

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Life Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Life Academy.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1304
Introduction Date: 6/24/15
Enactment No.: 15-1043
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: LIFE Academy
CDS Code: 1612590130575
Principal: Preston Thomas
Date of this revision: 6/10/2015

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:

Contact Person:	Preston Thomas	Position:	Principal
Address:	2101 35th Avenue Oakland, CA 94601	Telephone Number:	510-534-0282
		Email Address:	preston.thomas@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances**School Site Name:** LIFE Academy**Site Number:** 335☒ Title I Schoolwide Program☒ Local Control Funding Formula (LCFF) Base Grant☐ School Improvement Grant (SIG)☐ Title I Targeted Assistance Program☒ LCFF Supplemental Grant☒ 21st Century☒ After School Education & Safety Program (ASES)☒ LCFF Concentration Grant

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: 5/27/2015

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:**

Preston Thomas

Print name of School Principal


Signature5/27/2015

Date

Jackii Vasquez

Print name of SSC Chairperson


Signature5/27/2015

Date

Kevin Taylor

Print name of Network Superintendent


Signature5/27/15

Date



Susana Ramirez, Director, State & Federal Programs


Signature6/5/15

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**School Site Name:** 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
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	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
12/2/2015	Parent Committee	Discussed overall budgeting and planning process for the school and discussed the big levers for the school change.
1/7/2015	Parent Committee	Impact of budget on the school and how LCFF would play out in this funding year.
11/12/2015	SSC Study Session	Overview of district budget process.
12/10/2015	SSC Master Schedule Meeting	Discussion of implication on budget and how to create support positions using concentrationa and supplemental funding.
2/18/2015	SSC	Discussion and approval of the Title 1 Expenditures for 2015-16
11/5/2014	Parent Meeting	Discussed district budgeting process using Mr. Hal's assessment.

2015-2016 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$131,139.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$190,665.83	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,043.06	TBD
TOTAL:	\$475,847.89	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$84,554.73	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,111.20	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$86,665.93	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Creating a Rigorous Academic Program-English, Math and Certifications

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Improve overall passing certification rates for all students across all disciplines so that fewer students are not passing their key certifications. Life Academy will build structures to support students to complete certifications through boot camps and independent studies so that only 15% of students do not pass an individual certification in any class by the end of the year.
- Students who are 2 grade levels or below, will increase their lexile score by at least 150 points during the school year.
- Life Academy will begin to analyze student math performance in order to set clear departmental goals linked to certifications, SMI and SBAC.
- As a results of the Humanities department work, 40% of English language learners will pass both sections of the CAHSEE exam on the first attempt.
- By June 2016, Life Academy will double the number of students taking AP exams or dual enrollment courses at the community college.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Certification Passage Rates in all classes.	22%	15%	10%
Grades D&F rate	9th grade students	12.50%	10%	8%
SRI	Scholastic Reading Inventory measure of Lexile scores	Student Individual Scores	Improve by 150 lexile points	All high school students within 150 lexile points of grade level
SMI	New measure to identify the student's mastery of basic mathematic skills and concepts.	N/A	?	?

Other	AP course enrollment and passage data	8%	16%	30%
CELDT level	Work to reclassify middle school and high school students by increasing the rate of growth for or ELL's growth. (Scores given in Middle/High)	48% & 29% Growth	58% and 40% Growth	65% and 50% Growth

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Teachers with high level of commitment, knowledge and pedagogy	Removing scaffolds and aligning them to create a learning arch
Grade level collaborations is high.	How do you accelerate students that have low level of literacy
Project based learning and there is vertical alignment	EL practices and theory is used but it is not connected to research and want to know the theory.
Using evidence and analysis in writing is strong.	Department does not have cohesive planning time.
Argumentative Writing is a focus in every Humanities class.	Some departments do not have a clear mission and vision that drives their work.
Use similar scaffolds from 6-12 across the department.	EL CAHSEE passage rates for both exams is 26.9%. (lowest in 3 years)

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback and our Extended Site Visit indicates that students highly collaborative and in mathematics there is a clear and intentional focus on group work across middle and high school grades. There is an emphasis on process and understanding but how does that build on student mastery of both content and fundamental mathematical practices.

We have inconsistent grading practices that create ambiguity for students, parents and teachers.

Lack of clear curriculum for the Reading Intervention class in the 9th grade that has created a space where our most vulnerable learners have been falling behind. We need more explicit instruction.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Life Academy has not developed a clear way to measure student mastery of content, process skills and the mathematical practices required by the common core. While our certification rates are high, we need an external source of comparison that is valid to the teachers on staff. (SBAC, TIMMS, etc)

Not prioritizing department time that creates false starts and the inability of the department to effectively develop a cohesive and thoughtful plan.

Students that are developing their skills need explicit instruction and we're not sure how to do it without worksheets and rote memorization, and we suspect that is not best practice. There are many assumptions that sit amongs the department. Thees assumptions are part of teacher belief systems and we have not really analyzed the efficacy of our curriculum to support English Language Learners. We have a large prroportion in the school and there is a persistent of difficulty with academic language and studnets that struggle aquiring English. It is unjust for us to take this subgroup seriously.

We have highly engaging projects and performance based assessments that we scaffold away the literacy skills and productive struggle in order for students to be successful on the project. How do we keep the high interest, student voice, and real world implications and still interrupt this pattern?

MAJOR IMPROVEMENT STRATEGY #1

Create highly collaborative networks in grade levels, departments, and across our community in order to support project development, targeted intervention, common grade level practices to fully support studnets so that they aquire the skills and habits necessary to transition from middle to high and from high school to postsecondary. The Humanities department will use teacher collaborative inquiry in order to develop best practices for serving EL students. As part of that, we will invite experts from Bay Area Writing Project, Stanford, and Mills to support the teacher inquiry practice as well as the theoretical background to understand English Language Development. The math department will participate in a lesson study that will allow them to reflect on best practices and analyze student data.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will use Achieve 3000 for students that fall 2 grade levels below the grade level lexile score in grades 9. 6th-9th graders are given a reading intervention class if they are reading multiple years below grade level. Classes are kept small (<15 to optimize learning and access to technology)	Adminstration will purchase Achievement 3000 site licenses to all Reading Intervention teachers.	Administrative team, grade level teams and advisors will review SRI data in family conferences and with advisees.
In departments, teachers will develop a departmental vision and create a community of practice that supports the implementation of strategies that align to the departmental vision.	Administrative team will continue to provide feedback to teachers through the Wednesday Walkthrough and the observations tracker.	ILT will plan and implement professional development. ILT and Administrators will use data from assessments and certifications in order to drive instructional practice,
Teachers will participate in administering the SRI test and reflecting on the data for their advisees. SRI is administered 3xs a year.	Administrators will track teacher growth throught the TGDS tools provided by the district	Provide for an additional elective teacher to create an Augmented AP course for Seniors and also provide a 9th grade elective for Ethnic Studies to increase the number of A-G courses in the 9th grade.

Teachers will develop and design projects (and integrated projects) that support the Habits of Mind and are scaffolded to support all student learners. Teachers in humanities will specifically target EL's in their project design.	Create African-American parent group to build a network fo parents to provide feedback to the school and leadership team on how to better support students.	Hire a middle school literacy specialist to support deep level reading intervention in grades 6-8.
Teacher will track the overall passage rates of students and identify which students have attained mastery of the standards in that unit of study.	Administration will provide substitute coverage for teachers in departments and grade level teams so that they can observe teacher lessons and provide feedback to teachers about the supports for EL learners and Title 1 students.	Benefits associated with Title 1 positions to provide intervention and support for low income students and EL's.
Teachers will use Achieve 3000 for students that fall 2 grade levels below the grade level lexile score in grades 6-8	Pay benefits associated with Intervention teaching positions	Teachers in the department will be observing at least one other teacher in the department each semester.
7th and 8th Grade Social Studies teachers will work with Literacy Specialist to integrate more ELA writing supports into the 7th and 8th grade curriculum to proviced integrated supports for Title 1 students.	During staff retreat come to consensus on grading practices that support student achievement across the disiplines.	History and English Teacher Leaders should be aligned with Department leads -- they help administer the PWTs (Fall) and HWTs (Winter and Spring)
Teachers will reflect on grading practices and school norms in the middle school in order to create aligned grade level practices.	SPGC and PD Committee prioritize department goals in planning.	Measure N Design team will complete the planning grant application that will fund the summer planning work of the department.
The Humanities department will use teacher collaborative inquiry in order to develop best practices for serving EL students. As part of that, we will invite experts from Bay Area Writing Project, Stanford, and Mills to support the teacher inquiry practice as well as the theoretical background to understand English Language Development.	Department leads are chosen by the teachers in the department.	
The math department will participate in a lesson study that will allow them to reflect on best practices and analyze student data.	Review math SMI data to determine how that data can be used to support student mastery of core concepts in math.	
The math department will meet over the summer in order to plan out the curriculum for the 9th grade blocked math class designed to get all kids on calculus.		

MAJOR IMPROVEMENT PRIORITY #2: Personalized Supports

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- By the end of 2015-16, all students will have full integration of the collaborative counseling model experience that addresses all aspects of personalized supports as identified by the OPTIC Connect ED Tool.
- 100% of the students will complete the college and career plans at each grade level through their advisory but supported by the Life Skills class and the CTE pathway teachers.
- 100% of the students in grades 6-12 will have at least 2 parent conferences to discuss academic progress in grades, progression toward graduation, student goals, and college and career readiness.
- 100% of the Life Academy 12th graders will have a personalized one on one support from the CCIC in the completion of the college application and FAFSA.
- 100% of Life Academy seniors will complete the FAFSA or the Dream Act Application that will provide financial assistance for the student as they enter post-secondary life.
- 40 Life Academy students will receive intensive counseling supports that are provided by the Wright Institute to support the students mental health.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Assesment in OPTIC or the Measure N Self Assesement	Meeting and Adv.	Excelling	Sustaining
Other	Completion of college and career plans that give 6 and 10 year goals.	0%	80%	100%
Parent survey participation rate	100% of families will report that they have attended at least 1 school event., and that data will be tracked in an online platform.	82%	95%	100%

Parent survey participation rate	% of families completing the parent survey	38.80%	75%	90%
Other	% of students submitting college applications or financial aid documents.	92%	95%	100%
Parent academic workshops rate	Number of parents that will attend parent academy events to support college and career readiness.	N/A	45 Seniors	100%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
High engagement through advisory with many systems that support developing personalized supports.	Coordination of services
Data from California Healthy Kids Survey supports a high level of students support across all grade levels.	Communication with advisors
Family conference and other student supports are built into the schedule.	Integration of college and career plans into the core curriculum
Amazingly responsive counseling supports from Wright Institute that serve so many needs at the school.	Lack of ease of getting parents information and surveys during the CHKS time period.
Rich culture of sharing best practices in Professional Development.	Inconsistency among advisories

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

One of the key reasons for our challenges is a lack of coordination amongst the counseling services that are provided at school because many of the services are facilitated by the advisory teachers that hold other responsibilities.

Because the counseling services at the school are provided by multiple agencies, Life Academy has amazing college and career readiness indicators, however this could be tremendously improved if these services were updated by an individual that coordinated all these services and the flow of information.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

- 1) Have not had a counselor that could support the overall supports based on a lack of qualified candidates that meet Life Academy's standards.
- 2) Lack of a clear systems of tracking parent conferences in a way that allows for the system to learn from both success and failures.
- 3) There is not a database that supports the school to communicate with families. In particular, we don't have a way to text families and get translated feedback so that the school can easily communicate with Spanish speaking families.

4) Many families lack the ability to attend conferences based on other demands including other children, work responsibilities and limited availability of teachers.

MAJOR IMPROVEMENT STRATEGY #2

The major improvement strategy that will address our root cause will be to build the personalized supports through a collaborative counseling model that integrates a full time counselor, college and career readiness support from community partnerships, mental health services, advisory supports, and family support structures to serve Life Academy's student population better. Life Academy will align all funding streams from central support, Measure N, Afterschool, Partnership Academy Funds, and LCFF funds to support this vision.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will participate in professional development activities that support advisory teachers being well prepared for leading family conferences.	Share best practices within the school but also across schools in Oakland so that we can develop effective effective practices across the 24 different advisories	Create a data-base or google document that allows for the tracking of family conferences and student goal development.
Capture best advisory practices on video to create a database of best practices in the school.	Hire a highly skilled counselor that can support the development of these different structures	Lead PD that allows for all Life Academy teachers to engaged in the college and career plans.
Provide students and teachers with admissions to fieldtrips, conferences, museums etc. that promote college and career readiness through postsession.	To being to collect data across all advisories so that we can develop the loose and tights of what it means to be an advisory.	Provide students and teachers with admissions to fieldtrips, conferences, museums etc. that promote college and career readiness
Provide each grade level with college trips that support the creating of a vision for college and career readiness.	Collaborate with support groups to create systems to identify our students with high needs to re-engage them with school (COST, Wright Institute, Reading Intervention, Advisory) and meet with students' families to share with them support services	Contract out with the Wright Institute to provide Mental Health Services for Life Academy Students
Be in contact with families to keep them updated on their child's progress through Jupiter grades at least every 6-weeks: marking period grades, daily and weekly progress reports, use of ABI for attendance and/or weekly updates via emails to families	Work collaboratively with SSC, ILT, SPGC, department leads, GLT's to ensure the democratic and horizontal operation of the school that allows each stakeholder group to help lead the school.	Contract out with the EBC to provide college and counseling services for our high school students.

Teachers will identify students who should be acknowledged for honor roll, perfect attendance, Habits of Life, Habits of Mind, and Habits of Work, etc. at the end of the first, 3rd and 5th marking period.	Administrative team will closely track and monitor all foster youth and have them assigned to administrative case manager between the Assistant Principals, Principal, and Counselor to ensure that the students are successful in courses and feeling connected to the school community.	Provide family engagement events in the evening for families to gain access and information on counseling supports, academic intervention, etc. that also provides refreshments for the families.
	Provide afterschool opportunities for acceleration with community colleges through dual enrollment and rigorous electives in the Extended Day Program.	Positive Student Incentives: Class assemblies for honor roll, perfect attendance, Habits of Life, Habits of Mind, and Habits of Work, etc.
		Oakland Schools Foundation contract for parent coordinator and Liaison to work with families around WBL and building personalized relationships with families.



MAJOR IMPROVEMENT PRIORITY #3:	CTE Pathway Development
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Life Academy will redesign the high school and middle school science and CTE pathway so that there is vertical alignment creating a higher level of academic vigor/rigor in CTE pathway that support students to develop careers in health, medicine, bioscience, and mental health.
- By June 2015, 30 students will participate in a community college course designed to get college credit in a pathway connected to health and medicine.

- By August 2015, Life Academy will have articulation agreements with the local community colleges for at least a 4 course sequence in medical assisting.
- By the end of the summer of 2016, 80% of students participating in the medical assisting pathway will have a MA certificate issued by Merritt Community College.
- By August 2015, Life Academy science department will design a medical chemistry course that will be implemented in the 2015-16 school year in at least grade 10.
- By the fall of 2016, 50% of the science department and pathway teachers will have participated in an externship or AP training designed to support the development of CTE curriculum and increase the overall rigor in the pathway.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Maintain 2 year pathway rate of 95% or greater	93.80%	95%	95%
Other	Increase AP's or community college courses in pathway	18 students	25 students	100 students
Grades D&F rate	Decrease the number of students that do not pass certifications in science courses as part of the CTE pathway based on the certification tracker and grades in pathway lab courses.	23%	15%	10%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Well integrated projects into the pathway in 9th, 10th, and 11th grade	Difficulty in creating a sustained pathway plan
Senior Defense that is linked to pathway outcomes.	Health and Bioscience course is not an A-G certified class.
Powerful internship program with Oakland Children's Hospital	Cut of the ROP funding for Life Academy has caused us to cut funding in other pathway areas.
Development of Mental Health Pathway with La Clinica de la Raza.	Senior defense too generally linked to internship and not closely connected to the internship.
CTE teacher that has experience in the hospital and qualified to teach community college classes.	Lack of physical science earlier in the pathway because Chemistry is taught in the 11th grade.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

When analyzing college persistence rates for our students, we are recognizing that many students are struggling to make it through their courses. However, the one bright spot is that many students are really excited by the CTE pathway and link to careers, building a more robust pathway that results in certification will support students with college admission, financial aid, and long term persistence in their chosen field.

This year 4 year college acceptance rates dropped across the state. While Life Academy was still at the top on a percentage basis for all students, we need to strategically support our students to have the best shot possible to enter 4-year college.

Based on alumni feedback, students are struggling in the gatekeeper courses such as Chemistry.

In surveying instructional practices, the science and pathway teachers need to develop a common vision that supports the development of hands-on and industry aligned practices in the classroom that support the CTE pathway outcomes.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Root Cause: Lack of increased funding in UC and CSU are creating a bottleneck for the college admissions. With more high school graduates and a static number of freshman positions in the UC and CSU University systems, it is tremendous competition for those spots.

Life Academy's pathway has several non-A-G courses that are embedded in its pathway that do not support a competitive college application. We are going to remove those courses over the next 2 years in order to increase the number of A-G courses that students take in the pathway electives.

Increase the overall rigor in the CTE pathway by offering at least 1 AP course and several Dual Enrollment Courses with the community college partners.

The Health and Medicine pathway has had informal certifications that do not hold weight in the community so students are not employable even though they are highly skilled. We need to have an affiliation to a college program in order to support the pathway certification.

MAJOR IMPROVEMENT STRATEGY #3

During the 2015-16 school year, the science department and the CTE pathway teachers will build a vertically aligned pathway that integrates physical science, medical chemistry, increased integration to health and bioscience, AP classes and more dual enrollment options for students within the pathway.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Students will complete a capstone senior defense that is grounded in their pathway experience and internship that is supported by the college writing course.	Provide a science department, CTE retreat during the summer in order to develop curriculum for the program.	Provide a dedicated pathway teacher(s) to support the internship program at Oakland Children's Hospital to support the development of pathway theme.

Teachers will plan and integrate a 6-12 vertical alignment that integrated health and bioscience and physical science into the scope and sequence. This will happen through the development of integrated projects, units of study, and certifications.	Facilitate the retreat with science teachers to support the development of the science/CTE scope and sequence.	Provide a release period for teacher to support the implementation of the California Partnership Academy program and all the grant requirements.
Teacher will implement the plan during the 2015-16 school year.	Support science department and CTE pathway teachers by having biweekly 1 on 1's to provide feedback and support during the school year.	Provide biology AP training for a science teacher during the summer that will allow them to create a 2 year plan for the roll out of AP Biology.
The 9th grade biology teacher will identify a partner student teacher to support the transition of the course in 2016-17.	Administrative team will work with local teacher education programs to identify candidates that can support the 9th grade biology class and serve as a possible Life Academy teacher in the following school year.	9th Grade biology teacher will co-teach the 8th grade science class in order to bridge both the academic content and teaching practices that will support the middle school transition into high school
The CTE teacher and the chemistry teacher will plan and implement a new medical chemistry course for the pathway.	Collaborate with Peralta Community college in order to create a full articulation with the medical assisting course.	The CPA grant will be used to purchase supplies and materials to support the implementation of medical chemistry in the 10th and 11th grade.

MAJOR IMPROVEMENT PRIORITY #4: Workbased Learning

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #4

- Improve the continuum of workbased learning experiences from grades 6-12 so that Life Academy students have a solid foundation in 21st century skills, Habits of Work, and opportunities for them to develop a vision for their future.

- 100% of 11th and 12th grade students will participate in an internship with over 60% of those internships being connected to the pathway theme.
- Create 25 internships that provide Medical Assisting students with the clinical hours necessary so that the students receive a full certification by the completion of the senior year.
- Ensure that 100% of 6th, 7th and 8th grade students have a certification that is designed to support exposure to the world of work in the health field.
- 100% of 8th graders will participate in the HEAL internship program at Highland Hospital
- At each grade level, all students pass at least one certification for an integrated project incorporates the pathway theme and broadens students understanding of health and medicine..

STUDENT GOAL TARGET(S) for Improvement Priority #4

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Linked Learning participation rate	Number of students with WBL experiences	270	400	470
Other	Certification passage rates in Life Skills for each grade.	N/A	200	200
Other	Certification passage rates in each grade level on an integrated project	82%	85%	90%
Other	Survey of student employability based on data collected from district and national data systems	NA	NA	NA

DATA ANALYSIS for Improvement Priority #4

Performance Strengths	Performance Challenges
Powerful internships partners with Oakland Children's Hospitals	Building up the vision for WBL in the middle school that integrates into the high school and provides a foundation for future growth.
Well developed intergrated projects in 6th, 7th, 8th, 10th, 11th	Lack of cohesive area where all documents are stored for students.
Great buy-in from staff, parents and community.	
EDP program that builds on internship readiness in 9th and 10th grade by having students participate in community impact projects.	

ROOT CAUSE ANALYSIS for Improvement Priority #4

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Root cause analysis is really not appropriate here. This is more of a 5 year plan in the middle school program. We have met all of our benchmarks and are on schedule with each aspect of the WBL elements for students.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Root cause analysis is really not appropriate here. This is more of a 5 year plan in the middle school program. We have met all of our benchmarks and are on schedule with each aspect of the WBL elements for students.

MAJOR IMPROVEMENT STRATEGY #4

Build out a robust and intentional Life Skills curriculum that supports the development of a solid foundational understanding of Work Based Learning and prepares students in a very intentional way for the 8th grade internship.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Develop, plan and implement curriculum in the Life Skills class that incorporates WBL into the middle school experience.	Create a framework for Life Skills that allows the Life Skills teacher to have some autonomy over the development of the curriculum but also provides some direction in the areas of WBL that includes a series of experiences that lead to a solid understanding of the connection between academics and career.	Create a Life Skills curriculum that integrates WBL experiences in grades 6-8 so that students have a deep understanding of college and career in its relation to school.
6th Grade Life Skills teacher creates and implements a 6th grade certification that explores the careers in Health and Medicine.	Partners with the extended school program in order to provide Internship Boot Camps for all students to ensure that they are prepared for internships.	Create a Life Skills elective position to support all students having access to electives that prepare them for internships in the 8th grade.
7th Grade Life Skills teacher creates and implements a 7th grade certification that deeply explores a career interest in health and medicine and creates a formal poster presentation that mimics the 11th grade internship fair.	Provide transportation for students to the internships through providing the attendance clerk a stipend for driving students to and from internship.	Create one release period in a teacher's schedule to coordinate internships for the high school.

8th Grade Life Skills teacher creates and implements a 8th grade certification on resume writing, letter of introduction, and HEAL application	Provide parent workshops and orientations for each HEAL cohort so that parents are oriented with the overall internship process.	Provide a master schedule that allows for students to leave school at least 2 times a week and not miss other courses.
CTE teachers will put on an internship faire that highlights student experiences and learning that have happened on the student internships.	Provide refreshments for parents at parent workshops and orientations.	
Have parents fully participate in the capstone senior defenses.	Develop mental health workbased experiences with La Clinica de la Raza to support the development of mental health pathway.	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: <i>LIFE Academy</i>												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Creating a Rigorous Academic Program-English, Math and Certifications)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will use Achieve 3000 for students that fall 2 grade levels below the grade level lexile score in grades 9. 6th-9th graders are given a reading intervention class if they are reading multiple years below grade level. Classes are kept small (<15 to optimize learning and access to technology)	SRI	English Language Learners	Open 2 9th grade students of Reading Intervention to support our lowest performing readers as measured by the SRI	Title I Basic	1105	K12TCH9999		0.4	\$21,776.53	335-1A		
In departments, teachers will develop a departmental vision and create a community of practice that supports the implementation of strategies that align to the departmental vision.										335-1B		
Teachers will participate in administering the SRI test and reflecting on the data for their advisees. SRI is administered 3xs a year.										335-1C		
Teachers will develop and design projects (and integrated projects) that support the Habits of Mind and are scaffolded to support all student learners. Teachers in humanities will specifically target EL's in their project design.	Other	Low-Income Students	Title	Title I Basic	1120				\$4,632.00	335-1D		
Teacher will track the overall passage rates of students and identify which students have attained mastery of the standards in that unit of study.	Other	Low-Income Students	None							335-1E		
Teachers will use Achieve 3000 for students that fall 2 grade levels below the grade level lexile score in grades 6-8	SRI	English Language Learners	Provide 2 6th grade reading intervention courses to support our lowest performing readers as measured by SRI and elementary school performance.	Title I Basic	1105	K12TCH9999		0.4	\$21,776.53	335-1F		
7th and 8th Grade Social Studies teachers will work with Literacy Specialist to integrate more ELA writing supports into the 7th and 8th grade curriculum to provided integrated supports for Title 1 students.	Other	Low-Income Students	Intensive support for 7th and 8th grade students	Title I Basic	1105	C10TSA0090		0.2	\$10,888.27	335-1G		
Teachers will reflect on grading practices and school norms in the middle school in order to create aligned grade level practices.										335-1H		
The Humanities department will use teacher collaborative inquiry in order to develop best practices for serving EL students. As part of that, we will invite experts from Bay Area Writing Project, Stanford, and Mills to support the teacher inquiry practice as well as the theoretical background to understand English Language Development.	SRI	English Language Learners	Grant for PD	Grant	5825				\$35,000.00	335-1I		
The math department will participate in a lesson study that will allow them to reflect on best practices and analyze student data.	SMI	Low-Income Students	Lesson Study	Grant	5825				\$15,000.00	335-1J		

The math department will meet over the summer in order to plan out the curriculum for the 9th grade blocked math class designed to get all kids on calculus.										335-1K		
Administration will purchase Achievement 3000 site licenses to all Reading Intervention teachers.	SRI	English Language Learners	Resource for reading intervention class	General Purpose Discretionary	4310				\$3,600.00	335-1L		
Administrative team will continue to provide feedback to teachers through the Wednesday Walkthrough and the observations tracker.	Other	Low-Income Students	Observation and Feedback to improve instruction.							335-1M		
Administrators will track teacher growth through the TGDS tools provided by the district	Grades D&F rate	Low-Income Students	Teacher Growth and Development							335-1N		
Create African-American parent group to build a network for parents to provide feedback to the school and leadership team on how to better support students.	Other	African American Students	Creation of African-American parent group.						\$0.00	335-1O		
Administration will provide substitute coverage for teachers in departments and grade level teams so that they can observe teacher lessons and provide feedback to teachers about the supports for EL learners and Title 1 students.	Grades D&F rate	Low-Income Students	Substitutes for observation and feedback	Title I Basic	1150				\$965.00	335-1P		
Pay benefits associated with Intervention teaching positions	Other	Low-Income Students	Benefits	LCFF Supplemental	3000's				\$55,381.00	335-1Q		
During staff retreat come to consensus on grading practices that support student achievement across the disciplines.										335-1R		
SPGC and PD Committee prioritize department goals in planning.										335-1S		
Department leads are chosen by the teachers in the department.										335-1T		
Review math SMI data to determine how that data can be used to support student mastery of core concepts in math.										335-1U		
Administrative team, grade level teams and advisors will review SRI data in family conferences and with advisees.	SRI	Low-Income Students								335-1V		
ILT will plan and implement professional development. ILT and Administrators will use data from assessments and certifications in order to drive instructional practice.	Grades D&F rate	Low-Income Students		Partnership Academy	1120				\$6,500.00	335-1W		
Provide for an additional elective teacher to create an Augmented AP course for Seniors and also provide a 9th grade elective for Ethnic Studies to increase the number of A-G courses in the 9th grade.	Other	Low-Income Students	Teacher	LCFF Supplemental	1105			0.7	\$38,108.93	335-1X		
Hire a middle school literacy specialist to support deep level reading intervention in grades 6-8.	SRI	English Language Learners	Teacher	LCFF Supplemental	1105			0.6	\$32,629.63	335-1Y		
Benefits associated with Title 1 positions to provide intervention and support for low income students and EL's.	Other	Low-Income Students	Benefits associated FTE's created to provide intervention for Title 1 students	Title I Basic	3000's				\$24,535.04	335-1Z		
Teachers in the department will be observing at least one other teacher in the department each semester.										335-1AA		

Work collaboratively with SSC, ILT, SPGC, department leads, GLT's to ensure the democratic and horizontal operation of the school that allows each stakeholder group to help lead the school.										335-2K		
Administrative team will closely track and monitor all foster youth and have them assigned to administrative case manager between the Assitant Principals, Principal, and Counselor to ensure that the students are successful in courses and feeling conncted to the school community.	Other	Foster Youth	Administrative time to support the initiative and facilitation of the COST team run by the Community Schools Manager	After School Education & Safety (ASES)	5825				\$10,000.00	335-2L		
Provide afterschool opportunities for acceleration with community colleges through dual enrollment and rigorous electives in the Extended Day Program.	Other	Gate	Provide programmatic support for GATE students	After School Education & Safety (ASES)	5825				\$2,500.00	335-2M		
Create a data-base or google document that allows for the tracking of family conferences and student goal development.	Other	Low-Income Students								335-2N		
Lead PD that allows for all Life Academy teachers to engaged in the college and career plans.	Other	Low-Income Students								335-2O		
Provide students and teachers with admissions to fieldtrips, conferences, museums etc. that promote college and career readiness	Other	Low-Income Students	College tours and overnight trips	Partnership Academy	5826	Bus			\$11,552.00	335-2P		
Contract out with the Wright Institute to provide Mental Health Services for Life Academy Students	Parent survey participation rate	Low-Income Students	Mental Health Services	LCFF Concentration	5825	Consultants			\$18,000.00	335-2Q		
Contract out with the EBC to provide college and counseling services for our high school students.	Other	Low-Income Students	Staffing the college and counseling information center to provide counseling supports for students.	Partnership Academy	5825	Consultants			\$10,000.00	335-2R		
Provide family engagement events in the evening for families to gain access and information on counseling supports, academic intervention, etc. that also provides refreshments for the families.	Parent academic workshops rate	Low-Income Students	Parent workshops as run by the parent academy	LCFF Concentration	4311				\$1,117.50	335-2S		
Positive Student Incentives: Class assemblies for honor roll, perfect attendance, Habits of Life, Habits of Mind, and Habits of Work, etc.	Parent survey participation rate	Low-Income Students	Awards and certificates for students	General Purpose Discretionary	4310	Supplies			\$200.00	335-2T		
Oakland Schools Foundation contract for parent coordinator and Liason to work with families around WBL and building personalized relationships with families.	Parent academic workshops rate	Low-Income Students	Parent Liaison	LCFF Supplemental	5825	Consultant			\$4,371.64	335-2U		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (CTE Pathway Development)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Students will complete a capstone senior defense that is grounded in their pathway experience and internship that is supported by the collage writing course.	Other	Low-Income Students	Prioritizte College Writing as a mandatory senior elective.	General Purpose Discretionary	1105	C10TSA0149 C10TSA0128		0.4	\$18,824.00	335-3A		

Teachers will plan and integrate a 6-12 vertical alignment that integrated health and bioscience and physical science into the scope and sequence. This will happen through the development of integrated projects, units of study, and certifications.	Other									335-3B		
Teacher will implement the plan during the 2015-16 school year.										335-3C		
The 9th grade biology teacher will identify a partner student teacher to support the transition of the course in 2016-17.										335-3D		
The CTE teacher and the chemistry teacher will plan and implement a new medical chemistry course for the pathway.	Other	Low-Income Students	Co-Teaching and planning new course.	General Purpose Discretionary	1105			0.2	\$10,107.48	335-3E		
Provide a science department, CTE retreat during the summer in order to develop curriculum for the program.	Other	Low-Income Students	Retreat for science planning	Partnership Academy	1120				\$6,000.00	335-3F		
Facilitate the retreat with science teachers to support the development of the science/CTE scope and sequence.	Other	Low-Income Students	Administrator Facilitator							335-3G		
Support science department and CTE pathway teachers by having biweekly 1 on 1's to provide feedback and support during the school year.										335-3H		
Administrative team will work with local teacher education programs to identify candidates that can support the 9th grade biology class and serve as a possible Life Academy teacher in the following school year.										335-3I		
Collaborate with Peralta Community college in order to create a full articulation with the medical assisting course.										335-3J		
Provide a dedicated pathway teacher(s) to support the internship program at Oakland Children's Hospital to support the development of pathway theme.	Other	Low-Income Students	Teacher to replace FTE cut from ROP/CTE	LCFF Supplemental	1105	CTE Teacher		0.8	\$61,600.00	335-3K		
Provide a release period for teacher to support the implementation of the California Partnership Academy program and all the grant requirements.	Other		Release period for teacher	Partnership Academy	1105	K12TCH1934		0.2	\$9,031.09	335-3L		
Provide biology AP training for a science teacher during the summer that will allow them to create a 2 year plan for the roll out of AP Biology.	Other	Low-Income Students	Professional Development	Central Resources					\$1,500.00	335-3M		
9th Grade biology teacher will co-teach the 8th grade science class in order to bridge both the academic content and teaching practices that will support the middle school transition into high school	Other	Low-Income Students	Team Teaching to design 8th grade curriculum	General Purpose Discretionary	1105	K12TCH1934		0.2	\$9,031.09	335-3N		
The CPA grant will be used to purchase supplies and materials to support the implementation of medical chemistry in the 10th and 11th grade.	Grades D&F rate	Low-Income Students	Materials and Supplies	Partnership Academy	4310				\$5,000.00	335-3O		

BUDGET ACTIONS & IMPROVEMENT PRIORITY #4 (Workbased Learning)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Develop, plan and implement curriculum in the Life Skills class that incorporates WBL into the middle school experience.	Linked Learning participation rate	Low-Income Students	Teacher to provide Life Skills elective	LCFF Supplemental	1105	NHO-310		0.4	\$21,776.53	335-4A		
6th Grade Life Skills teacher creates and implements a 6th grade certification that explores the careers in Health and Medicine.										335-4B		
7th Grade Life Skills teacher creates and implements a 7th grade certification that deeply explores a career interest in health and medicine and creates a formal poster presentation that mimics the 11th grade internship fair.										335-4C		
8th Grade Life Skills teacher creates and implements a 8th grade certification on resume writing, letter of introduction, and HEAL application										335-4D		
CTE teachers will put on an internship faire that highlights student experiences and learning that have happened on the student internships.										335-4E		
Have parents fully participate in the capstone senior defenses.										335-4F		
Create a framework for Life Skills that allows the Life Skills teacher to have some autonomy over the development of the curriculum but also provides some direction in the areas of WBL that includes a series of experiences that lead to a solid understanding of the connection between academics and career.										335-4G		
Partners with the extended school program in order to provide Internship Boot Camps for all students to ensure that they are prepared for internships.	Linked Learning participation rate	Low-Income Students	Contract with AIA	21st Century	5825				\$12,000.00	335-4H		
Provide transportation for students to the internships through providing the attendance clerk a stipend for driving students to and from internship.	Linked Learning participation rate	Low-Income Students	Clerical Hourly	Partnership Academy	2450				\$6,000.00	335-4I		
Provide parent workshops and orientations for each HEAL cohort so that parents are oriented with the overall internship process.	Linked Learning participation rate	Low-Income Students	Parent Education	Title I Parent					\$0.00	335-4J		
Provide refreshments for parents at parent workshops and orientations.	Linked Learning participation rate	Low-Income Students	Refreshments at Parent Evening Events to increase participation (surplus)	Title I Parent	4399				\$2,110.20	335-4K		
Develop mental health workbased experiences with La Clinica de la Raza to support the development of mental health pathway.	Linked Learning participation rate	Low-Income Students	Building of Mental Health Pathway	Grant					\$100,000.00	335-4L		
Create a Life Skills curriculum that integrates WBL experiences in grades 6-8 so that students have a deep understanding of college and career in its relation to school.										335-4M		

[illegible]

Life Academy of Health and Bioscience

Title I School Parental Involvement Policy 2014-15

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Life Academy of Health and Bioscience agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
 5. The parents will have multiple opportunities to engage in the school planning through the Parent Academy, SSC Meetings, Local Organizing Committee Meetings, etc.
- Offer a flexible number of meetings for parents. In addition to the SSC meetings that happen monthly, parents will also have the opportunity to participate in other school wide events. In addition, the school leadership team will analyze data that is collected via parent surveys.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. As a Title 1 School, all parents are constantly engaged in the dialogue and planning of the school activities.
- Provides parents of Title I students with timely information about Title I programs. Life Academy uses bulletins, the phone system, and community meetings as opportunities to share about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents have the opportunity to meet with the students academic advisor yearly during our parent conferences. 11th and 12th grade students will have 2 meetings to discuss data and provide goal setting opportunities for the families.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Life Academy staff will meet with families upon request to discuss all decisions related to the students education include socio-emotional issues, discipline, and academic achievement.

School-Parent Compact

Life Academy of Health and Bioscience has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

School Responsibilities: Life Academy of Health and Bioscience will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

The staff at Life Academy is dedicated to providing quality instruction for the students. Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with CST and CAHSEE data in order to validate the academic program of the school.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth. 11th and 12th graders will have an additional conference in the spring to support graduation.

- 3) Provide parents with frequent reports on their children's progress.**

Life Academy and our parent leaders will support our parents to get access to Jupiter Grades so that parents can get weekly updates to their student's grades, assignments and course progress. If parents opt into the online program, they will receive updates in their home language. The Family Resource center will provide training for families so that they can access the online grading program.

- 4) Provide parents reasonable access to staff.**

Staff are regularly available before school, during lunch, after school, and during Conference Periods to meet with parents as needed. Appointments can be scheduled by contacting the main number (510) 510.534.0280 or by contacting the teacher/Advisor directly if contact information has been made available. Most conferences take place at Life Academy. When circumstances require it, staff will meet with parents at their homes or other agreed upon location.

- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents may volunteer, participate, and observe classroom activities whenever they are available. This is strongly encouraged at Life Academy as parents are seen as essential partners. Next year, Life Academy will require parents to support the morning breakfast program, lunch supervision, and an active safety patrol that creates safe zones for students to come to school.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

- 1. I will send my child to school on time every day.*
- 2. I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.*
- 3. I will provide a quiet place and time for my child to do homework, and I will review the homework.*
- 4. I will promptly respond to messages from my child's school.*
- 5. I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.*
- 6. I will help my child's school however possible.*
- 7. I will sign in at the office when visiting my child's school.*
- 8. I will read to my child or have my child read for at least 20 minutes every day.*
- 9. In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.*
- 10. I will limit the amount my child watches television.*
- 11. I will limit taking vacations when school is in session.*
- 12. I will support the dress code and school rules.*
- 13. I will take notice of progress reports and sign them to maintain communication with the school.*

Building Parent Capacity for Involvement

Life Academy of Health and Bioscience engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

This will happen through a structured "Parent Academy" program that is designed around these themes. The school will include speakers, trainings, and opportunities for parents to network and discuss school issues.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Alternatives in Action and East Bay Consortium will support families by providing evening workshops for families. Life Academy will explore funding for a Family Resource Center.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parent coordinators for the school site will be included in the Life Academy staff retreats and provide feedback to administration and teaching staff.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. As long as funding is available, Life Academy will staff a parent who's role will be to specifically build community participation.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Life Academy will provide translation services for students and families as long as the resources are available to the school community.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Life Academy will regular communication and access to families to support ideas and programs supported by parents.

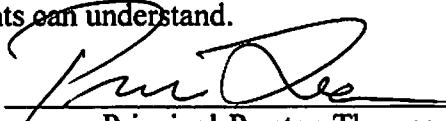
Accessibility

- **Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Life Academy will provide translation services for parents and community members for major events as long as resources are available.**

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by SSC minutes that outline the schools process.

This policy was adopted by Life Academy of Health and Bioscience School Site Council on June 4, 2014 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children and families. It will be made available to the local community as well. The Life Academy of Health and Bioscience's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


Principal-Preston Thomas

06/04/14
Date


SSC Chairperson-Katebah Al-Olefi

06-04-14
Date

Life Academy Home to School Compact 2014-15

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed to the best of my ability.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform and dress code policy.
- Regularly talk to my parents and my teachers about my progress in school.
- Know how to and will regularly track my progress and grades using Jupiter Grades.
- Respect my school, classmates, staff, and family.
- Uphold the Habits of Life and Habits of Work and ensure that I demonstrate that I
 - LOVE LEARNING and recognize that education is my passport to my future.
 - Have a high level of INTEGRITY in all that I do.
 - Am FEARLESS about my education and being a strong upstanding member of my community.
 - Show EMPATHY for others that can be demonstrated through my actions.
- Advocate for my own learning and ask for help when I need it.
- Not participate in bullying of any type including cyberbullying (Facebook), texting, etc.
- Help to build and maintain the culture of learning and respect at Life Academy by respecting myself and all other people around me.

Student signature

Life Academy Home to School Compact 2014-15

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and video game playing to make sure that my child reads every day and completes homework.
- Monitor my child's online profile to ensure that the students does not engage in cyber bullying.
- Make sure that my child attends school every day, on time, and with homework completed.
- Schedule vacations and appointment so that students do not miss school.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school by using Jupiter Grades and communicating with my child's teacher.
- Make every effort to attend school events, such as parent-teacher conferences, parent academy meetings, Open House and Back-to-School Night, defenses, etc.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Volunteer to participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

Life Academy

Home to School Compact 2014-15

As a teacher I will:

Teacher as Curriculum Developer and Classroom Teacher

- Create units of study that support Life Academy's vision for academic excellence that includes:
 - Certifications as a measure of student mastery.
 - Project based and problem based learning that incorporates that Habits of Mind as an essential indicator of student success.
 - Integrate reading strategies into lessons to support literacy across the curriculum.
 - Actively use formative assessment to allow for differentiation, personalization, and scaffolding for students.
 - Use of cooperative learning structures within the classroom to support student dialogue about topics and standards.
 - Creating a curriculum and series of certifications that provide students the opportunity to master 80% of the standards in a given content area.
 - Support the theme of the school through the integration of Health, Medicine, and Science into curricular units.
- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Teach and involve students in classes that are interesting and challenging.

Teacher as Life-long Learner

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in the planning and facilitation of teacher lead professional development.
- Actively participate in staff retreats to foster a deep level of reflection and planning while supporting the implementation of the school vision.
- Participate in shared decision making with other staff and families for the benefit of students.

Teacher as Advisor

- Mentor, advise, and support a group of advisees to graduate on time and transition into college and/or careers.
- Evaluate advisees major defenses including Firewalks, 10th Grade Defenses, and Senior Defenses.
- Endeavor to motivate my students to learn.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

School Site Council Membership Roster – High School

School Name: #335-Life Academy

School Year: 2014-15

Chairperson: Jacqueline Vazquez	Vice Chairperson: Devita Diaz
Secretary: Telly Saeliew	<u>LCAP Parent Advisory Member:</u> Gabriel De Leon
LCAP EL Parent Advisory Nominee: Esmeralda Hernandez	<u>LCAP Student Nominee:</u>

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Preston Thomas	X				
Carlos Cabana		X			
Yuji Okamura		X			
Alejandra Mendoza			X		
Jane Lee		X			
Toai Dao		X			
Gabriel De Leon				X	
Julissa Gutierrez				X	
John Fajardo				X	
Jacqueline Vazquez					X
Devita Diaz					X
Telly Saeliew					X

Meeting Schedule	2nd Wednesday of each month, 4:30 p.m. in Conference Room
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site

1-Principal
4-Classroom Teachers
1-Other Staff
3-Parent /Community
3 Students