



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Life Academy	Contact	Aryn Bowman Alykhan Boolani
School Address	2101 35th Avenue Oakland, CA 94601	Contact Email	aryn.bowman@ousd.org 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*	\$97,682.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	214	2020-21 LCFF Enrollment	198

**Allocation of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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
Budget Total (must add up to Current Grant Amount)		\$88,216.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 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.	\$43,096.00
2	Fund a .2 FTE Theatre Arts position for sixth grade	\$19,738.00
3	2 part-time Student Advisor Positions	\$34,848.00
Budget Total (must add up to Current Grant Amount)		\$97,682.00

School Demographics		Student Body Ethnic Composition	
Male	54%	Asian/Pacific Islander	4.3
Female	46%	Latinx	87%
% LCFF	91.4	Black or African-American	6%
% SPED RSP	17%	White	0.5
% SPED Mild-Moderate	0%	Indigenous or Native American	0.2
% English Learners	23%	Multiracial	0.5

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Alykhan Boolani	Co-Principal
Aryn Bowman	Co-Principal
Christi Carpenter	MS Teacher
Hector Cocula	MS Teacher
Venus Mesui	Case Manager

% Oakland Residents	97%	Ricardo Cruz	MS Teacher
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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>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Entry	Entry	<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry	<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Basic (Theatre)	Basic (Theatre)
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</i>	2019-20 (last yr)	2020-21 (this yr)	<i>Safe and Positive School Culture (SPSA)</i>	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	198	198	<i>Suspension</i>	2.00%	0% (Distance Learning)
<i>ES Outreach Strategy Actions</i>	6 strategic actions	6 Strategic Actions	<i>Chronic Absence</i>	7.60%	5
<i>Programs to support ES students transition to MS</i>	3 programs	3 Programs	<i>CHKS data (District) or Culture/Climate survey</i>	83% participation rate	TBD

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)	2/23/21

Staff Engagement Meeting(s)	
Staff Group	Date
MS Staff Meeting (see attached meeting agenda and notes)	2/25/21

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric		
We currently do not have a music program and 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 2021-22 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 has continued to be a wonderful part of our community -- unfortunately, distance learning was not conducive to actually putting on a theatre production, and we were not able to complete one this year. That being said, we were able to pivot the theatre arts section to an important therapeutic space for young students to express themselves during these troubled times. We were able to offer a larger section in the afternoon, after academic classes, in which nearly 100% of our 6th grade class got to participate. Given the lack of clarity for next year's model (in-person, hybrid, or distance learning), we still seek to keep this section and adjust it to any form that we may need.		
Budget	Description of 2021-22 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.
\$19,738.00	Continue to fund .18 FTE Theatre Arts teaching position for '21-'22. Though we made adjustments for the digital space, students were still able to engage in theatre arts.	<i>- Important therapeutic space for students, regardless of model next year</i> <i>- Increased access (serving 100% of 6th graders) to theatre because of schedule adjustments and zoom space)</i>

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, especially this year, given the reduction of our course offerings because of distance learning. Our community has voiced wanting to provide Spanish classes to non-Spanish speakers, as well as advance Native speakers in Spanish development. 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 2021-22 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

Despite the restrictions from COVID, we were able to extend our reach out to a more diverse range of feeder elementary schools both within our immediate neighborhood as well as beyond. Between November 2020 and January 2021, and we held a variety of online recruitment events, including two Zoom parent/student info sessions, and two Zoom Open Houses. We also participated in a variety of Elementary and Middle school recruitment fairs -- at ICS/TCN, Bridges, Montera, and others. We proactively sought to spread the work about these events through distributing flyers our (newly redone) OUSD and charter elementary schools throughout East Oakland.

We also made adjustments to digital space to maintain our student ambassador program. We created Zoom sessions with our student ambassadors to support younger 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 digital program also gave 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, even in these tough times.

Budget	Description of 2021-22 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 referrable 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).

In 19-20, things got even better: we saw 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).

In 20-21, the role of case manager obviously shifted to support our Distance Learning model. Although the rubrics for "effectiveness" are not comparable to previous years, I cannot overstate the importance of this position in ensuring consistent, loving, and amazing support our MS students in one of the hardest, most traumatic years of our collective lives. Our Case Manager was a super hero -- making calls, distributing materials, building relationships at a distance, and ensuring that our students came to Zoom classes day-in and day-out. A relevant metric: our students were MORE PRESENT in Zoom classes (90% satisfactory attendance) vs last year in person (80% satisfactory attendance). Much of that is because of the diligent, everyday phone calls made by our Case Manager. Chronic Absentee rate dropped from 7.6% to 6.6% this year as well. The number of students at-risk of CA dropped from 12.1% in 19-20 to 3% in 20-21.

Given the successes of the last 4 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. Add in the trauma and isolation of distance learning, and this year, these 2 Student Advisory positions have been critical to creating positivity in the digital space. Our advisors maintained MS townhall assemblies throughout distance learning, and celebrated on a monthly basis the academic, core value, and attendance achievements of our students. Perhaps most importantly, these two Student Advisor positions played a major role in the daily MTSS processes that made up so much of our collective work this year.

Accordingly, regardless of what model we face next year, 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 2021-22 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.
\$43,096.00	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 3 percentage points- If we are in person, continue to decrease the suspension rate in 6th grade by half.- Maintain the same quality of home-school communications around support for students

\$34,848.00	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
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21-22 Carryover Justification Form

Anticipated Carryover Amount	\$0.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
N/A	0
Budget Total (must add up to Anticipated Grant Amount)	\$0

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

We do not anticipate having any carryover from '20-'21, as all positions were fully staffed and part of our program this year.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Middle School Team Meeting – Measure G1 Engagement Meeting
February 25, 2021 3:00-4:00 via Zoom

Present: Aryn Bowman, Ricardo Cruz, Christi Carpenter, Hector Cocula, Christian Davis, Venus Mesui, Hilary Yamtich, Ron Towns, Julio Molina

Time	Item	Notes/Minutes
3:00-3:05	Welcome and Framing Roles: <ul style="list-style-type: none"> • Facilitator: Ron • Notes: Christi • Process Check: Hector 	Measure G1 continued source of important funding for middle school – need feedback from MS team. Thanks for time. Get right to it.
3:05-3:15	Past Use of G1	Current (20-21) use of G1: <ul style="list-style-type: none"> • Fund a Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional supports for students in 6-8. • Fund a .2 FTE Theatre Arts position for sixth grade • 2 part-time Student Advisor Positions
3:15-3:3:25	Current Proposal	<ul style="list-style-type: none"> • Proposal is to use the G1 funds in the exact same way in order to keep cohesive program for our MS students. • Slides to show portions of funding for each role
3:25-3:45	Questions & Feedback	<ul style="list-style-type: none"> • Question: Is the case manager position helping? • A: COVID/distance learning has made it harder to track the success of specific interventions. Was heavily trafficked position pre-pandemic. Saw a lot of students. Currently doing home visits, lot of attendance calls. • Question: Any way to increase access to the theater arts position • A: based on funding at this time no – also schedule constraints. • Comment: Love the role of the student advisor positions and the case manager position – see evidence of these supporting core instruction every day. Theater arts just don't interact must with but glad kids have opportunity. • Comment: totally a go for me – want to keep same supports in MS
3:45	Finalize Plan	<ul style="list-style-type: none"> • All members present feel comfortable with this continued use of G1 funds • Questions or concerns – reach out to school leadership • We will move forward with funding proposal as presented

		<ul style="list-style-type: none">• Thank you
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Life Academy SSC Meeting

Tuesday, February 23, 5:30-6:30

Zoom Link:

<https://ousd.zoom.us/j/84783740825?pwd=WG5wT0tzVHluWE5aalNIYzEzdm1DZz09>

Agenda:

Welcome

Learning Hubs/Credit Recovery

Hybrid Schooling

School Summer

Title 1 Carryover

Measure G1

Closing

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