

MEASURE N COMMISSION

1000 Broadway, Suite 680
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date _____

Subject 2022-2023 Measure N Education Improvement Plan & Linked Learning 4 Pillars
Services For: Life Academy of Health & Bioscience

**Action Requested and
Recommendation**

Presentation to and discussion by Measure N Commission of Life Academy of Health & Bioscience's proposed 2022-2023 Measure N Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$225,250.00.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2022-2023 Measure N Education Improvement Plan and Linked Learning 4 Pillars

2022-2023 MEASURE N BUDGET

School: LIFE ACADEMY

Effective July 1, 2022-June 30, 2023

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$225,250.00	\$225,250.00	\$0.00

Site #: 335

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
335-1	Teacher Salaries: Hire a Teacher at .20 FTE. This will fund the portion of a teacher's schedule in which they are teaching 1 section of our internship class. This directly links to our strategic action around reintroducing internship class to our core class schedule for all 11th grade students and the reintroduction of this foundational part of Life Academy's program. (PCN 6168 Pristine Shin)	\$17,867.00	1105	Teacher Salaries	Teacher	.20 FTE	Health & Bioscience
335-2	Teacher Salaries: Hire a Teacher at .20 FTE. This will fund the portion of a teacher's schedule in which they are teaching 1 section of our internship class. This directly links to our strategic action around reintroducing internship class to our core class schedule for all 11th grade students and the reintroduction of this foundational part of Life Academy's program. (PCN 2663 Alice Cheng)	\$13,843.00	1105	Teacher Salaries	Teacher	.20 FTE	Health & Bioscience
335-3	Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal at .20 FTE. This will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. (PCN 6304 Alykhan Boolani)	\$39,479.00	1305	Supervisor, Administrative, Instruction Coaches Salaries	PRIN HS SML	.20 FTE	Health & Bioscience
335-4	Supplies and Materials for Healthcare Conference including supplies for each of the health care providers who run workshops (for example, if a there is a surgeon doing a workshop on surgical sutures then we will need to purchase the supplies for the workshop). This also includes basic supplies like folders, small notepads, and name tags, for the registration process for both adults (last year we had over 50 providers) and students (approx 200).	\$2,000.75	4310	Supplies & Materials			Health & Bioscience
335-5	BART or AC Transit Tickets: provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.	\$5,000.00	4310	Supplies & Materials			Health & Bioscience

335-6	Supplies and Materials for Dual Enrollment / CTE course: which include any medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.	\$8,000.00	4310	Supplies & Materials			Health & Bioscience
335-7	Transportation Costs: Van and Charter Bus rentals for transportation for university or college field trips and to the Simulation Lab at UCSF and Highland Hospital and other pathway specific events or activities to ensure that students have continued opportunities to engage with schema building field trips and field trips that expose them to college and universities in the area.	\$20,000.00	5826	Transportation Costs			Health & Bioscience
335-8	Rentals - Facility: Facility Rental for our beginning of year retreat, an opportunity for us to assess our success and review data to ensure we move forward in a way that will support us in strengthening our pathway programming for young people. During this retreat we will strategically plan pathway development and implementation to meet all strategic goals outlined in this plan.	\$9,000.00	5624	Rentals - Facility			Health & Bioscience
335-9	Classified Support Salaries: Hire an Academic Mentor at .80 FTE. Students struggling in our pathway math courses need additional support and small group instruction to master standards. In order to meet this need we will hire an academic mentor who will focus on supporting 80 students in grades 9-11 with mastery of math concepts (a prerequisite for success in the healthcare field). The indicators for success will include increase of pass rates in these core Academy courses. (Salary & Benefit Costs) PCN n/a - Sarah Boolani	\$28,300.00	2205	Classified Support Salaries		.80 FTE	Health & Bioscience
335-10	Teacher Salary Stipends: Extended Contracts for all Academy teachers to attend the beginning of year retreat through which they will engage in a whole staff assessment of data and using that information, strategically plan pathway development and implementation to meet all strategic goals outlined in this plan. All students will be served by this action. 15 Academy teachers (Salary & Benefit Costs include: 2 days/8 hours a day total of 16 hours at \$38.50 + 25% benefit costs = \$770.00 x 15 teachers = \$11,550.00)	\$11,550.00	1120	Teacher Salaries Stipend			Health & Bioscience

335-11	<p>Clerical Salaries Overtime: Extra Time/Overtime for Clerical staff who are members of our Multi Tiered Support Systems Team (MTSST). These Team members are responsible for reviewing data 2x per month and working with students and families to ensure that all students are working toward pathway completion and high school graduation. Services include attending family meetings, student meetings and monitoring contracts, student teacher and family conferences for supporting students in getting back on track toward high school graduation, meetings with families to increase student attendance, etc. All services are Tier 2 and Tier 3 interventions in support of the ultimate outcome of high school graduation for students within the pathway. The number of students served will be from 60-80 students, variable based on student attendance and academic records. (Salary & Benefit Costs included)</p>	\$9,000.00	2425	Clerical Salaries Overtime			Health & Bioscience
335-12	<p>Teacher Salaries Stipends: Extended Contracts for 5 credentialed teachers who are members of our Multi Tiered Support Systems Team (MTSST). These Team members are responsible for reviewing data 2x per month and working with students and families to ensure that all students are working toward pathway completion and high school graduation. Services include attending family meetings, student meetings and monitoring contracts, student teacher and family conferences for supporting students in getting back on track toward high school graduation, meetings with families to increase student attendance, etc. All services are Tier 2 and Tier 3 interventions in support of the ultimate outcome of high school graduation for students within the pathway. The number of students served will be from 60-80 students, variable based on student attendance and academic records. 45 hours over 9 months x 38.5 = 1,732 + 20% benefits = 2078 x 5 teachers = \$1,0390.00</p>	\$10,390.00	1120	Teacher Salaries Stipend			Health & Bioscience
335-13	<p>Rentals - Facility: Facility Rental of an AirBNB (via OUSD reimbursement) for an Academy curriculum building retreat and vertical alignment retreat (for 7 teachers, 2 days) to ensure stronger alignment to our Academy themes (for example, 11-12 grade humanities teachers will develop units with public health themes and texts such as The Immortal Life of Henrietta Lacks in 11th and The Spirit Catches You and You Fall Down in 12th) and to rebuild our 10th grade Defense project with the new Academy teachers.</p>	\$5,000.00	5624	Rentals - Facility			Health & Bioscience

335-14	<p>Teacher Salaries Stipends: Extended Contract for 7 Teachers to attend the weekend Academy curriculum building retreat and vertical alignment retreat. Outcomes: The teachers will ensure stronger alignment to our Academy themes and principles (for example, 11-12 grade humanities teachers will develop units with public health themes and texts such as The Immortal Life of Henrietta Lacks in 11th and The Spirit Catches You and You Fall Down in 12th) and rebuild our 10th grade Defense project with the new Academy teachers. 2 days/14 hours each at \$38.50 + 25% benefits = \$673.75 x 7 teachers = \$4,716.25.</p>	\$4,716.25	1120	Teacher Salaries Stipend			Health & Bioscience
335-15	<p>Clerical Salaries: Hire a Case Manager at .40 FTE to provide targeted and intensive supports to students in the Academy who are flagged for concerns around attendance and academic performance. This expenditures ensures that we can continuing to provide consistent direct service to students and families toward goals of A-G completion, high school graduation and healthy, thriving students who attend school every day. (Christian Thomas Davis, PCN 6316)</p>	\$41,104.00	2405	Clerical Salaries		.40 FTE	Health & Bioscience

School:	LIFE ACADEMY of HEALTH & BIOSCIENCE	Site #:	335
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Pathway Name:	Public Health, Healthcare & Bioscience
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School Description

Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

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	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	49.0%	51.0%	98.8%		19.2%	14.7%	16.3%	0.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	5.7%	0.4%	4.1%	87.3%	1.2%	0.0%	0.4%	0.4%	0.4%

Target Student Population	<p>Which student population will you focus on in order to reduce disparities?</p> <p>Latino male students will be our target population. Please note that because Life has a rather homogenous student population many populations are not statistically significant enough for our focus. Because female students outperform male students in many regards we will be focusing on males within our only ethnic group that has statistical significance.</p>
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SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	95.2%	88.2%	90.00%	100.0%	90.0%	Not available	96.0%
Four-Year Cohort Dropout Rate	1.6%	1.7%	1.6%	0.0%	1.6%	Not available	0.0%
A-G Completion	85.0%	78.0%	90.0%	96%	90.0%	Not available	96.0%
On Track to Graduate- 9th Grade	67.2%	78.0%	70.0%	53.1%	76.0%	74.60%	76.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	25.9%	0.0%	80.0%	33.0%	80.0%	Not available	80.0%
Percentage of students who have passed dual enrollment courses with a C- or better		76.5%	90.0%	84%	90.0%	Not available	100.0%
Percentage of students in Linked Learning pathways	74.9%	73.1%	100.0%	69.2%	100.0%	73.6%	66.0%
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	93.3%	75.2%	93.3%	100.0%	94.0%	Not available	96.0%

Four-Year Cohort Dropout Rate	0.0%	3.7%	0.0%	0.0%	0.0%	Not available	0.0%
A-G Completion	78.6%	74.1%	79.0%	95.5%	90.0%	Not available	96.0%
On Track to Graduate - 9th Grade		70.3%		43.2%	90.0%	73.70%	90.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	100.0%	100.0%	100.0%	100.0%	100.0%	Not available	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better	76.0%	90.0%	85.0%	88%	90.0%	Not available	90.0%
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	67.3	100.0%	69.6%	66.0%

ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	2019 showed a very strong graduation rate (all but one student) and we anticipate seeing a dip in 2020. Overall our trend is that we have a graduation rate close to 90% which is strong - above average for OUSD and the state.	Students' basic skills are a significant challenge - student who struggle to read at even an upper elementary level leads to failure in high school course work. Although we have sought to address this aggressively through reading intervention courses at the middle school level, we do not have enough resource to address the full range of need. There is a similar issue with mathematics skills. Students have significant gaps in their learning that we have yet to find an adequate way to address. We have found that with our target population, Latino Males, that engaging them in reading and math intervention poses a significant challenge in terms of their affective filters and the stigma surrounding interventions course. Although we can navigate this in the middle grades we have not been successful in "enrolling" Latino Males in intervention courses in the high school grades.	Lack of system/teacher skill to address gaps in learning (literacy and numeracy) so that students can excel.
Four-Year Cohort Dropout Rate	Our drop out/push out rate is low, the multi-year trend is that this remains below 2%	We continue to struggle with ensuring all students are receiving what they need and are able to access resources beyond the classroom to support their academic achievement.	Poverty and all its manifestations are major underlying causes for the drop out/push out rate

<p>A-G Completion</p>	<p>Although this is higher than OUSD's average (around 85-90% long term trend) we would like to see it steady around 95%</p>	<p>The A-G completion rate of our Latino Male students falls 16.9 percentage points lower than that of their female counterparts. Although we are skillful at using credit recovery and boot camp/summer school to ensure that students are both diploma eligible and A-G compliant by the end of their senior year, a much higher percentage of young men are earning their A-G credit through second opportunities (credit recovery, etc) and not passing their core classes in their first opportunity. The reasons for this require close interrogation, but include the lacking of basic skills (both mathematical and literacy) as well as habits of work including willingness to self-advocate and ask for support. We have a need to more proactively teach habits of work within our courses, especially at the lower grades so students can leverage these skills later in their high school careers.</p>	<p>We do not have enough opportunities embedded in our program for kids to make up classes that they have failed. This is due to school size and resource. We also need to systematically teach habits of work such as time management, organization, self-advocacy, etc in the lower grades so students can leverage these practical skills across discipline in the upper grades.</p>
<p>On Track to Graduate - 9th Grade</p>	<p>We are able to identify off track students quickly</p>	<p>We have a very high rate of failure in our math and science course (in some cases up to a third of students are failing a core science or math class within a given semester). It is clear to our school leadership that many of these instances are due to lack of aligned grading practices and, most significantly, lack of Tier 1 supports within lesson design and delivery. The later is the highest leverage shift we are seeking to support among our teaching staff.</p>	<p>Lack of Tier 1 supports in all classrooms.</p>
<p>Percentage of students who participated in at least 1 Work-Based Learning activity</p>	<p>100% of our students have participated in at least one work based learning activity, and most have done from two to three</p>	<p>Our most significant challenge is finding work-based learning opportunities that meet the array of interests that our students have. We are well equipped to provide health and bioscience experiences and less well resources in other career areas.</p>	<p>Life is an Academy focused on health and bioscience and therefore most of our community partners are aligned to these themes. As we expanded to a middle school student have selected Life not because of an interest in health, but usually because their parents have heard that it is a "good school". Now we have many students with minimal interest in the theme of the Academy enrolled with us and we need to expand our community partnerships to ensure we are meeting the post-secondary interests/needs of all students.</p>

<p>Percentage of students who have passed dual enrollment courses with a C- or better</p>	<p>90% of our students have passed their DE courses with a C- or higher.</p>	<p>One significant challenge we have faced with DE courses is ensuring that they are accessible to all students, including students with IEPs. We have worked closely with our in-house DE course teacher, Dr. Frank, to be sure that her courses are able to be accessed by all students and this as worked well. However, with external providers we have found this to be more of a challenge.</p>	<p>The lack of ability to closely partner with Merritt College professors to examine IEPs of enrolled students and support them in ensuring accommodations is a root cause.</p>
<p>Percentage of students in Linked Learning pathways</p>	<p>100% of our 10-12 grade students are in a pathway</p>	<p>Although we have 100 participation in our Academy, this is by school design not by student choice. As previously mentioned, when Life Academy expanded to a middle school we forfeited the opportunity to attract rising high school students into our program based on their genuine interest in the theme of the school. Therefore, a significant challenge is student interest in health and bioscience. We have begun to strategically address this through our three pathways and the student opt-in programming as a carrot and this is beginning to generate more interest in the themes we offer.</p>	<p>As previously mentioned, when Life Academy expanded to a middle school we forfeited the opportunity to attract rising high school students into our program based on their genuine interest in the theme of the school. Therefore, a significant challenge is student interest in health and bioscience.</p>

PATHWAY QUALITY ASSESSMENT

<p><u>Using the Measure N Self Assessment Rubric, assess the following:</u></p>	<p>Evidence of Strengths</p>	<p>Areas For Growth</p>	<p>Next Steps</p>
<p>Rigorous Academics (pages 3, 4, 5 of rubric)</p>	<p>Our academic program reflects the ideas and input of industry professionals and involves critical thinking and creativity. We require students to make connections across curriculum through our pathway programming and interdisciplinary projects. There are multiple opportunities for the defense of high quality learning products</p>	<p>Students need to be asked to apply their knowledge and skills in new and unpredictable situations</p>	<p>At Life we have done several years of pilots, we have learned a great deal about what works in terms of increasing instructional quality, and what has fallen flat. We now believe we have narrowed in on the highest leverage work to be done, and all of it is within the instructional realm. We believe that if we support teaches in standards-based unit design and delivery that incorporates Tier 1 supports for all students that we can make quantifiable gains in learning for all kids. This is basic teaching practice, but we believe that it has been neglected at our site in favor of more attractive work, and we young people have paid their price in their lack of college readiness. Making a pivot to this essential work, we believe, will be a lever that supports us in moving all students toward college and career readiness. Steps include provisioning of high quality PD on standards, planning using Understanding by Design, and Tier 1 supports and follow up coaching for all teachers on their lesson design and delivery.</p>

<p style="text-align: center;">CTE (pages 3,4,5 of rubric)</p>	<p>Our pathway themes have been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards.</p>	<p>Our themes do not necessarily appeal to a broad diversity of students, regardless of their postsecondary aspirations. Although we are working strategically to generate interest in our themes many students have interests outside of health and bioscience that we struggle to support.</p>	<p>At Life we made the decision, informed by student focus groups and survey data, to create 2 pathways within our Academy. These were selected due to student interest as well as their relationship to our overall school theme and their ability to capture almost all students. These pathways include Public Health, Health Care and Biotechnology. At the beginning of this school year (19-20) we piloted having students in grades 10-12 apply into a pathway and once in a pathway become eligible for specific themed activities (i.e. industry partners hosting workshops, movie nights, field trips, etc.) and honors in their pathway upon graduation. After the first 6 months of the pilot there was enough interest to reopen the application process for a second round of students to apply into the pathways of their interest – this served as an important indicator for us. In 20-21 we will continue to generate excitement and interest in pathways through current process, while augmenting the activities and opportunities. Simultaneously, we believe that the Health & Bioscience course that all 9th graders are enrolled in which is specifically designed to expose all 9th graders to the themes, will continue to support understanding of the themes and student excitement about them. Moving forward we are confident our plans will work to ensure more students have developed interests in the 3 themes.</p>
<p style="text-align: center;">WBL (page 6 of rubric)</p>	<p>We provide many students with personalized WBL experiences that span the continuum from career awareness, career exploration, career practicum, and career preparation. 100 of our students engage with some form of WBL each year.</p>	<p>Ensuring that all students have a series of WBL experiences that are meaningful for them and aligned to their post secondary interests</p>	<p>In order to increase the effectiveness of our Work Based Learning we will continue to work toward a more sequenced series of WBL experiences that are linked to our three pathway themes (Public Health, Health Care and Biotechnology). As much as possible we would like to see students engage in WBL linked to these themes, and the role of the internship coordinator, the Academy Director and the Academy science teacher will be to curate these opportunities. This team, with several other Academy members, will meet bimonthly to discuss potential leads for opportunities and to curate the upcoming month's WBL opportunities and to support the enrollment of students into these opportunities. Through this purposeful expansion of our WBL program we hope to ensure that we are serving a higher percentage of our students with intensive career training and/or career preparation experiences.</p>

<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>Through established structures and processes, the pathway team: Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs</p>	<p>Although we have a strong methodology for SEL needs, we need to strengthen our processes for academic multi tiered systems of support so that Tier 1 supports are integrated into all teachers' lesson design and delivery.</p>	<p>At Life we have been engaged this year (19-20) in refining the Multi-Tiered Systems of Support process in order to better address academic needs in addition to SEL needs. This process, although nascent, allowed us to identify the need to integrate better Tier 1 supports for all students throughout our classrooms – a basic, but key finding for our school. Our next step is to provide PD on Tier 1 supports, ensure that all teachers are integrating Tier 1 supports into their lesson design and delivery and providing cycles of coaching to improve these school wide practices.</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>Life does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway</p>	<p>Student achievement is still predictable based on student performance in 9th grade. Our alumni self report that they underperform in math and science in college/university. Students who begin college with intended majors in science often change their majors within one year after failing entry level math/science requirements.</p>	<p>Our target group, Latino males, has an A-G completion rate that is 16.9 percentage points below their female counterparts. Lagging skills, lack of self-advocacy and lack of willingness to engage in interventions are all root causes for this. We also know that teacher instruction that does not include high quality Tier 1 supports is a root cause that we have control over. In order to increase the percentage of Latino males succeeding in A-G completion we need to invest in our Tier 1 supports which we will be doing through our MTSS team and our mid-year retreat though which we do whole staff PD. We will also provide credit recovery classes for students who fail their first round of core content classes and seek in engage students through our themed pathway activities.</p>

2020-2021: YEAR ONE ANALYSIS

Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
<p>Life Academy will proceed with the codification of three pathways within our Academy for students in grade 10-12: Public Health, Health Care and Bioscience. Through these opt in pathways within our larger academy we will seek to engender interest and excitement in these themes via workshops, field trips and celebrations.</p>	<p>Increase in pathway applications (60% of each grade level 10-12) Increase in number of students earning pathway honors (30% of all seniors) Consistent involvement in the Health Care Conference (90% of all students in pathways)</p>
<p>Life Academy, by May 2021, will have CCSS and NGSS aligned and skills driven curriculum in all core content classes.</p>	<p>All submitted unit plans will have clear focus on CCSS and NGSS standards and plans for assessment that allow for students to show mastery. Student mastery of content standards will increase as show through IABs and SBAC as well as through internal assessment systems.</p>
<p>Life Academy will have an increase in alumni entering post secondary institutions to pursue majors in/careers in the sciences and math</p>	<p>Alumi will self report that they are prepared for their college level math and science coursework</p>

Strategic Actions

<i>Strategic Actions</i> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?

Strong programs need strong, highly skilled teachers to support them. The highest leverage action school leaders can take is to prioritize the coaching of teachers in the form of observational feedback, providing unit planning and lesson planning support, model teaching and co-observation and debrief of other teachers. Life's leadership team will continue to do these things and seek to prioritize doing them with more frequency in order to increase teacher skill to meet the needs of students.	<ul style="list-style-type: none"> - Teacher practice will grow as evidenced by assessment using the OETF rubric - Student learning will show growth (via stronger teaching) and students will show stronger master on both internal and external assessments - Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment
Providing professional development on the Understanding by Design unit planning template and methodology for all teachers along with follow up one on one coaching and support	<ul style="list-style-type: none"> - Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment
We will continue to invest in the three pathway themes within our Academy and provide the Academy teachers with planning time, resources and operational support to ensure engaging and exciting pathways events for all students	<ul style="list-style-type: none"> - Increase in pathways events to one per month for each pathway - Increase in pathway applications (60% of each grade level 10-12) - Increase in number of students earning pathway honors (30% of all seniors) - Consistent involvement in the Health Care Conference (90% of all students in pathways)
Investment in the strength of the science program through coaching, resource allocation and school leadership taking on a clear role in department meeting so that the focus is on teaching and learning	<ul style="list-style-type: none"> - Stronger student performance on CAST (increase in proficiency to 15-20%) - Decrease in the % of student failing science courses

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire .20 FTE of Jack Jue, internship coordinator who will ensure that all juniors and seniors are engaged in pathway related internships	\$12,745.00	1110	Teacher Salary	Internship Coordinator	0.20	

<p>Teacher Salary Stipends for the following activities (\$59,000 + 25% for benefit costs which is included here at \$14,750)</p> <ul style="list-style-type: none"> • Teachers who serve on the Multi Tier Systems of Support Team (MTSS) which meets regularly in order to use data to differentiated supports for our pathway students that are reading below grade level or in need of other forms of academic support, use attendance data to plan and implement interventions for students whose attendance rates fall below 90% and use COST and referral data to ensure students in need of additional social emotional supports are receiving needed interventions. • Stipends for Pathway Vertical Articulation Curriculum Planning, for teachers involved in supporting vertical alignment between pathway courses to address the academic and executive functioning skills gaps for all students in the pathway. Specifically, we would like to offer extended contracts for pathway teachers involved in this curricular planning. It will be driven by using student work data and focal students (specifically Latino males, our target focal group) to ensure that we are addressing skills gaps in a structured and thoughtful way over the course of a student's academic journey in the pathway. (\$10,395.00 + 25% Benefit Costs = \$12,993.75) • After school tutoring in alignment with literacy access and intervention for students in pathway grades 9-10 who are off track for on time graduation. • Money for Academy Team members to meet additional time beyond their paid hours to plan Pathway application process, read and admit students to pathways, plan and implement pathway roll out inductions, plan and implement pathway events (5 to be held throughout the year) and plan the Health Care Conference. • Mid year retreat teacher stipends for training on Rigorous Academics for bolster quality of pathway programming. Extended contracts are for the additional time on Thursday evening, Friday afternoon after 4pm, and on Saturday morning - no teacher will be paid for already compensated time of Friday. • Funds to pay 2 teachers stipends at their per diem hourly rate to teach an additional credit recovery course outside of the school day in order to ensure that we are able to keep a strong graduation rate even with the reduction in staffing at out site. - \$2,500 per semester stipend for math coaching support for Open Up curriculum alignment and spiraling skills through 9-12 to ensure that all students are prepared to continue on to each subsequent course - Teacher salary stipend involved in after hours pathway programming 	<p>\$73,750.00</p>	<p>1120</p>	<p>Enter object code at left.</p>			
<p>Clerical ET/OT: ET/OT for case managers, translation services, SPED classified staff, and attendance clerk to hold meetings with families of off-track students in the pathway during non-school hours regarding attendance, behavior, discipline, and/or academic supports.</p>	<p>\$4,000.00</p>	<p>2225</p>	<p>Enter object code at left.</p>			
<p>Meeting Refreshments for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for attending this pathway event</p>	<p>\$4,000.00</p>	<p>4311</p>	<p>Enter object code at left.</p>			

Two Chromebooks Carts for Biotechnology pathway to support in the continuation and strengthening of our computer science and biotech programming (to be used in Health & Bioscience course and in the AP Computer Science course)	\$14,000.00	4420	Enter object code at left.			
Facility Rental of retreat center for our Mid Year retreat - a three-day opportunity for us to assess our successes and review data to ensure we move forward in ways that will support us in strengthening our academic and pathway programming for young people	\$10,000.00	5624	Enter object code at left.			
Consultant Contract with East Bay Consortium (EBC) to provide supplemental high school and college advising to our high school seniors. EBC will provide our students and families with community outreach events, workshops and presentations focused on high school, college, and financial aid advising. Most substantively, EBC will provide college advising through one-on-one sessions through which experienced East Bay Consortium staff members work with high school students to guide them to the college path that is best for them. Specifically, staff members assist high school seniors with the college application and financial aid process. 65 students will be served (100% of the senior class).	\$28,500.00	5825	Enter object code at left.			
Supplies or Materials for the following activities: <ul style="list-style-type: none"> • BART or AC Transit tickets: transportation for health-related job shadowing, field trips, pathway aligned college visits, etc • Healthcare Conference supplies: including supplies for each of the health care providers who run workshops (for example, if a there is a surgeon doing a workshop on surgical sutures then we will need to purchase the supplies for the workshop). This also includes basic supplies like folders, small notepads, and name tags, for the registration process for both adults (last year we had over 50 providers) and students (approx 200) • Dual Enrollment / CTE course supplies: which include any medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc. 	\$15,000.00	4310	Supplies / Materials			
Van and bus rentals transportation for college trips and to Simulation Lab or other pathway related events / activities.	\$9,418.06	5826	Transportation			
Consultant Contract: Four staff trainings on Trauma-informed care so that we can better support students in the pathway with complex trauma. Vendor: Candice Valenzuela	\$4,000.00	5825	Enter object code at left.			
Hire .40 FTE of Will Juang (academy science teacher) who will support in the coordination and leadership of all the Bioscience pathway activities in addition to teaching the pathway themed chemistry classes and organizing all lab activities and materials for the department.	\$31,972.40	1110	Teacher Salary	Science Teacher	0.40	
Hire .02 FTE of Emily Frank for the overarching coordination of the three pathways: Health Care, Public Health and Biotechnology. Each pathway will also have a sub-lead and Emily will organize and lead weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Emily will oversee the coordination and implementation of the Health Care Conference.	\$1,714.54	1110	Teacher Salary	CTE Teacher	0.02	

2021-2022: YEAR TWO ANALYSIS		
Pathway Strategic Goals		
<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Life Academy will proceed with the codification of three pathways within our Academy for students in grade 10-12: Public Health, Health Care and Bioscience. Through these opt in pathways within our larger academy we will seek to engender interest and excitement in these themes via workshops, field trips and celebrations.	We have consistently used student surveys to gather information about student participation in our pathways programming. The results are clear – students have enjoyed the opportunity to participate in pathway programming and they feel this is helping prepare them for careers within their pathway. We have worked hard to continue these pathway events even through distance learning and through the creative genius and many strong industry connections of Dr. Frank we have been able to do so.	Next year, as we anticipate returning to in person instruction, we will look forward to continuing our pathway programming and events in person. We added student leadership element to the pathways, each pathway has a student lead who supports in developing the pathway events and is stipended through our lead agency for their work. Next year we hope to add an additional element to this – that these student pathway leads will receive a budget to plan with and they will need to make a proposal for how to use their pathways budget.
Life Academy, by May 2021, will have CCSS and NGSS aligned and skills driven curriculum in all core content classes.	This goal has been hard to achieve through distance learning. We have ensured that all science classes 6-9 and math classes 6-10 are using adopted curriculum that is NGSS aligned and worked closely with the science department through coaching and feedback to support in this implementation. We believe we have a strong foundation for when we return although there is much work left to do in the upper grades. We have struggled in our humanities classes to do the same, partly because there is no adopted curriculum for high school grades. We continue to strive toward this goal.	Next year we will continue to dig into this work as our primary professional development goal. Through coaching, professional development and required planning documents to be submitted we will seek to ensure that all teachers are embracing the skills elevated in the CCSS and NGSS within their lessons.
Life Academy will have an increase in alumni entering post secondary institutions to pursue majors in/careers in the sciences and math	No data collected to support this yet.	It is our belief that doubling down on the pathways work will continue to lead to more students being interested in careers in math and science as well as being prepared for these.
<i>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</i>		
<i>2021-2022 Strategic Actions</i> <i>- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</i>	What evidence will you look for to know you are successful? <i>- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</i>	
Continued investment in our pathways event programming to provide students with opportunities to interact with industry professionals in health care, biotech and public health on a monthly basis	We have learned that this programming is meeting its aim of exposing students to the excitement and joys of their career sector. By having this be opt in (via application) it is seen as a special additional opportunity and students feel professionalized by engaging in it so we will continue to use that process. We have learned that the student leadership element of this is important and so this is an adaptation that we will continue to invest in in 21-22.	
We are bringing on another CTE teacher who we hope can support in the public health aspect of our work, one that there is significant student interest in, although one we have less expertise in on staff. We hope to work with this new faculty member to develop our public health pathway and to create curricular experiences in 12th grade that expose students to topics in public health.	This addition of a CTE teacher who can support in public health is a move we are making because there is interest in this but less expertise on our staff. We are hoping that this will impact students positively through the development of this pathway and the events and activities that align with this area of interest.	

Continued improvement of our academics is the most important strategic action. It is essential that we support our teachers in continuing to improve instruction so that our students are mastering content and preparing for college.	The strongest lever toward this is coaching support. We have continued this throughout the year of distance learning and we must continue it as we return in person. For new teachers (years 1-3) we must meet weekly with to review lessons, anticipate areas of student struggle, and ensure that lessons are strong in their access points for all students. For teachers beyond their first three years we must meet 2 monthly to do the same. This is a huge investment of time and it is also an essential aspect of this work.
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Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
 - How did distance learning impact your budget expenditures?
 - What did you find was the most effective use of resources towards your goals and strategic actions and why?

We were unable to expend much of our measure N funds this year due to distance learning. The majority of our Measure N monies were planned for in person services/activities. For example, our health care conference which is a highlight of our program, was done this year in a virtual setting (successfully!) however, we didn't need to provide our volunteer health care workers with refreshments, so that money was not expended. Other examples include extended contract money for activities that didn't happen due to the nature of distance learning, facility rental for our mid year retreat, etc.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Consultant Contract with East Bay Consortium (EBC) to provide supplemental high school and college advising to our high school seniors. EBC will provide our students and families with community outreach events, workshops and presentations focused on high school, college, and financial aid advising. Most substantively, EBC will provide college advising through one-on-one sessions through which experienced East Bay Consortium staff members work with high school students to guide them to the college path that is best for them. Specifically, staff members assist high school seniors with the college application and financial aid process. 65 students will be served (100% of the senior class).	\$28,500.00	5825	Consultant Contracts			
BART or AC Transit Tickets: provide transportation for health-related job shadowing, field trips, pathway aligned college visits, etc	\$10,000.00	4310	Supplies & Materials			
Supplies & Materials for the Healthcare Conference: includes supplies for each of the health care providers who run a workshop (for example, if a there is a surgeon doing a workshop on surgical sutures, then we will need to purchase the necessary supplies for that workshop). This also includes supplies like folders, small notepads, and name tags, for the registration process of the event, for both adults (last year we had over 50 providers) and students (approx 200).	\$2,208.10	4310	Supplies & Materials			
Supplies & Materials for the Dual Enrollment / CTE Course: includes medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.	\$3,000.00	4310	Supplies & Materials			

<p>Teacher Salaries Stipends: Extended Contracts for Pathway Vertical Articulation Curriculum Planning. Teachers involved will support vertical alignment between pathway courses to address the academic and executive functioning skills gaps for all students in the pathway. Specifically, we would like to offer extended contracts for pathway teachers involved in this curricular planning. It will be driven by using student work data and focal students (specifically Latino males, our target focal group) to ensure that we are addressing skills gaps in a structured and thoughtful way over the course of a student's academic journey in the pathway. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)</p>	\$12,993.75	1120	Teacher Salaries Stipends			
<p>Hire a CTE Teacher at .20 FTE (Dr. Emily Frank) for the overarching coordination of the three strands within our Academy: Health Care, Public Health and Biotechnology. Each strand will also have a sub-lead and Dr. Frank will organize and lead the weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Dr. Frank will oversee the coordination and implementation of the Health Care Conference.</p>	\$16,002.80	1110	Teacher Salaries	CTE Teacher	.20 FTE	
<p>Hire an Academy Science Teacher at .20 FTE (Will Juang) who will support in the coordination and leadership of all the Bioscience pathway activities in addition to teaching the pathway themed chemistry classes and organizing all lab activities and materials for the department.</p>	\$16,411.60	1110	Teacher Salaries	Science Teacher	.20 FTE	
<p>Facility Rental for our Mid Year retreat - a three-day opportunity for us to assess our successes and review data to ensure we move forward in ways that will support us in strengthening our academic and pathway programming for young people. During this retreat we strategically plan pathway development and implementation as well as plan pathway projects.</p>	\$10,000.00	5624	Rentals - Facility			
<p>Teacher Salaries Stipends: Extended Contracts for teachers who serve on the Multi Tier Systems of Support Team (MTSS) which meets regularly in order to use data to differentiated supports for our pathway students that are reading below grade level or in need of other forms of academic support, use attendance data to plan and implement interventions for students whose attendance rates fall below 90% and use Coordination of Support Team (COST) and referral data to ensure students in need of additional social emotional supports are receiving needed interventions. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)</p>	\$10,000.00	1120	Teacher Salaries Stipends			
<p>Teacher Salaries Stipends: Extended Contracts for teachers who offer after school tutoring in alignment with literacy access and intervention for students in pathway grades 9-10 who are off track for on time graduation. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)</p>	\$12,933.75	1120	Teacher Salaries Stipends			

<p>Teacher Salaries Stipends: Extended Contracts for Teachers to attend the Mid-Year retreat for training on Rigorous Academics to bolster quality of pathway programming. Extended contracts are for the additional time on Thursday evening, Friday afternoon after 4pm, and on Saturday morning (no teacher will be paid for regular compensated work time on Thursday or Friday) 17 teachers, 8 hours at \$38.50 hr + 25% = \$6,545.00</p>	\$7,000.00	1120	Teacher Salaries Stipends			
<p>Teacher Salaries: Extended Contracts for 2 Teachers to teach an additional credit recovery course outside of the school day in order to ensure that we are able to keep a strong graduation rate even with the reduction in staffing at our site. Attendance and grades will be reflected in Aeries. (compensation will be at their per diem hourly rate)</p>	\$8,000.00	1120	Teacher Salaries Stipends			
<p>Hiring a Teacher on Special Assignment (TSA) .60 FTE. We believe that coaching is our strongest lever to supporting the academic growth of our students. In order to meet the goals we have laid out around student success (on track in 9th grade, graduation rate) we know that we need to provide more support to teachers to ensure that they are using formative assessment data to identify areas of need for their students and then seeking to support students with that unfinished learning. This staff member will coach 10-12 members of the Academy team and support them with their instruction (based on observation), work closely with them on the development of new curriculum aligned with the Academy and, work with them on backwards planning units. Cost of experienced teacher including benefits for .6 (portion of their salary dedicated to Academy/pathway support).</p>	\$77,400.00	1119	Teacher on Special Assignment School	TSA	.60 FTE	
<p>Meeting Refreshments for Strand Events: Each strand within our Academy (health care, public health and biotech) has monthly after school events for students including guest speakers and workshops, film screenings, etc. We provide simple snacks for each of these events (juice, granola bars). (9 events per strand = 27 events over the course of the year, \$100 per event = \$2700)</p>	\$2,700.00	4311	Meeting Refreshments			
<p>Meeting Refreshments for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for participating in this health pathway event.</p>	\$3,000.00	4311	Meeting Refreshments			
2022-2023: YEAR THREE ANALYSIS						
Pathway Strategic Goals						
<i>Pathway Quality Strategic 3 Year Goals</i>	What actions did you take that improved outcomes? How do you know you were successful?		What will you do differently next year to continue to improve?			

<p>Life Academy will proceed with the codification of three pathways within our Academy for students in grade 10-12: Public Health, Health Care and Bioscience. Through these opt in pathways within our larger academy we will seek to engender interest and excitement in these themes via workshops, field trips and celebrations.</p>	<p>This year we have continued to codify and strengthen the three strands within our pathway: public health, biotechnology and health care. The cascading student leadership model for these pathways has ensured that the leadership comes from within the student body which also increased buy in and sustainability.</p>	<p>Much of this programming is reliant on Dr Frank who no longer works at Life Academy full time: rather she is working at the central level to support all health pathways across OUSD. We need to work on developing the capacity and leadership of other adults on our pathways/academy team so that as Dr Frank continues to transition out we will have the capacity internally to continue this important work. The Intentional leadership development of all adults</p>
<p>Life Academy, by May 2021, will have CCSS and NGSS aligned and skills driven curriculum in all core content classes.</p>	<p>The piloting and adoption of standards aligned curricula in Biology, Chemistry and Physics, Algebra 1, Algebra 2, Geometry and Math Analysis has supported teachers at Life Academy in strengthening their alignment and coherence. Our benchmark assessments have shown student growth on standards specific skills and content in math and science.</p>	<p>OUSD is currently in the process of adopting an ELA curriculum for 9-12. Supporting teachers in unpacking and using this curriculum to ensure standards alignment and horizontal alignment will be key to continuing to achieve this strategic action.</p>
<p>Life Academy will have an increase in alumni entering post secondary institutions to pursue majors in/careers in the sciences and math</p>	<p>The data on this is hard to calculate. It remains a challenge for us to assess our movement toward this goal. Distance learning has a significant impact on student learning in STEM and our recovery from this lost learning is also impacting student readiness in math and science.</p>	<p>Continue to refine our ability to track this data.</p>

Pathway Strategic Actions

<p>2021-2022 Strategic Actions</p>	<p>Impact of 2021-22 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why?</p>
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<p>Continued investment in our pathways event programming to provide students with opportunities to interact with industry professionals in health care, biotech and public health on a monthly basis</p>	<p>Our annual Healthcare Careers Conference was significant and successful with over 250 students from across OUSD schools attending sessions with over 50 health care providers from across the Bay Area. Our students had the opportunity to connect closely with health care providers from across the spectrum of healthcare careers to inform their interest in post secondary education. Less successful this year has been our public health specific workshops for the public health strand within our Academy. This is partly because it is more difficult to have hands-on experiences with public health and so these are less engaging for students.</p>
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<p>We are bringing on another CTE teacher who we hope can support in the public health aspect of our work, one that there is significant student interest in, although one we have less expertise in on staff. We hope to work with this new faculty member to develop our public health pathway and to create curricular experiences in 12th grade that expose students to topics in public health.</p>	<p>Although we did bring on another CTE teacher, his CTE background in policy has not allowed us to “tag” these classes as Academy classes. However, he has done an excellent job in integrating health / public health texts and topics into HUM 12. As he continues to work at Life we believe that he will continue to grow his curricular approach to be aligned with our Academy theme.</p>
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<p>Continued improvement of our academics is the most important strategic action. It is essential that we support our teachers in continuing to improve instruction so that our students are mastering content and preparing for college.</p>	<p>With the hiring of two full time coaches we have been able to ensure that every single teacher at Life is receiving weekly coaching and support on teaching, learning and assessment. This has been the strongest strategic move we made for this school year. Our math intervention programming has not yielded the results we were seeking so we will continue to refine our approach to this.</p>
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For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below

<p>2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?</p>	<p>What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?</p>
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Continued investment in instructional coaching - this will ensure that every teacher at Life is supported as in their growth, reflection in order to better their teaching for young people.	Although it is quantitatively challenging to connect student performance to excellent coaching, we do believe that there is a connection. With consistent and excellent coaching, we believe that students will grow in ways that are quantifiable on assessments.
Investment in a Community School Manager who can support us in re-developing our work based learning and internship program in grades 10-12.	For the past 2 years, during distance learning and this year as we've returned to in person learning, we have had very limited internship opportunities for students. However, this is a foundational aspect of Life Academy and returning to a program through which 100% of students in grades 11-12 are engaged with internship and work based learning opportunities is crucial! We do not anticipate that we will be able to get back to 100% in one year, so this is a 3 year goal for us. In 22-23 we hope to get to 50% of all 11-12 grade students in internships and work based learning.
Reintroduction of internship class for all students in grade 11 and internship and work based learning requirements for all students in grades 11-12.	For the past 2 years, during distance learning and this year as we've returned to in person learning, we have had very limited internship opportunities for students. However, this is a foundational aspect of Life Academy and returning to a program through which 100% of students in grades 11-12 are engaged with internship and work based learning opportunities is crucial! We do not anticipate that we will be able to get back to 100% in one year, so this is a 3 year goal for us. In 22-23 we hope to get to 50% of all 11-12 grade students in internships and work based learning.
Continued investment in our pathways event programming to provide students with opportunities to interact with industry professionals in health care, biotech and public health on a monthly basis	We need to work to ensure that our Academy programming is not reliant on one adult/CTE teacher, but rather that horizontal leadership exists so that multiple adults in the Academy share the vision and the skills to do extensive community reliant programming (i.e. organize panels of professionals in public health, health care and/or biotech). The adaptation is the development of other Academy teachers through coaching, attending PD/workshops to deepen their Academy leadership skills and extended contract payment for additional hours related to this work.
Continued investment in Tier 1 supports inside the classroom through strong coaching and concerted, data driven Tier 2 and 3 supports outside of the classroom that target behavior, attendance and academic supports. These Tier 2 and 3 supports will be spearheaded by our Case Manager who will provide consistent direct service to students and families and will manage the MTSS team and attendance teams toward goals of A-G completion, high school graduation and healthy, thriving students who attend school every day.	We have learned that a data driven MTSS team working together to identify students in need of support and a strong and consistent case management team support us in addressing the needs of our students.

Budget Analysis of 2021-2022 Measure N Budget

Impact of 2021-2022 Budget Expenditures

- What did you find was the most effective use of resources towards your goals and strategic actions and why?

In this 21-22 school year the most successful investment we made was the hiring of a Teacher on Special Assignment (TSA). We believe that coaching is our strongest lever to supporting the academic growth of our students. In order to meet the goals we have laid out around student success we provide more support to teachers this school year in the form of coaching (observation and feedback, collaborative planning, support with lesson design, co-teaching, etc). Our TSA/Instructional Coach has worked directly with 14 members of the Academy team and it is clear that the instruction of these teachers has been strengthened through this weekly coaching work.

2022-2023 Budget Expenditures

2022-2023 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?</p>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

<p>Teacher Salaries: Hire a Teacher at .20 FTE. This will fund the portion of a teacher's schedule in which they are teaching 1 section of our internship class. This directly links to our strategic action around reintroducing internship class to our core class schedule for all 11th grade students and the reintroduction of this foundational part of Life Academy's program. (PCN 6168 Pristine Shin)</p>	\$17,867.00	1105	Teacher Salaries	Teacher	.20 FTE	Health & Bioscience
<p>Teacher Salaries: Hire a Teacher at .20 FTE. This will fund the portion of a teacher's schedule in which they are teaching 1 section of our internship class. This directly links to our strategic action around reintroducing internship class to our core class schedule for all 11th grade students and the reintroduction of this foundational part of Life Academy's program. (PCN 2663 Alice Cheng)</p>	\$13,843.00	1105	Teacher Salaries	Teacher	.20 FTE	Health & Bioscience
<p>Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal at .20 FTE. This will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. (PCN 6304 Alykhan Boolani)</p>	39,479.00	1305	Supervisor, Administrative, Instruction Coaches Salaries	PRIN HS SML	.20 FTE	Health & Bioscience
<p>Supplies and Materials for Healthcare Conference including supplies for each of the health care providers who run workshops (for example, if a there is a surgeon doing a workshop on surgical sutures then we will need to purchase the supplies for the workshop). This also includes basic supplies like folders, small notepads, and name tags, for the registration process for both adults (last year we had over 50 providers) and students (approx 200).</p>	2,000.75	4310	Supplies & Materials			Health & Bioscience
<p>BART or AC Transit Tickets: provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.</p>	\$5,000.00	4310	Supplies & Materials			Health & Bioscience
<p>Supplies and Materials for Dual Enrollment / CTE course: which include any medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.</p>	\$8,000.00	4310	Supplies & Materials			Health & Bioscience
<p>Transportation Costs: Van and Charter Bus rentals for transportation for university or college field trips and to the Simulation Lab at UCSF and Highland Hospital and other pathway specific events or activities to ensure that students have continued opportunities to engage with schema building field trips and field trips that expose them to college and universities in the area.</p>	\$20,000.00	5826	Transportation Costs			Health & Bioscience

<p>Rentals - Facility: Facility Rental for our beginning of year retreat, an opportunity for us to assess our success and review data to ensure we move forward in a way that will support us in strengthening our pathway programming for young people. During this retreat we will strategically plan pathway development and implementation to meet all strategic goals outlined in this plan.</p>	\$9,000.00	5624	Rentals - Facility		Health & Bioscience
<p>Classified Support Salaries: Hire an Academic Mentor at .80 FTE. Students struggling in our pathway math courses need additional support and small group instruction to master standards. In order to meet this need we will hire an academic mentor who will focus on supporting 80 students in grades 9-11 with mastery of math concepts (a prerequisite for success in the healthcare field). The indicators for success will include increase of pass rates in these core Academy courses. (Salary & Benefit Costs) PCN n/a - Sarah Boolani</p>	\$28,300.00	2205	Classified Support Salaries	.80 FTE	Health & Bioscience
<p>Teacher Salary Stipends: Extended Contracts for all Academy teachers to attend the beginning of year retreat through which they will engage in a whole staff assessment of data and using that information, strategically plan pathway development and implementation to meet all strategic goals outlined in this plan. All students will be served by this action. 15 Academy teachers (Salary & Benefit Costs include: 2 days/8 hours a day total of 16 hours at \$38.50 + 25% benefit costs = \$770.00 x 15 teachers = \$11,550.00)</p>	\$11,550.00	1120	Teacher Salaries Stipend		Health & Bioscience
<p>Clerical Salaries Overtime: Extra Time/Overtime for Clerical staff who are members of our Multi Tiered Support Systems Team (MTSST). These Team members are responsible for reviewing data 2x per month and working with students and families to ensure that all students are working toward pathway completion and high school graduation. Services include attending family meetings, student meetings and monitoring contracts, student teacher and family conferences for supporting students in getting back on track toward high school graduation, meetings with families to increase student attendance, etc. All services are Tier 2 and Tier 3 interventions in support of the ultimate outcome of high school graduation for students within the pathway. The number of students served will be from 60-80 students, variable based on student attendance and academic records. (Salary & Benefit Costs included)</p>	\$9,000.00	2425	Clerical Salaries Overtime		Health & Bioscience
<p>Teacher Salaries Stipends: Extended Contracts for 5 credentialed teachers who are members of our Multi Tiered Support Systems Team (MTSST). These Team members are responsible for reviewing data 2x per month and working with students and families to ensure that all students are working toward pathway completion and high school graduation. Services include attending family meetings, student meetings and monitoring contracts, student teacher and family conferences for supporting students in getting back on track toward high school graduation, meetings with families to increase student attendance, etc. All services are Tier 2 and Tier 3 interventions in support of the ultimate outcome of high school graduation for students within the pathway. The number of students served will be from 60-80 students, variable based on student attendance and academic records. 45 hours over 9 months x 38.5 = 1,732 + 20% benefits = 2078 x 5 teachers = \$1,0390.00</p>	\$10,390.00	1120	Teacher Salaries Stipend		Health & Bioscience

<p>Rentals - Facility: Facility Rental of an AirBNB (via OUSD reimbursement) for an Academy curriculum building retreat and vertical alignment retreat (for 7 teachers, 2 days) to ensure stronger alignment to our Academy themes (for example, 11-12 grade humanities teachers will develop units with public health themes and texts such as The Immortal Life of Henrietta Lacks in 11th and The Spirit Catches You and You Fall Down in 12th) and to rebuild our 10th grade Defense project with the new Academy teachers.</p>	<p>\$5,000.00</p>	<p>5624</p>	<p>Rentals - Facility</p>			<p>Health & Bioscience</p>
<p>Teacher Salaries Stipends: Extended Contract for 7 Teachers to attend the weekend Academy curriculum building retreat and vertical alignment retreat. Outcomes: The teachers will ensure stronger alignment to our Academy themes and principles (for example, 11-12 grade humanities teachers will develop units with public health themes and texts such as The Immortal Life of Henrietta Lacks in 11th and The Spirit Catches You and You Fall Down in 12th) and rebuild our 10th grade Defense project with the new Academy teachers. 2 days/14 hours each at \$38.50 + 25% benefits = \$673.75 x 7 teachers = \$4,716.25.</p>	<p>\$4,716.25</p>	<p>1120</p>	<p>Teacher Salaries Stipend</p>			<p>Health & Bioscience</p>
<p>Clerical Salaries: Hire a Case Manager at .40 FTE to provide targeted and intensive supports to students in the Academy who are flagged for concerns around attendance and academic performance. This expenditure ensures that we can continue to provide consistent direct service to students and families toward goals of A-G completion, high school graduation and healthy, thriving students who attend school every day. (Christian Thomas Davis, PCN 6316)</p>	<p>\$41,104.00</p>	<p>2405</p>	<p>Clerical Salaries</p>		<p>.40 FTE</p>	<p>Health & Bioscience</p>