookies
- Check-in Question
- Review past G1 Budget
- Brainstorm of Potential Uses for 2018-19
- Gallery Walk
- Determine and Approve G1 funding
- Closing

### Welcome/Cookies/Check-In

- What are your hopes for the new semester?

### Review of Past G1 Budget

- Part time restorative justice coach for middle school
- How was this effective? What gains have we seen?
  - Clearer process for MS discipline
  - Increased coverage of Tier 2 and 3 students via caseloads
  - The transition into middle school work is vital

### Brainstorm of Potential Uses for 2018-19/Gallery Walk

Two small groups break into discussion, creating posters with their ideas/pros and cons.

- Continue RJ position
  - Pros: We have seen gains
  - Referrals continue to come in at a stable rate, but our capacity to deal with them in a restorative manner has been steady this year
  - We have seen an increase in the needs of 6-7 grade students for SE support and this position has been able to meet part of this need
  - We need more behavioral support in 6-8 - 6th grade has accounted for 50% of all suspensions this year so far
- Art Teacher
  - Pros: Would provide MS students with classes that could provide additional skills (socio-emotional, project-based learning)
  - Could balance and prepare students for rigorous course load in HS
  - Visual Thinking Strategies and critical thinking
  - Cons: The G1 money wouldn't cover a whole position - where will the remaining money come from?
  - Loss of RJ position (can this be realistically covered in house?)

### **Determine and Approve G1 funding**

- Vote taken on two possibilities - Continue funding RJ work to support with transition into middle and from middle to high
- Can we seek to add an art teacher in the future through g1 when it is at full allocation in order to increase student choice in offerings?

### **Closing and Other Business**

- Establish timeline for hiring
- Next meeting

## MS Master Schedule Meeting Notes 1/27/18

Present (whole MS team plus admin): Eva Oliver, Shelley Goulder, Carlos Cabana, Ricardo Cruz, Christi Carpenter, Lisa Kelly, Matt Hayes, Will Juang, Roro Sandoval Perez, Janet Vasquez, Toai Dao, Aaron Darden, Sarah Pipping, Michael Aponte, Aryn Bowman, Aman Watson, Em Rigotti, Sam Solomon

### Parameters for next year's schedule

- Staffing likely needs to stay neutral (likely will not have the funding to add staff)
- We probably need 3 cohorts for 7<sup>th</sup> grade next year because we have 74 6<sup>th</sup> graders
- Push for ELD based on language needs (half of rising 7<sup>th</sup> and 8<sup>th</sup> graders will take the new CELDT)

### Open Talk Notes

- We should be prepared for 74 students in the 7<sup>th</sup> grade
- Christi made a workable plan for 3 cohorts in every grade without additional teachers
- Do folks want 3 cohorts in 6<sup>th</sup> and 7<sup>th</sup> and then back to 2 cohorts in 8<sup>th</sup>
- Why does the existing schedule go from 3 cohorts to 2 cohorts? Why wouldn't we maintain 3 cohorts if smaller classes are better for kids?
- What are the logistical parameters (additional minutes, preps etc) of a new schedule?
- Anticipated enrollment for next year
  - o Target to enroll 64 kids into next year's 6<sup>th</sup> grade class (we overenrolled in 6<sup>th</sup> grade in 2017-2018 to compensate for underenrollment in 7<sup>th</sup> grade)
  - o We anticipate 72 7<sup>th</sup> graders next year
  - o We anticipate 61 8<sup>th</sup> graders next year
- Anyone can teach ELD for 2 years (multiple-subjects credentials can teach ELD)
- How can we leverage the Life Skills class to address ELD needs?
- Matt feels flexible regarding schedule rearrangement → he is a credentialed social studies teacher and wouldn't mind teaching social studies
- Teachers who teach multiple MS grade-levels
  - o Dao, Goulder, Pelayo, Aponte, Hayes, Grossman, Cabana
- Teacher who teach MS / HS students
  - o Juang, Pelayo, Walker, Oliver, Aponte
- Having elective space would be really helpful and if students could get support here too that would be helpful – more electives that foster creativity like music and art would also give students a way to feel successful and connected to school
- Some schools try to hold kids with procedures, we try to hold students with relationships (beginning and ending day with advisory) – how can we think about / design 6-8 schedule to leverage relationships
  - o If we don't know students as 6<sup>th</sup> graders it's hard to know who they are when they go through the 7<sup>th</sup> grade phase
  - o Seeing kids evolve as 8<sup>th</sup> graders helps us reflect back their growth
  - o When we think about a schedule, I hope we can think about the opportunity to see kids across years

- Hayes is into elective offerings, but with limited staff in the room that means that lots of people would need to prep for 3 classes which is not sustainable.
- Bowman – MS should take a survey to name the elective(s) they are most interested in
  - o We will get some Salesforce \$
  - o Costs about \$90,000 to hire a average salary teacher with all benefits
    - Strong desire to address literacy needs in middle grades – 56.3% of students are reading far below grade level according to the SRI and another 12.7% are one year below (in the yellow).
  - o Measure G1 – this is currently used for the RJ part time support person in MS. What do we want to use this money for in the coming year?
    - We have continued to have a high referral rate in 6-7 grades
    - Transition work into middle school is important
    - 50% of our school’s suspensions have been in grade 6
    - General feeling that we want to continue this work – could it be a case manager like Nicole in HS?
    - Interest in adding art when possible – but ELD is much more important
- We will continue to grow our inclusion which means we need to be shifting our practice to include and serve the needs of students on the spectrum
- Ricky – math intervention is huge for him. He’s be interested in working with that. Summer program rollouts / fair.
- Aman – 3 cohort idea for 7<sup>th</sup> grade. ELD component is important
- Isabel – we need to do what’s best for kids. The highest need is reading and writing. Math support would help kids be ready for HS math.
- Janet – isn’t EDP supposed to be a place for electives and art?
- Dao – caution about doing too much
- Will – need to dream, but also acknowledge the limitations