



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** LIFE Academy  
**CDS Code:** 1612590130575  
**Principal:** Aryn Bowman  
**Date of this revision:** 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Aryn Bowman	<b>Position:</b> Principal
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*The District Governing Board approved this revision of the SPSA on:* 6/29/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** LIFE Academy

**Site Number:** 335

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: \_\_\_\_\_

6. The public was alerted about the meeting(s) through one of the following:

- Fliers in students’ home languages
- Announcement at a public meeting
- Other (Notices and Media Announcements, etc.)

**Signatures:**

_____	_____	_____
Print name of School Principal	Signature	Date
_____	_____	_____
Print name of SSC Chairperson	Signature	Date
_____	_____	_____
Print name of Network Superintendent	Signature	Date
_____	_____	_____
Ruth Alahydroian, Chief Financial Officer	Signature	Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

**School Site:** LIFE Academy

**Site Number:** 335

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description

**Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>		TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>		TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>		TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>		TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>		TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Life Academy of Health and Bioscience is a small high school located in Oakland, California that sprang from a community movement initiated by the Oakland Community Organization (OCO) and National Equity Project (NEP) to create smaller, more responsive schools for urban youth. The design team and initial student population for the school came directly out of the Health and Bioscience Academy at Fremont High School in Oakland. After a very short 6-month incubation period, the school opened in the Fall of 2001 to become the first new small autonomous high school in the Oakland Unified School District. Over the past 14 years, the school has maintained its focus on Health and Bioscience through an emphasis on the following signature practices: personalization, integrated grade level projects, public demonstration of mastery (primarily through Defenses), cooperative strategies across disciplines, creating a sense of community through grade level trips, project-based learning (Certifications), industry-based internships, personalized college & career counseling, integrated Extended Day Program (EDP), distributed leadership amongst staff and whole-staff retreats.

### School Mission and 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 Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	49.6%	50.4%	93.3%	20.4%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		17.2%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	6.9%	0.0%	5.1%	83.9%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.7%	0.7%	1.8%	0.4%

## STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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<p>Our graduation rate is 76.5%. Although this is a -5.9% decrease from the previous year, it is also a rate higher than the OUSD average. Of our students who graduate within four years, 88% are UC/CSU eligible.</p>	<p>24% of our current senior class is not on track to graduate given their credit deficiencies. 22% of our current junior class is not on track to graduate, given that 15/66 of them failed 5/6 classes during their sophomore year. These data points present us with a significant challenge as we seek to continually increase our graduation rate and support young people in successful completion of each year of high school.</p>	<p>Until this school year, Life Academy has not had an academic counselor, and therefore there has been an inattention to credit status of underclass people. Additionally, there has been a lack of immediate credit recovery options, lack of immediate conversations with students and families upon failure of class(es). Other root causes may include a lack of embedded support and scaffolding in 10th grade course work (defense), the lack of clear graduation plans with regular check-ins for students not on track to graduation and a lack of transparent education for kids around what equals a diploma.</p>
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**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
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<p>Our students engage in a heavy load of writing, collaborative discussion, seminar and interdisciplinary projects. These are all opportunities for young people to engage in rigorous academics.</p>	<p>According to cohort matched SRI data, students at Life Academy who enter our school either one year below grade level, on grade level or above grade level, grow as readers throughout their time with us, and after 3 years, have either grown to be above or on grade level readers. This group makes up approximately 50% of our student body. Students who enter our school multiple years below grade level in reading stay multiple years below grade level, even if they grow. This data can be examined side by side with our SBAC scores from 2014-2015. Our overall performances (grades 6, 7, 8, 11) show that 39% of our students are not meeting standards in ELA. Another 35.2% of our students are "nearly meeting" the standard and only 21.4% of our students met or exceeded the standard. This quantifiable data is matched by Life Academy "teacher gut" which in the high school places 15% of our seniors at a college ready reading level. If we are truly to support our students in accessing first high school content and text (when they enter 9th grade from Life's Middle School) and then college content and text when they exit Life and begin post-secondary education, we must make intentional moves to ensure we are supporting all students in becoming strong, fluent and critical readers of text.</p>	<p>One systemic root cause of the stagnation in our reading scores is a lack of strong mission around literacy when in fact literacy is a foundational priority that supports our school mission.</p> <p>There are multiple programmatic root causes leading to this student performance challenge including training and staff development around literacy across content areas, training for teachers in leveled literacy intervention and English language development strategies, and time embedded in the schedule to do leveled literacy intervention. Finally, as a school there is a general distrust of assessment tools and of instruction based on data/assessment. These mindsets have prevented us from having deeper conversations around student literacy needs. Another root cause therefore is the lack of an assessment tool that is trusted and identifies specific gaps in student reading comprehension, therefore allowing us to match instruction to student need. Additionally, We have no formal, systemitized way to gather data/feedback from our alumni who are in college/undersity to ensure that we are using their feedback and experience to inform what we are doing now.</p>
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**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
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<p>1) We have a low suspension rate and we use alternatives to suspension, including restorative justice circles and in-school suspension. 2) We have a group of committed and highly capable teachers.</p>	<p>1) 15 students make up 90% of our out of class referrals. These students are in need of social-emotional support to ensure their continued growth, reflection and ability to engage in academic classes. As a small 6-12 we have the ability to identify students beginning at age 11 who will struggle with successful completion of high school. Now that we can identify these students at such an early age, we should be able to put into place supports for their success. An additional and related challenge is our ability to process classroom referrals with consistency and clear communication back to teachers and families. Although we have some RJ systems in place to support this, the lack of consistent processing of these is an area for growth. 2) When looking at our SPF data, it is clear that we have a strong climate and culture at Life. In order to continue to grow our school C&amp;C we need to focus on adult culture, which needs to be strengthened in order to continue to push student culture and therefore overarching school culture. We have multiple team structures at Life: grade level teams, department teams, and two integrated teams across middle and high school, the ILT and the strategic planning committee. In each case there is a need for increased collaboration time, trust building activities and stronger facilitation to support our continued and full development as a staff.</p>	<p>There are very few students at Life who do not "fit the Life mold" and these students stand out as particularly challenging because the majority of our students behave in ways that conform with classroom behavior expectations. These students also have additional social emotional needs that are currently not met, leading to frequent referrals. Because our staff is largely used to 100% compliance from students we have not developed the immediate classroom intervention tools to address some of the behaviors that then lead to referrals. Additionally, because there is not a single adult dedicated to the processing of office referrals (using restorative processes) and the communication about this to teachers and families, there is a lack of school wide consistency around discipline.</p>
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**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
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<p>Our reclassification rate last year for ELs was 37.9%, a strong rate representing significant growth. Qualitatively, in all classrooms at Life student are engaged in collaborative academic discussion.</p>	<p>L-TELS make up 20% of our student population across 6-12. Of our EL population that took the SBAC in 2014-2015 (in grades 6, 7, 8, 11) 75% of them did not meet the standard in ELA. Based on this and other data points, a growth area for us is creating specific opportunities for these students to receive explicit language instruction and academic language and literacy support. We especially have the flexibility to do so in grade 6-9, and need to seize this opportunity to serve these students' specific language development needs before they enter our pathway in grade 10.</p>	<p>Last year was the first year our students took SBAC, and the first time they had taken a computer adaptive text of this length. Students were unfamiliar with the tasks, as well as the computer format of the tasks. There were numerous technical glitches in the administration. Also, because teachers had been told this was a trial run, there was not as much emphasis for students on the importance of the test.</p> <p>Additionally, there is currently no English Language Development course offered at Life. Although all ELA teachers integrate multiple opportunities for all domains of literacy, there is no specific attention paid to the specific needs of ELs/L-TELS. Due to the core value of de-tracking/maintaining heterogeneous classes, especially in math, there has not been opportunity to differentiate in other areas.</p>
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## SCHOOL GOALS, TARGETS & THEORY OF ACTION

### Schoolwide WASC Multi-Year Goals

- Articulate formalized policies for school governance (Advisory Board, Leadership Team), including roles, responsibilities, and expectations for membership. (Related to LCAP Goal 5: Students are engaged in school everyday.)
- Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work (Related to LCAP Goal 1: Graduates are college and career ready.)
- Develop a formal Certifications policy that outlines all expectations and requirements regarding the Certifications assessment system. This includes the development and whole staff usage of a Certification Data Tracking tool. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Plan a wide range of professional development activities to support a broad range of needs amongst the staff (many new and veteran teachers with different PD needs). (Related to LCAP Goal 2: Students are proficient in state academic standards.)
- (Related to LCAP Goal )

### Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	We will maintain our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.	1: Graduates are college and career ready.	Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work

<b>Post-Secondary Readiness:</b>	1) Formalize a alumni survey through which we gather information from students currently in college/career about skills gaps that have surfaced for them that we did not provide opportunity for addressing at Life. 2) In 2-16-2017 all students in grades 6-9 will grow their reading comprehension at minimum 1.5 years within one year.	2: Students are proficient in state academic standards.	Articulate formalized policies for school governance (Advisory Board, Leadership Team), including roles, responsibilities, and expectations for membership.
<b>Climate and Culture:</b>	1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&C, and because how we support our most struggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report growth in relational trust.	5: Students are engaged in school everyday.	Plan a wide range of professional development activities to support a broad range of needs amongst the staff (many new and veteran teachers with different PD needs).
<b>Rigorous Academics:</b>	In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.	4: English learners are reaching English fluency.	Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work

### Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	<b>Graduation Rate</b>	All Students	76.5%	76.5%	1: Graduates are college and career ready.	On Track to Graduate
<b>Post-Secondary Readiness:</b>	<b>SRI</b>	All Students	42.4%	52.4%	2: Students are proficient in state academic standards.	SBAC ELA
<b>Climate and Culture:</b>	<b>Culture/Climate: Student</b>	All Students	10%	8%	5: Students are engaged in school everyday.	Social Emotional Learning
<b>Rigorous Academics:</b>	<b>SBAC ELA</b>	English Learners	10%	10%	4: English learners are reaching English fluency.	SRI

### School Theory of Action

In the 2016-2017 school year Life Academy will pilot several new strategies and programs to support students growth and outcomes. We believe if we are to specifically focus on the literacy and language needs of students in grades 6-9 through the implementation of Leveled Literacy Intervention (LLI) groupings and Long Term English Learner (LTEL) classes using the English 3D curriculum, we can accelerate language and reading skills for all academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. With the implementation of this multi-pronged literacy approach we will see gains in SRI, ELL reclassification and therefore in student performance across content areas. (Title 1/LCFF funded through salaries)

We will introduce a RJ facilitator/Case Manager to our staff in the 2016-2017 school year. Our data show that 96% of our referrals are made up of the same 15 students in grades 6-12. The restorative referral process, including communication to teachers and families, needs to be held by a single adult in a consistent and streamlined manner. Furthermore, these students have social emotional needs that extend beyond what an advisor can provide. This new staff member will support students more deeply, through weekly one on ones, through deepening relationships with them and their families, and through connecting these students to other supports for their development. With the implementation of this new strategy we hope that 100% of these Tier 3 students will pass 4/6 of the their classes and that 86% of them will graduate within four years. Furthermore, providing another adult who can develop relationships with kids and support them toward positive goals will take this work off the plate of the administrators, thereby having a ripple effect of freeing up more time for administrators to support teaching in learning. Increasing support of teachers through observation and coaching will then ideally impact increasing the engagement of all students. (Measure N Funded)

Finally, we have struggled this year with maintaining aligned grade level and department teams. The dysfunction of one grade level team (including an absence of trust, a fear of conflict, a lack of commitment, an avoidance of accountability and inattention to results) has had ripple effects across the school, and needs to be addressed in a clear manner next year. The support of an external consultant who will coach each member of the team on their classroom instruction and also facilitate all grade level meetings, will allow for there to be consistent support with clear outcomes of building a team that can focus on student achievement. (Measure N Funded)

## SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	In grades 6-9, 35% of students currently reading multiple years below grade level will grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students grades 6-12 will show growth. Measurements will vary depending on what tier student falls in (i.e. Tier 3 students will be measured through F&P, Tier 1 students will be measure through SRI).	Equity/Access/Achievement	Personalized Student Support

<p><b>Culture &amp; Climate Improvement Strategy:</b></p>	<p>We will hire a Restorative Justice Coordinator/Case Manager to support the students who fall into Tier 3 for behavior reasons . This will have 2 major impacts. 1) Students will have a a consistent adult who will serve to support them by monitoring their behavior, holding them accountable to shifting their behaviors, consistently communicating with families and with teachers, and wrapping support around these young people. This will in turn, ideall lead to, over time, and increase in graduation rate of our most off-track students. 2) By taking the processing of referrals and the communicaiton and follow up required when there are disciplinary issues off of the plate of the principal, she can then have more protected time to speand in classrooms supporting the growth and development of teachers, especially around the developement of a cohesive multi-pronged literacy program. This will therefore have the indirect impact of supporting in our school goals around reading growth.</p>	<p>1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&amp;C, and because how we support our most sturggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report gorwth in relational trust.</p>	<p>Personalized Student Support</p>	<p>School Leadership &amp; School Vision</p>
<p><b>Pathway Development/ Implementation Strategy:</b></p>	<p>It is clear from both student survey data as well as parent voice, that there is a desire for increase elective choice within our pathway.</p>			
<p><b>New or Emerging Design Feature #1:</b></p>	<p>Implemetation of an L-TEL curriculum within Life Skills in grades 6-10 Sharing of emergent strategies that are successful in these grades with upperlevel teachers through PD. 70% of staff members will engage in an EL shadowing experience so that we can all work to build out understanding of the needs of ELs.</p>	<p>In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Equity/Access/ Achievement</p>

<p><b>New or Emerging Design Feature #2:</b></p>	<p>For the first time Life Academy will hire a RJ Coordinantor/Case Manager to support our students who are tier 3 (both behaviorally as well as academically) in order to ensure successful progress toward academic and behavioral goals. In addition to supporting our Tier 3 students, this adult will also serve as a support to other students who are referred in order to ensure a consistent and systematic approach to student referral. Taking this off the plate of the administrators will also allow for more time to be spent focused on teaching and learning, thereby having positive ripple effects in other aspects of the work on site.</p>	<p>1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&amp;C, and because how we support our most sturggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report gorwth in relational trust.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>
<p><b>New or Emerging Design Feature #3:</b></p>	<p>Implementation of Leveled Literacy Intervention in grades 6, 7, 8 and 9-10 in order to support reading growth. Continued integration of literacy strategies acorss all disciplines, and an inquiry focus on this in PD.</p>	<p>In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Personalized Student Support</p>
<p><b>Established Signature Element #1:</b></p>	<p>Life will continue to hold defenses at the 7, 8, 10 and 12 grade levels. These defenses of learning will continue to be cross-disciplinary integrated projects. Life will continue to use a certification model to ensure students can show mastery in content area units of study.</p>	<p>We will maintian our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p><b>Established Signature Element #2:</b></p>	<p>Life has significant grade level trips for all grade 6-12 that are strongly aligned with the Habits of Life and Work, and provide students with opportunities to engage with learning outside the classrooms walls.</p>	<p>We will maintian our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Personalized Student Support</p>
<p><b>Established Signature Element #3:</b></p>	<p>100% of students at Life grades 8, 11 and 12 complete internships. In the later grades these are tailored to student interest.</p>	<p>We will maintian our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.</p>	<p>Program of Study &amp; Master Scheduling</p>	<p>Personalized Student Support</p>

