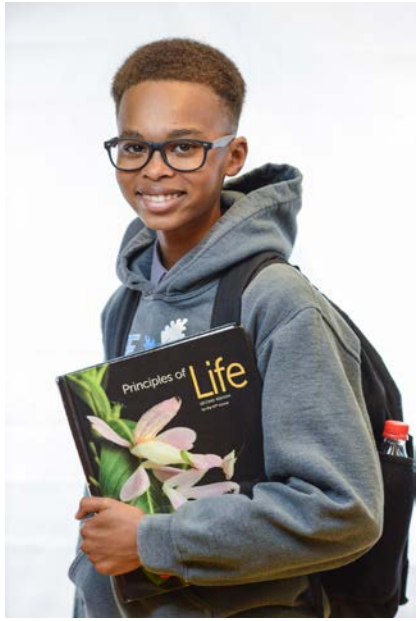
OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Life ACADEMY OF HEALTH AND BIOSCIENCE

2016-17 Measure G1 Commission Presentation



School Site Vision

*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.*

School Data

SBAC ELA	SBAC Math	SRI
29.6% at or above benchmark	10.7% at or above benchmark	33% at or above grade level in reading
36.5% nearly meeting benchmark	31% nearly meeting benchmark	14.1% one year below grade level in reading
33.9% not yet meeting the benchmark	58.3% not yet meeting benchmark	52.4% multiple years below grade level in reading

Overarching Vision for G1 Funds

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

To provide a districtwide educator salary increase designed to attract/retain teachers; provide enhanced middle school art, music, languages/**other programs in addition to core educational programs; improve academic achievement; provide safe, positive schools, and prepare students for college/careers**; shall Oakland Unified School District levy a tax of $120 per parcel, providing $12.4 million annually, for 12 years, with exemptions for senior and low income residents, no money for Sacramento, and all money benefitting Oakland students?

Overarching Vision for G1 Funds

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Life Academy is a school founded to focus on preparing students for college and careers in the health professions.

With our current allocation we will not be funding arts or music programming. Instead we are focusing on a need that has surfaced from our root cause analysis: **positive school culture that supports all students in feeling safe, seen and supported on their path to having choice filled lives**.

In year 1 of G1 implementation we will focus on the following:

- Strengthening our Tier 1, Tier 2 and Tier 3 restorative practices in grades 6-8
- Create a middle grades student leadership group and cultivate young people as upstanders and school culture keepers based on our core value of empathy
- Purposeful development of recruitment and retention strategies that are focused on diversity and inclusion

Grounded: School Wide Root-Cause Analysis

Possible challenges:

- Staffing
- Continued work on mindset and willingness of adults to shift practice

Anticipated Outcomes 2017-2018

- CHKS data will show an increase in the number of 6-8 students who feel connected to an adult at Life
- CHKS data will show that there is a decrease in the number of students who have experienced bullying, esp on social media
- Decrease in out of class referrals
- Increase in student leadership capacity

2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
$43,180	-Hire a part time RJ coach to support the strengthening of our RJ processes in middle grades -run a peer leadership program for middle school students -bolster support of our recruitment efforts to increase diversity in the pool of students and families selecting Life	

Life
ACADEMY
OF HEALTH AND BIOSCIENCE

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1 Grant Application 2017-18

Draft Due March 1, 2017

School:	Life Academy	Principal	Aryn Bowman
School Address	2101 35th Ave	Principal Email:	aryn.bowman@ousd.org
School Phone	566-8352	Principal Phone:	566-8352
2017-18 Enrollment (6-8)	190	Anticipated Grant Amount*.	$43,180

**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 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
44.5	55.5	83.2	6.8	0	25.7%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
7.3		4.7	83.8		1.0		.5

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Annie Tickell	Teacher
Sam Solomon	Teacher
Aman Watson	AP, Middle School
Adriana Guerrero	Middle School EDP Director

School Vision:

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.

Music (Rubric Score)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	Entry	***Access and Equitable Opportunity***	Entry
Instructional Program	Entry	***Instructional Program***	Entry
Staffing	Entry	***Staffing***	Entry
Facilities	Entry	***Facilities***	Entry
Equipment and Materials	Entry	***Equipment and Materials***	Entry
Teacher Professional Learning	Entry	***Teacher Professional Learning***	Entry
World Language (Rubric)			
Content and Course Offerings	Entry		
Communication	Entry		
Real world learning and Global competence	Entry		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		*Safe and Positive School Culture (SPF/SPSA)*	
2016-17 Enrollment Data (projection vs. 20 day)	(not sure)	***SPF - Suspension***	2.1%
ES Outreach Strategy Actions	recruitment materials, site visits, school led tours, summer bridge	***SPF - Chronic Absence***	5.2%
Programs to support ES students transition to MS	summer bridge, advisory	***CHKS data***	100% of staff 35.4% of families 77% of students

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	1/19, 4/27
Parent Academy	2/15, 3/15

Staff Engagement Meeting(s)	
Staff Group	**Date**
ILT Meetings	1/30, 2/6, 2/13

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

   T**he 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

2. 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.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

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	**2017-18 Activities**	**Anticipated Outcome**

2. Art Program

Programmatic Narrative Based on Rubric		
Our dance classes will continued to be developed to move from entry level to basic level over the course of the 2017-2018 school year, however we need to adjust our intended approach of offering dance classes embedded within the school day for at least 40 middle school students. 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 in the 18-19 or 19-20 school years through G1.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
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 furtue 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	2017-18 Activities	Anticipated Outcome

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Life Academy will increase its recruitment efforts by broadening communication with feeder schools, developing student ambassador program, developing shadow days, developing our website, and developing school site tours. Overall, our vision is to increase school enrollment and student diversity at our school.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
included in below budget item	-develop student ambassadors -develop shadow days and student led student tours -develop relationship with community partner to expand our connection with feeder school and student populations	-develop staff capacity to engage in recruitment activities -increase diversity in enrollment

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Life Academy has a vision to be a school that maintain strong school culture by recognizing our diversity, developing empathy in students, and addressing issues with restorative approaches that bolster student capacity to communicate, self-reflect and self-advocate. Next year we will be adding a middle school inclusion model and we want to work to ensure positive transition for students into this program. Life Academy aims to improve our SEL development for all, strengthen peer leadership, advisory and teacher professional development in Restorative Justice, therefore lower out of class referrals.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
$43,180	-Hire a part time RJ coach to support the strengthening of our RJ processes in middle grades, run a peer leadership program for middle school students	-decrease in suspensions and referrals -increase in peer leadership activities -supper in student preparation to engage in school recruitment activities (ie student ambassadors)

January 19, 2017
SSC Meeting

Attendance:

Aryn Bowman	Principal
Toai Dao	Teacher
Amanda Issa	Teacher
Rowan Driscoll	Teacher
Christi Carpenter	Teacher
Venus Mesui	Classified Case Mgr
Nicole Trujillo	Classified Case Mgr
Esmeralda Hernandez	Parent
Maria Tello	Parent
John Moore	Parent
Yolanda Magana	Parent
Guillerma Martinez	Parent
Margarita Guzman	Parent
Luis Reyes	Student
Lucy Moore	Student
Halle Moore	Student
Yadira Magana	Student
Yasmine Magana	Student
Lis Martinez	Student

Aryn begins meeting at 5:40pm. Food and pictures to enjoy =D
THANK YOU to the families that supported the efforts this week to address the upcoming budget cuts.

AGENDA

- **Overview of outcomes**

- *We will review current strategies to support goral and discuss new strategies to reach these goals.* (Maria)
- *We will have presentations of the Math and REading programs and data.* (Ms. Moore)

- **Review for area of focus**
  - Prioritized items from November's meeting

Reading Levels (SRI)	13	Currently working on and want to continue improving upon
Math SBAC	8	Math scores not as high as we would like
Off Track 9th and 10th	4	High number of off track students

- **Math Data** - no math teachers representing
  - Issa present about the structure of math instruction at Life Academy and the blocked freshman math class
  - Luis shares personal experience about being in a blocked math class.
    - Good: interesting to take two math classes together, not having a break was a little annoying. We had two different teachers which was pretty interesting
    - Struggles: confusing algebra and geometry problem solving
  - Parents share what it has been like to have students who are taking a blocked math class
    - Mr. Moore, it was a struggle but then again she also has a learning disability. Like the format and wished there was something like that when he was in high school.
    - Hector, it helps more because in a double bock we learn more and have more time to practice. He receive extra help during PE with Mickens? Finds it very helpful.
      - Students are pulled out twice a week from PE to get support in math from Mickens
    - Esmeralda, Hector's mom, it was really tiring but it helped him be more responsible.
    - Lucy, it was a struggle. Wonders if this is something like college. She likes that Lee and Hua had students be the teachers.

Aryn. We are not sure if it works, we are not sure if it is the right thing to do, but we are exploring it.
PSAT scores. As a sophomore class, 19% reached benchmark (bar to get into college). It is not the scores we want/hope for but want to figure out what to do in response to that data. Mickens and Hua are really working towards making math more successful for the students.

How is the school supporting students through difficult classes when they work in groups. Driscoll steps up with his task cards to show how students work with each other when in groups. In 9th grade, classes are about 22 students. Algebra I is a gateway class. Students who do not pass are less likely to graduate.

Lots of questions about teachers supporting students. Students are comfortable talking about math and working together, however computational skills are missing

- **Reading Data** - Ms. Carpenter
  - The Current Literary Plan
  - Tier 1 (LLI (6:1) intensive intervention - 5%), Tier 2 (3D (15:1)Targeted, supplemental 5-15%), Tier 3 (Universal, regular core instruction 80-95%)
  - Goals of English 3D is to move students toward reclassification, students create and track their own goals throughout the class

- Had success with LLI last year with the 11 students who were enrolled, therefore decided to expand it
- Students reading at elementary school level are all in the middle school. This is true across the district
- Esmeralda, unfortunately this is true but it is really important that we know what reading levels they are at so we can specifically target
- Are the students given books at their grade level so they are reading the correct book levels?
- Mr. Moore we need to make sure our students are reading at home.
- Lucy suggested that we turn reading at home into a contest to incentivize students to reading.

- **Summer Credit Recovery** - Aryn
  - What we are finding is that students who are not on track to graduate are most likely students who are also not at reading level
  - Need to figure out a rally great summer programming plan
  - Measure N funds will be used to offer substantial summer program. Plans to lock kids in room to make them do it
  - Parents are a big part of this being successful. Parents need to insist and support students going to summer school in order to get back on track and/or support reading growth
    - Algebra 1 readiness (8 → 9th grade)
    - Algebra 2 readiness (9 → 10th grade)
    - Science
    - Humanities
    - 6 sections of LLI - can we add a field trip to this? It's not their fault they can't read at level. They system failed them. These classes need to be fun. Should not be seen as a punishment, but something fun to do.
- **Measure G1 Overview**
  - Aryn outlines the perameters of use as she understand them.
  - What are we interested in having in middle school in order to further the goals of the Measure?
  - Guillerma: more support for students who get referrals
  - Esmerelda: Agrees--how do we ensure that student behavior is changing? Keep kids from being suspended and in office
  - Dao: Kids really like dance program we have in EDP--is there a way we can have this as our core program during the day?
  - Aryn: marinate and survey other stakeholders to see what the best use of these funds would be!
- **Other business**
  - Can there be some sort of newsletter that is send electronically to parents to inform them about the school? Aryn said she had hoped for a newsletter but it hasn't been done as of yet
  - BUDGET: significant budget cuts proposed to school sites. Many of the people here spoke powerfully to the board about keeping the cuts. Will be cutting teachers at every school, but voted down but they are waiting to hear more information and will vote again next week. Will cut 50% of appeal. Life is given 18 teachers, but we have 30. Life buys teachers with Title 1 money. Cabana (LCFF). Last year LIfe appealed and was able to get three teachers. THe cute means we will lose 1.5 teachers. 60 teachers across OUSD will be cut.
  -

    - Giving thanks to Aryn, Driscoll feels it is more equitable
    - 6:30 2nd Avenue, next meeting
- **Closing at 6:45**

SSC Notes
April 27, 2017

Check In: If you were an animal, which animal would you be?

1. **Budget Presentation**
    a. Freeze in January - didn't work- discretionary
    b. Feb - now LCFF is frozen, which is our money certain students - 95% our extra funding
        i. Currently, can't make any new purchases (food, paper, etc any school needs)
        ii. All schools and departments have been frozen too in the central office
        iii. Super Real Challenge
        iv. About 65,000 have been frozen because of our percentage of LCFF students which is 95%
        v. Most vulnerable schools with more vulnerable populations are being affected the most
        vi. If we don't get 40 million dollars, our district will go back to the state
        vii. Questions
            1. Magana - cuts without taking into consideration about impact to children, currently have not been thoughtful- huge adverse impacts
            2. Magana - What can parents do?
                a. We need a Superintendent Issue we trust
                b. Same person has been managing budget for many years
                c. New Sup. will be here in May
            3. Esmeralda - Going to have a full time librarian and have a library
                a. Solomon will be library to make sure we have a nicer central space
                b. Going to have a family (working group) for the library space, so parent support can make it a great space
                c. Space will be shared - need parent involvement to keep it a tight space
            4. Magana - make a complaint to the district!
2. **PSAT (10th Grade Test)**
    a. Roro, shared story of his struggle (Such a good framer) was embarrassed about score in HS and then went to Berkeley, this is common in Oakland
    b. As Juniors, all will take one time in school--- but otherwise it is taken on Saturday
    c. It is all about Writing, Reading, Skills and Math skills
    d. Free because we as a school pay for it, for every single 10th graders
    e. Data shows what need to work on and what they can work on
    f. PSAT is important to have practice time with the SAT
    g. SAT average for Life Academy is 833! Which is really low- US average is 955

i. In PSAT below average too, but opportunity for growth (Did conferences with every 10th grader)
ii. Most of our internship students get some SAT Prep
iii. KHAN Academy just partnered with college board and their specific skills get sent there- all of their information goes right there to know what to improve on - Can schedule practices themselves

Questions

- Esmeralda
    - Not many parents here, it is Spring, how are we making sure students do this. Not many parents are even here now.
- Magana Why is it on the weekend?
    - It is part of college board and you can take it at many schools
    - Have to go to Skyline and Oakland High only
    - Can get fee waivers for the exams
- When do the test, there is a Robo Call to best support the students
- Can we get a Robo Text… Remind?

3. SPSA Review and Vote to Accept

a. Bowman/Reyes reviews all the components of the SPSA
b. Same as reviewed previously at SSC meeting in February and March
c. Vote to accept the SPSA as it stand?
d. Unanimous vote yes

4. Measure G 1

a. Bowman/Reyes reviews the ideas that families, students and teachers have presented about how to use Measure G1 funds:

i. Dance classes within the day (currently in EDP)
ii. More support for students getting lots of referrals
    1. desire from all stakeholders to have someone who supports Tier 3 students with shifting their behavior
    2. contract for someone to do part time RJ work with our 6-8 students (similar to our case manager in HS)
iii. Transitions into middle school
    1. use a leadership structure to train peer leaders in leadership and in tier 1 RJ methods
    2. use these peer leaders to support 6th graders in their transition [cost can come from other source/not G1 if needed].
    3. The RJ person for MS can also lead this training/class for 7-8 graders.
    4. This is focused on culture building in MS
iv. Recruitment
    1. teachers to be stipended to increase collective capacity to recruit students from feeder middle schools.
    2. Create student led school tours and shadow days.

3. [cost can come from other source/not G1 if needed]

v. World Language in the middle grades, if we can find a teacher to split with UFSA we want to do this. Dependent on finding difficult to staff position, working with UFSA to do this.

vi. Vote to accept the Measure G1 proposal

vii. Unanimous vote yes

viii. Parent surfaces concern about sharing teacher with UFSA. Bowman talks about the need for collaboration and building with other school on campus.

5. SBAC (6, 7, 8, 11)

a. Grades 3-8 and 11th
b. Equivalent to the CST
c. 2 English test - 1 Computer Adaptive, 1 Performance
d. 2 Math - same set up
e. To Succeed… students need to be better at reading independently! And encourage writing!
f. Encourage child to have a diary, and have them write letters.

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement