

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

File ID Number: 12-1548
Introduction Date: 3/13/13
Enactment Number: 13-0448
Enactment Date: 3/13/13
By: OA

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Life Academy of Health and Bioscience

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Life Academy of Health and Bioscience.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement 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 improvement actions, directs resources where they will most directly improve 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.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Life Academy of Health and Bioscience.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Life Academy

0130575

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Life Academy of Health and Bioscience is a small high school located in Oakland, California that sprang from a community movement initiated by the Oakland Community Organization (OCO) and National Equity Project (NEP) to create smaller, more responsive schools for urban youth. The design team and initial student population for the school came directly out of the Health and Bioscience Academy at Fremont High School in Oakland. After a very short 6-month incubation period, the school opened in the Fall of 2001 to become the first new small autonomous high school in the Oakland Unified School District. Over the past 10 years, the school has maintained its focus on Health and Bioscience through an emphasis on personalization, integrated grade level projects, public demonstration of mastery, a college preparatory curriculum (A-G), project-based learning, and industry-based internships. The school has developed deep relationships with several industry partnerships including FACES for the Future (Oakland Children's Hospital), Youth Bridge (Alta Bates and Summit), and Highland Hospital. In the school's second decade of operation, Life Academy will expand to become a full service community school serving grades 6-12.

VISION

Our Mission: "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, knowledge, and habits necessary to succeed in college and careers in the medical field." By 2013, Life Academy will be a recognized leader and advocate for preparing Oakland youth to transform the health and bioscience fields. Life Academy will be known regionally and nationally for providing students with transformative educational experiences and the skills needed to succeed in college or chosen careers. We envision a Life Academy that continues to be a model for small, personalized education, inspiring students to become agents of change in their own lives and their community. A Life Academy graduate will develop a vision for him/herself and become a resilient lifelong learner, with the aim of succeeding

in college and career pathways. Our students will be certified in key content areas essential for success in college and embody the Habits of Mind: -
-> Inquiry and Investigation --> Perspectives --> Evidence --> Logical Reasoning and Analysis --> Reflection / Metacognition Student
Professionalism: Habits of Work In order prepare our graduates to transform the health, bioscience and mental health fields: ? We will build
students who recognize the value of opportunities that arise and will advocate for themselves to participate in those opportunities. ? We will build
student professionals who create a positive self-image, plan a rigorous and fulfilling vision for themselves, and take charge of their learning to
create their own success. Through a system that supports the Habits of Work, we feel students will develop a vision, work ethic and character
traits to be successful in college and career. ? Focus ? Organization ? Revision ? Cooperation ? Effort A Life Academy graduate will positively
contribute to their society/community, showing their strength of character through the Habits of Life values: ? Love of Learning ? Integrity ?
Fearlessness ? Empathy Life Academy will work with the community to support students by: ? Enhancing student learning through partnerships
with local organizations ? Providing access to community resources ? Creating family partnerships which encourage families to be engaged,
informed and connected to the school. The impetus to dramatically interrupt patterns of injustice and inequity mandates the development and
implementation of a school program that interrupts the patterns that hold our students back. The Certification system was developed because of
the need to have goals related to transformative learning experiences for students. Elements of the program mirror successful small schools in
New York City. Certifications for authentic assessment: The Life Academy program includes authentic assessment components that measure
students' abilities to master the expected content through performances, portfolios, some tests, and exhibitions of their work. We believe that
engaging assessment is a part of engaging curriculum, and transformative experiences occur as students meet the challenges of authentic
assessments. Small, personalized education with career focus: All over the country we are seeing a rejection of the cookie-cutter model of large
comprehensive high schools and an embracing of small community schools with distinct visions that serve specific populations. Life Academy has
refined its program and is becoming a model program that is a part of school-to-career trends in education. We are on a cutting edge of providing
first-rate science education along with career preparation. As a Linked Learning Certified Pathway, Life Academy's core program has become
nationally recognized as a rigorous, coherent, and exception school-to-career progra

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

The school leadership team comprised of the principal, academy director, and 3 departmental teacher leaders will regularly gather and analyze achievement data to strategically plan programming. In addition, Life Academy has created an Advisory Board that monitors programming, provides feedback, and develops resources necessary to build and maintain program.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

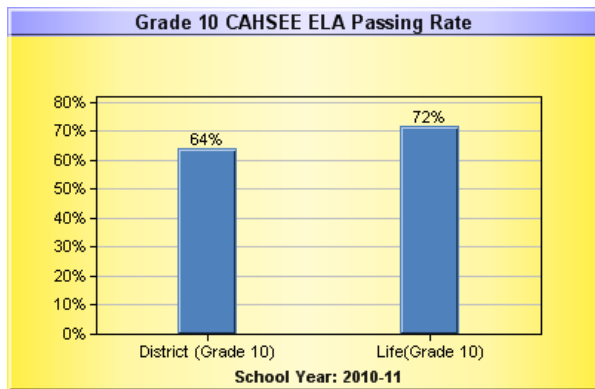
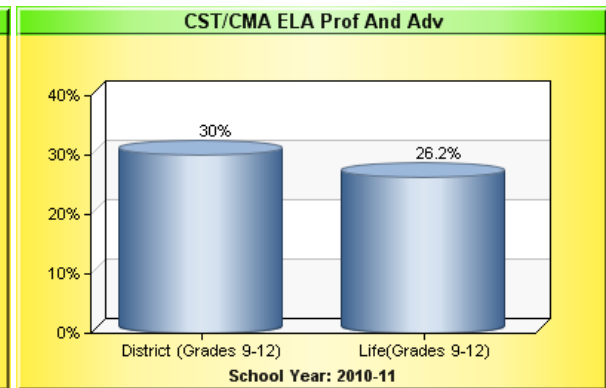
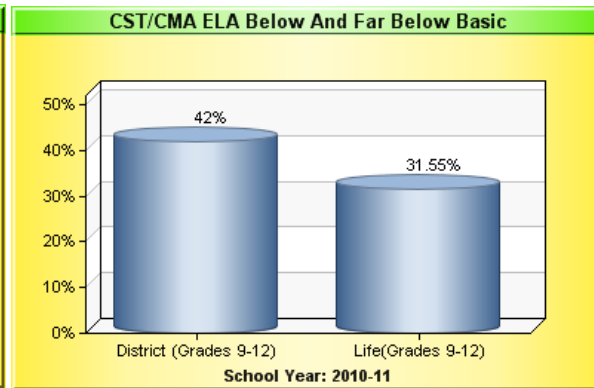
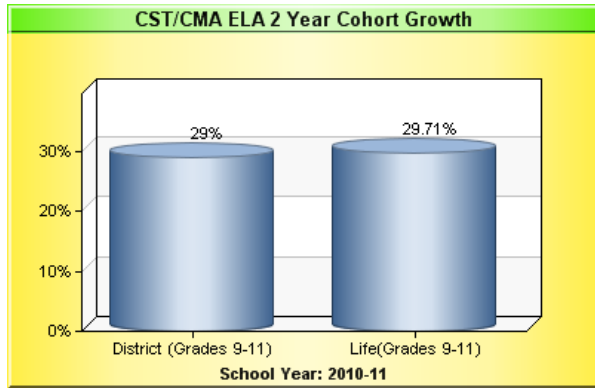
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Theory Action

- Integrating English and Social Science in a humanities course that emphasizes project based learning. These projects provide students with multiple entry points into the history content and develops academic English language skills. The projects a
- Continued professional development to strengthen English language development knowledge and strategies. Each teacher will attend a conference during the academic year of their choice in order to further strengthen their teaching practice.
- Department collaboration in order to support students achievement. The English/ History department will work together in accessing student writing through community grading of pre and post writing assessments in order to develop further strategies.
- Intervention classes are included in the master schedule to support students who have scored very low on the SRI reading test.
- The SRI test is also administered at the end of the year for all students to ensure reading level growth through out the year.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide differentiated English intervention for 9th grade students by providing detailed feedback and tracking student literacy growth through SRI and CST.	CST	FBB, BB and BAS	2012-13	Principal	3/9/2012	335SQI1A1425	Intervention and extend learning time in ELA to increase overall literacy for EL	3010-Title I		K12TCH1225	0.2	\$16,620.61

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

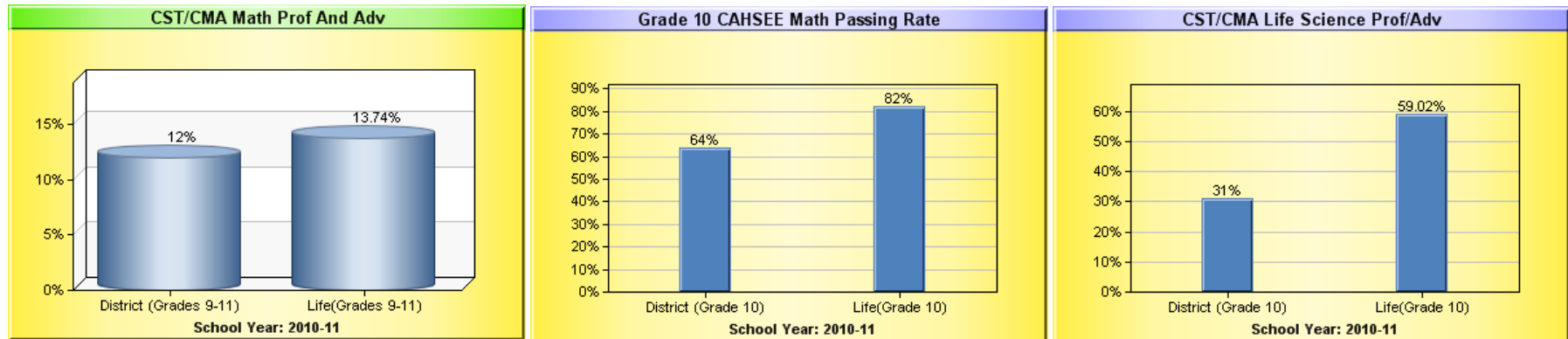
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

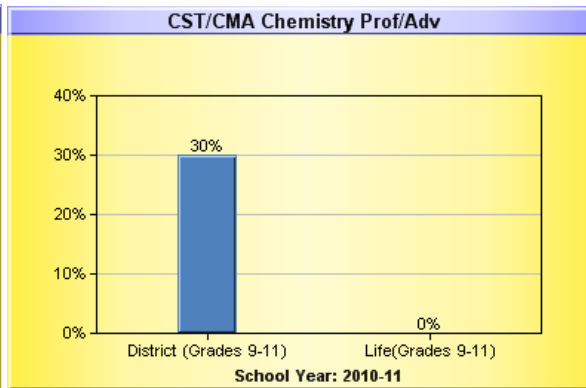
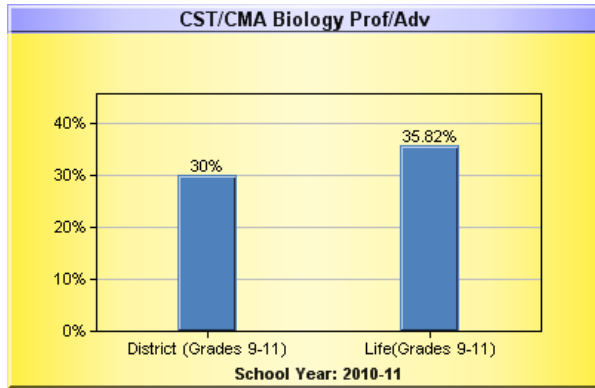
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Theory Action

- Life Academy strongly holds that mastery over mathematical practices and mastery over scientific reasoning is essential for long term student success. The school is committed to a certification system that reinforces this goal.
- Increase student engagement and enthusiasm for mathematics, equip students with foundational math skills, and provide relevant math content and applications to support student success at all levels.
- Life Academy instructional practices will use complex instruction as an instructional lens to build common academic language and practices.
- Life Academy will continue to provide an essential link between science and the world of work by providing a hands-on, integrated approach to science that incorporates internship experiences in the 11th and 12th grade.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide intervention for students struggling to reach certification on key content standards.	CST scores and Certification passage rates	FBB, BB and BAS	2012-13	Principal	3/9/2012	335SQI1B1430	Reduce class in math in order to support student acquire key mathematical practices as outlined by the Common Core.	3010-Title I		K12TCH0090	0.2	\$17,939.97
Provide intervention for students struggling to reach certification on key content standards.	CST scores and Certification passage rates	FBB, BB and BAS	2012-13	Principal	3/9/2012	335SQI1B1444	Reduce class in math in order to support student acquire key mathematical practices as outlined by the Common Core.	7090-EIA - SCE		K12TCH1058	0.3	\$15,882.31
Provide intervention for students struggling to reach certification on key content standards.	CST scores and Certification passage rates	FBB, BB and BAS	2012-13	Principal	3/9/2012	335SQI1B1445	Purchase supplemental materials and supplies to support and enhance the core instructional program.	7090-EIA - SCE	4310-SUPPLIES		0	\$3,202.20
Provide collaborative planning time to create a trajectory for 6-9 alignment of common core standards.	CST	All Students	2012-13	Principal	3/9/2012	335SQI1B1432	Collaborative planning time for TSA to create an articulated plan for common core implementation.	3010-Title I		T10TSA9999	0.2	\$15,935.56

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Life Academy

Principal: PRESTON THOMAS

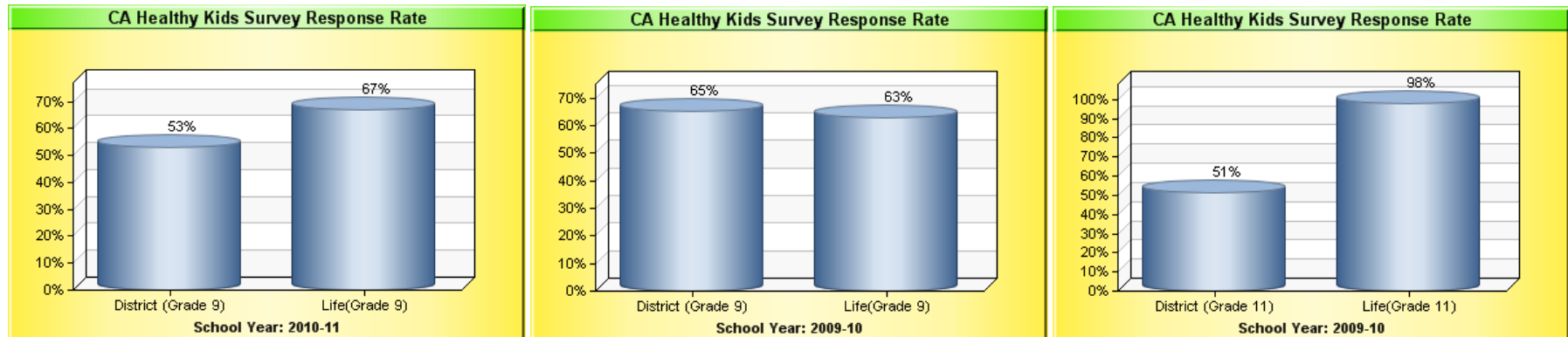
School Quality Standards relevant to this Strategic Priority

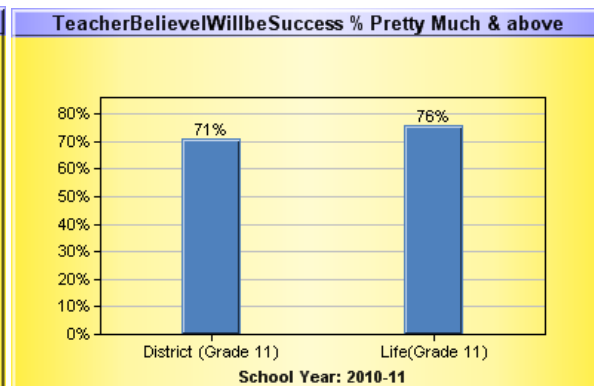
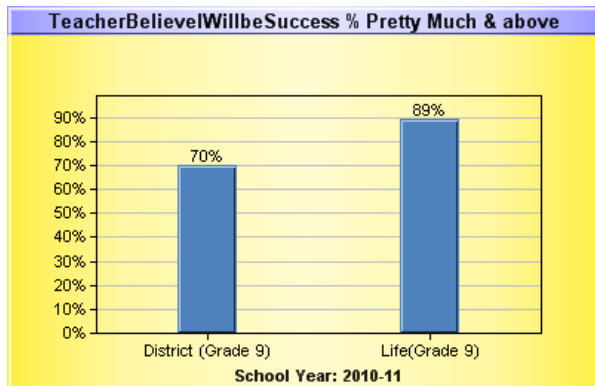
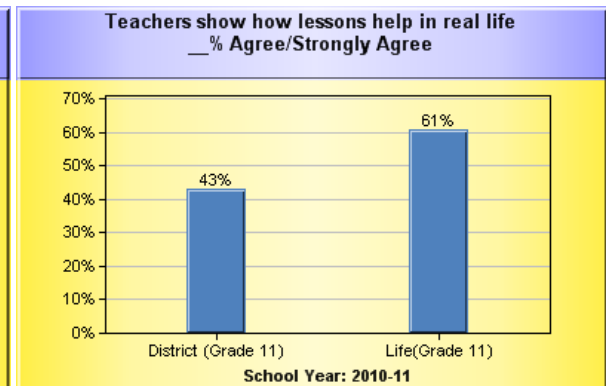
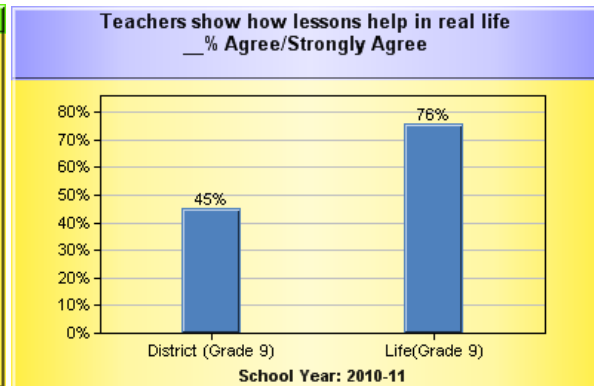
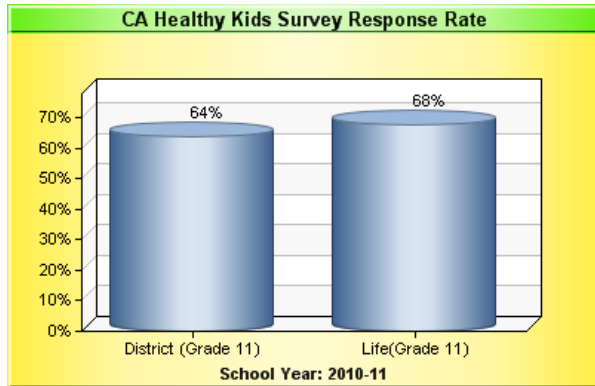
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.





Theory Action

- Life Academy will ensure that all students are enrolled in the proper sequence of A-G courses that will qualify students for enrollment in the CSU/UC system.
- Academic counseling will be provided through curricular opportunities embedded within the curriculum including internships, college tours, workshops.
- Advisors will be the essential link between families and the school by holding parent/family conferences to provide advising on academics, Habits of Life, and the Habits of Work.
- Life Academy will build on partnerships that provide academic counseling with East Bay Consortium/Cal-SOAP, Mills Education Talent Search, and Upward Bound to provide the best and most accurate information and support for students.
- Through our partnership with Alternatives in Action, Life Academy will provide two gender specific support groups [BAM (Be A Man) and RAW (Real Ambitious Women)] to provide students support as they transition from adolescents into adulthood.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transition planning, tutoring, and independent studies for seniors to improve A-G completion rates and support college readiness for students.	A-G completion rates	FBB, BB and BAS	2012-13	Principal	3/9/2012	335SQ11C1442	Before, lunch, and afterschool tutoring and independent studies for 12th grade students that are not on track to graduate.	7090-EIA - SCE		K12TCH0556	0.2	\$12,867.64

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

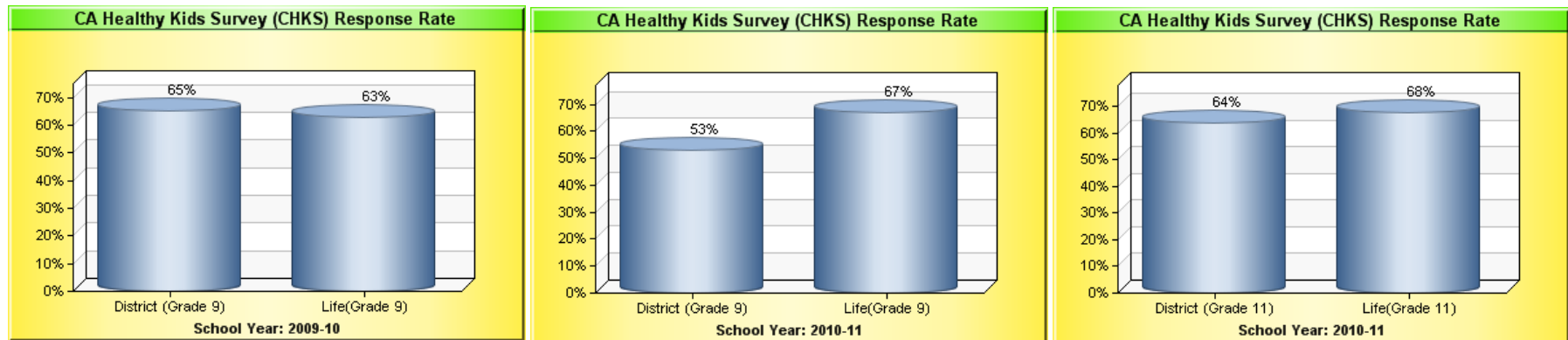
A quality school...

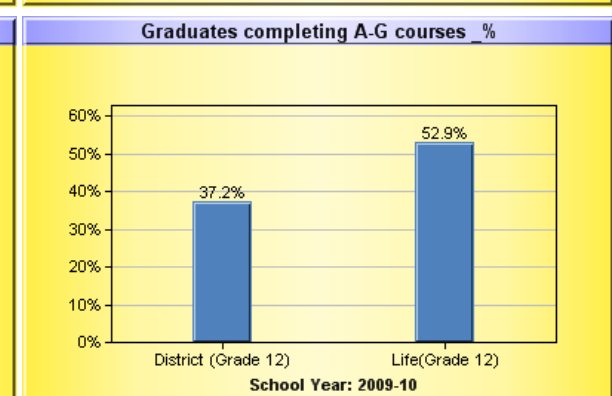
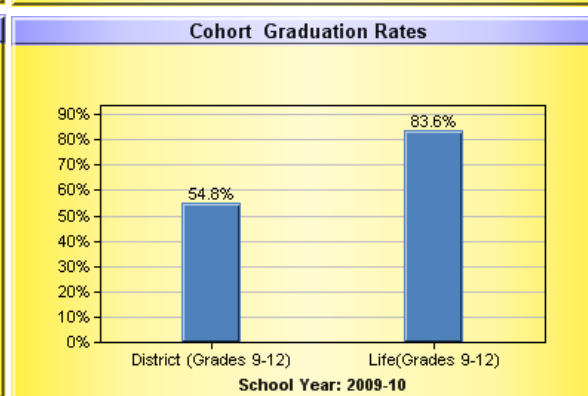
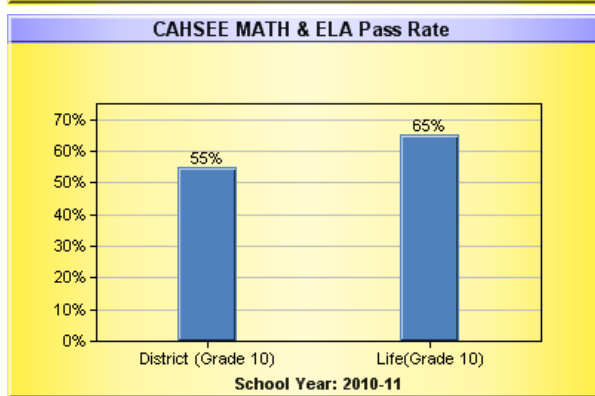
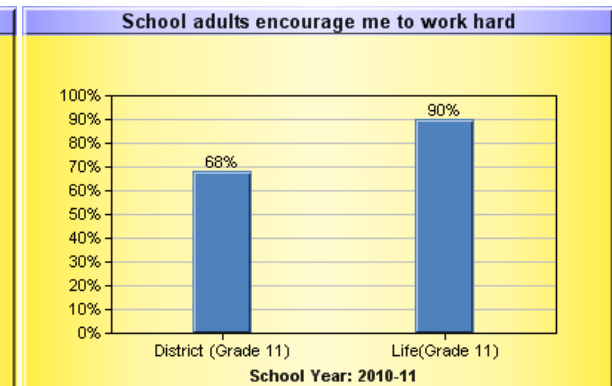
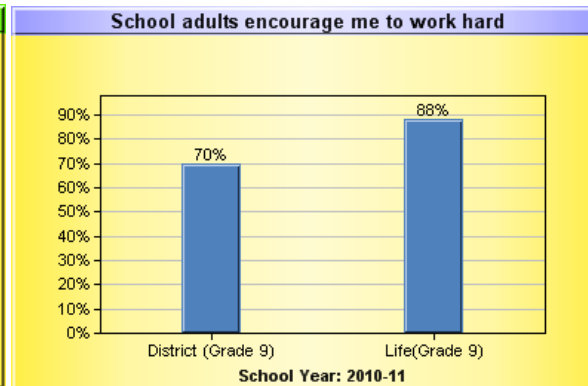
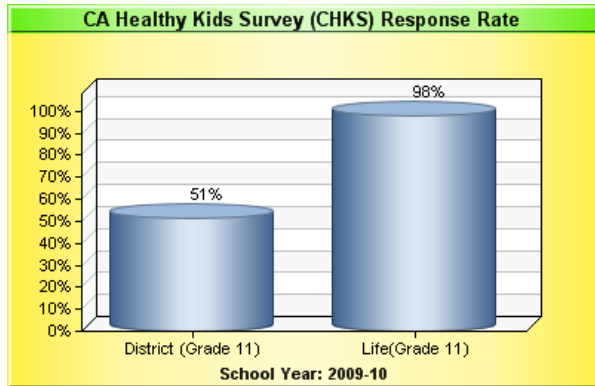
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)





Theory Action

- Life Academy will provide a highly engaging curriculum that emphasizes project based learning that develops the Habits of Mind. These integrated projects will be presented to authentic audiences.
- Through the afterschool program, all Life Academy students will participate in a community impact project that demonstrably improves their community.
- In the 11th and 12th grade, all Life Academy students will participate in an internship or work-based learning opportunity that allows them to explore the connection between academics and career.
- As a part of the Senior Project, all seniors are expected to develop, research and defend an research topic grounded in their internship experience to mixed panel of industry representatives and teachers in order to qualify for graduation.
- Life Academy students will have ongoing exposure and support in developing a personal vision through Life Academy's Collaborative Counseling Model.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- Life Academy will constantly track student performance through diagnostic testing and certification passage rates to ensure that all students are meeting academic performance goals.
- To

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide pull out instruction for EL learners during advisory for 9th graders that are ELD 1-3.	CELDT Scores, CST, and SRI data.	English Learners	2012-13	Principal	5/17/2012	335SQ1E1426	Provide pull out focused instruction by master teacher for EL learners to build English proficiency	7091-EIA - LEP		K12TCH1225	0.1	\$8,310.30
Provide direct English Instruction for English Language learners to support English Proficiency through group instruction, blended learning, and focused reading.	SRI	English Learners	2012-13	Principal	5/17/2012	335SQ1E1439	Provide Read 180 instruction for EL learners to obtain English Proficiency	7091-EIA - LEP		T10TSA9999	0.2	\$15,935.56
Provide direct English Instruction for English Language learners to support English Proficiency through group instruction, blended learning, and focused reading.	SRI	English Learners	2012-13	Principal	5/17/2012	335SQ1E1440	Purchase leveled reading books to support English Language learners based on lexile levels.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,263.19
There is considerable work going on at this school to expand Adv. Placement offerings for												

all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students

GPA, AP	GATE	2012-13	Principal	5/17/2012	335SQ1E4593	GATE PROGRAM SERVICES	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Life Academy

Principal: PRESTON THOMAS

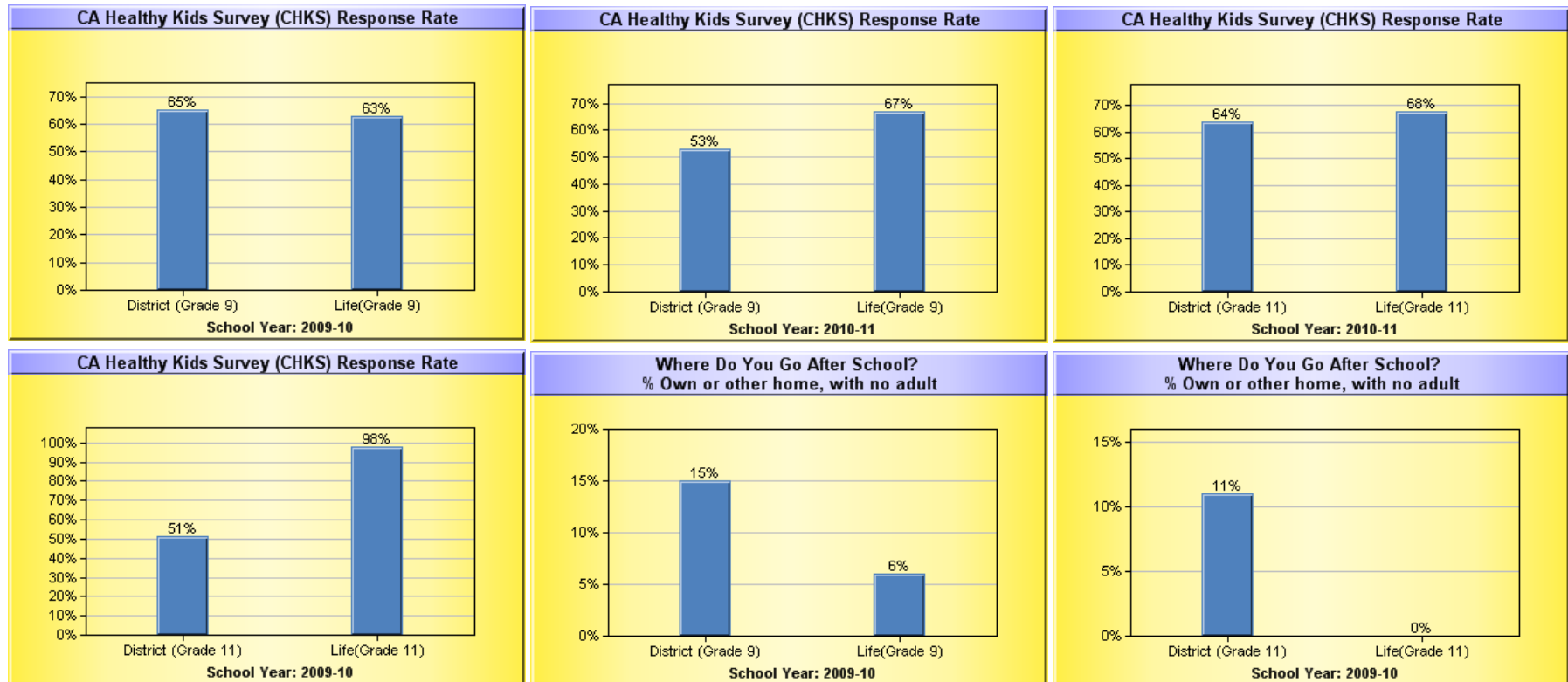
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- Evaluation report from Public Profit's site evaluation showed that After School Programs at Life Academy scored highest at creating a supportive environment for youth
- Evaluation report from Public Profit's site evaluation showed that After School Programs at Life scored second highest at creating an academic climate.

Data Analysis

- 100% of the students surveyed agreed that in the After School programs there is at least one adult that really cares about them
- 94.7% of the students surveyed agreed that by participating in After School Programs they feel safer after school
- 100% of the students surveyed agreed that participating in After School Programs make them feel more like part of the school
- 100% of the students agreed that through participating in After School activities they feel more confident about going to college
- 100% of the students agreed that during After School they learn good study skills

Theory Action

- Alternatives in Action (AIA) is Life Academy's lead agency managing and coordinating the extended day programs and services
- Through the extend day program Alternatives in Action offers a place and supports that meet the needs of the whole child, from leadership to tutoring to physical check-ups
- Life Academy strong Full Service Community School Model provides powerful, real-world learning opportunities for its students.
- Our partnerships are based on our "Six Pillars of Collaborative Programming": After School Community Projects, Academic Support and College Preparation, Career Development, Parent Engagement, Health and Wellness, and Cascading Leadership

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide academic intervention for 9th and 10th grade students that are identified by teachers, CST scores, and SRI data.	GPA	Below Basic	6 week rotations	Pablo Venterino	3/17/2012	335SQ1F1226		Funded by Community Partner			0	\$0.00
Provide students with the Futbolistas4Life Soccer For Social Justice Program.	The students in the program complete a community impact project designed collectively by them, and that has a positive impact in their community	All Students	Year round with final project due by May	Dania Cabello	3/17/2012	335SQ1F1603		Funded by Community Partner			0	\$0.00
Provide male students with a violence prevention and leadership skills development gender specific group	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Julio Magana	3/17/2012	335SQ1F1604		Funded by Community Partner			0	\$0.00
Provide female students with a violence prevention and leadership skills development gender specific group	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Eva Oliver	3/17/2012	335SQ1F1605		Funded by Community Partner			0	\$0.00
Provide students with The Clinic Project, Peer Educators program	students put together and lead a health fair to educate their community about health related	All Students	Year round with final project due by May	Ally Bobulsky (Native American Health Center)	3/17/2012	335SQ1F1606		Funded by Community Partner			0	\$0.00

	issues											
Provide students with an STEM service learning project.	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Preston Thomas	3/17/2012	335SQ1F1607		Funded by Community Partner			0	\$0.00
Provide students with a Civic Engagement Program focused on discussing Education and Immigration issues	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Pablo Venturino	3/17/2012	335SQ1F1608		Funded by Community Partner			0	\$0.00
Provide students with a Civic Engagement Program focused on discussing Education and Immigration issues	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Pablo Venturino	3/17/2012	335SQ1F1609		N/A			0	\$0.00
Provide Students with a Multimedia project.	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Eva Oliver	3/17/2012	335SQ1F1610		Funded by Community Partner			0	\$0.00
Provide students with an advanced Geometry class	students earn an extra credit in math	Advanced	Year round with final project due by May	Richard Boettner	3/17/2012	335SQ1F1611		Funded by Community Partner			0	\$0.00
Provide a Self Defense class for female students	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Steven Miller	3/17/2012	335SQ1F1612		Funded by Community Partner			0	\$0.00
Provide students with a Skateboarding class	Students complete 1 community impact project for the year.	All Students	Year round with final project due by May	Julio Magana	3/17/2012	335SQ1F1613		Funded by Community Partner			0	\$0.00
Provide students with a Boxing Program	students express a better understanding of their health and nutrition	All Students	Year round with final project due by May	Antonio Acosta	3/17/2012	335SQ1F1614		Funded by Community Partner			0	\$0.00
Provide students with at least 10 internships options.	students complete their internships assignments	All Students	Year round with final project due by May	Emily Rigotty	3/17/2012	335SQ1F1615		Funded by Community Partner			0	\$0.00
Provide the students' families with a Parent Academy and monthly workshops for parents	Parents attendance	All Students	Year round	Margarita Guzman	3/17/2012	335SQ1F1616		Funded by Community Partner			0	\$0.00
Provide Students with a Homework club	students attending show progress in their GPA	All Students	Year round	Pablo Venturino	3/17/2012	335SQ1F1617		Funded by Community Partner			0	\$0.00
Provide students with Art training through Town Visionaries art program	Students complete 1 community impact project for the year.	All Students	Year round	Julio Magana	3/17/2012	335SQ1F1618		Funded by Community Partner			0	\$0.00
Provide students with a Medical Assistance Certification Program	students obtain a job certification	Basic	second semester	Emily Rigotty	3/17/2012	335SQ1F1619		Funded by Community Partner			0	\$0.00
Provide students with a	students	All	second					Funded by				

METS program	complete the METS program	Students	semester	Mills	3/17/2012	335SQ1F1620		Community Partner			0	\$0.00
Provide students with College readiness program and support in College application processes	majority of seniors are accepted in college	All Students	Year round	Nancy Roman (East Bay Consortium)	3/17/2012	335SQ1F1621		Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

A quality school...

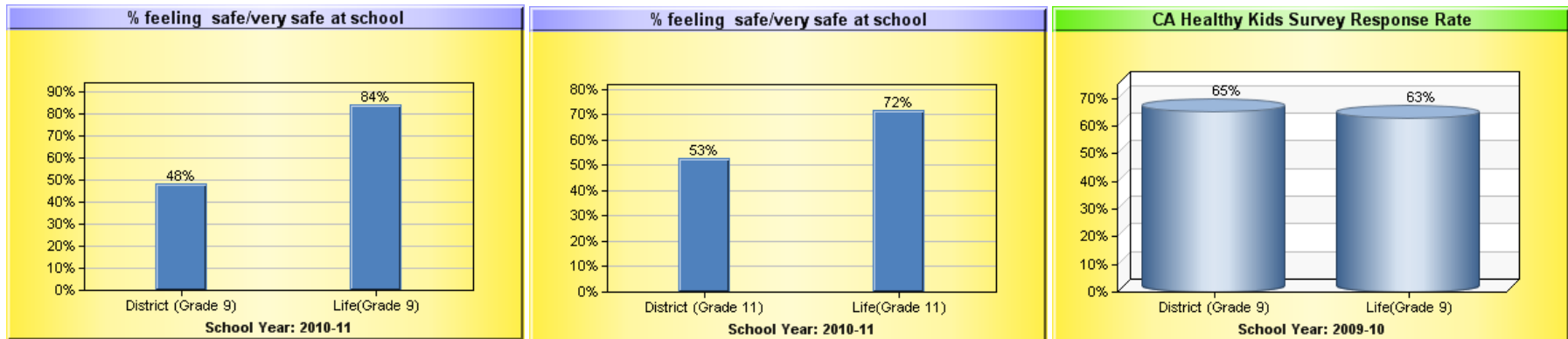
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

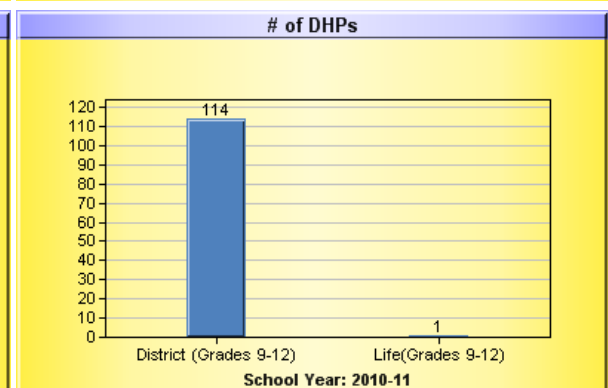
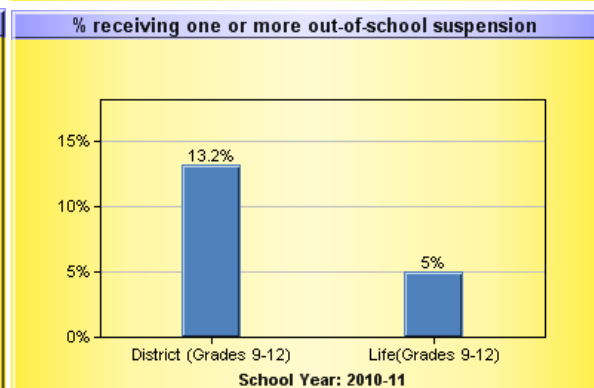
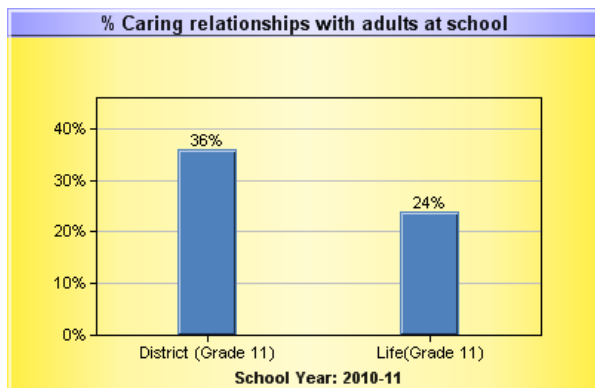
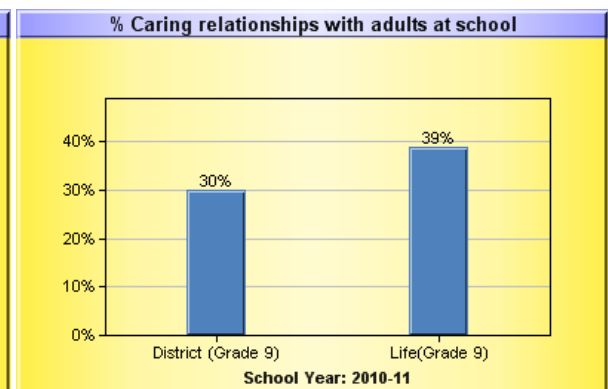
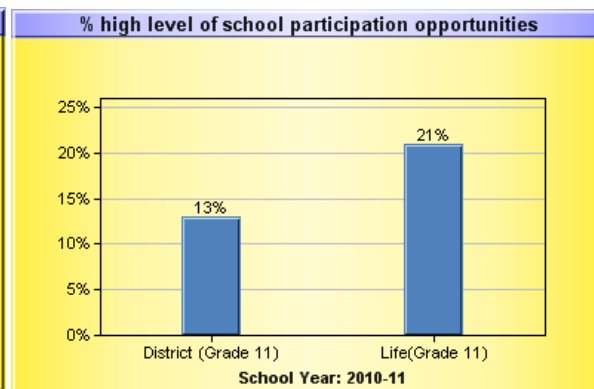
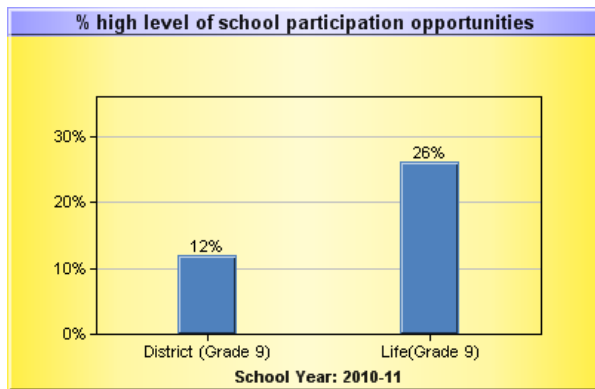
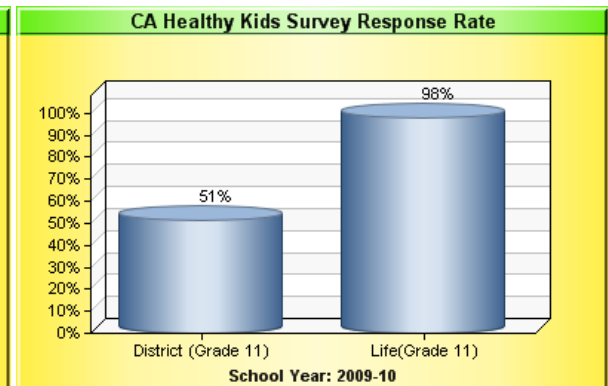
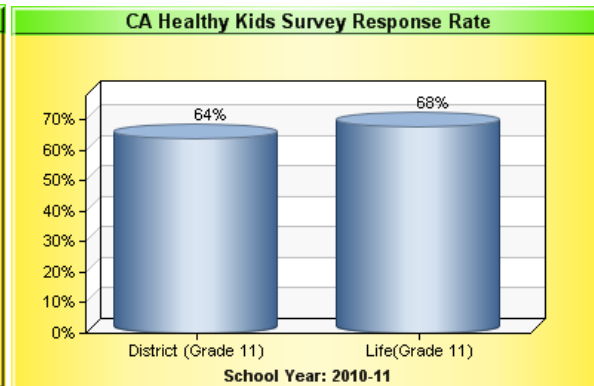
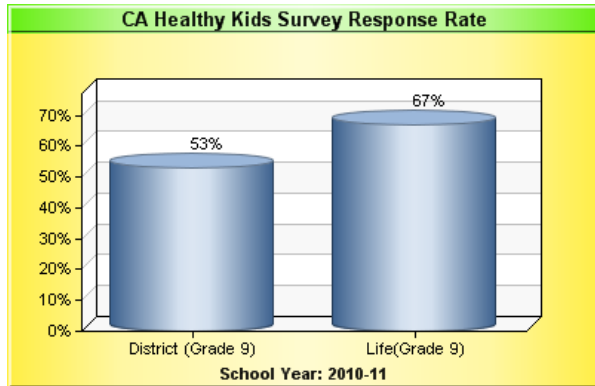
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Theory Action

- Life Academy believes that students leadership and engagement is essential to the formation of a powerful learning community. This belief will be reflected in the classroom, integrated projects, and school activities.

- Developing a formal ASB structure in the school that allows for formalized student leadership through an elected Student Advisory Council, E-Team, Senior Leadership, and CORE.
- Create meaningful connections between middle school and high school advisories that create opportunities for students to be mentored and supported by the high school students.
- Build more formal committee structure for students to be involved in creating culture within the school.

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Life Academy

Principal: PRESTON THOMAS

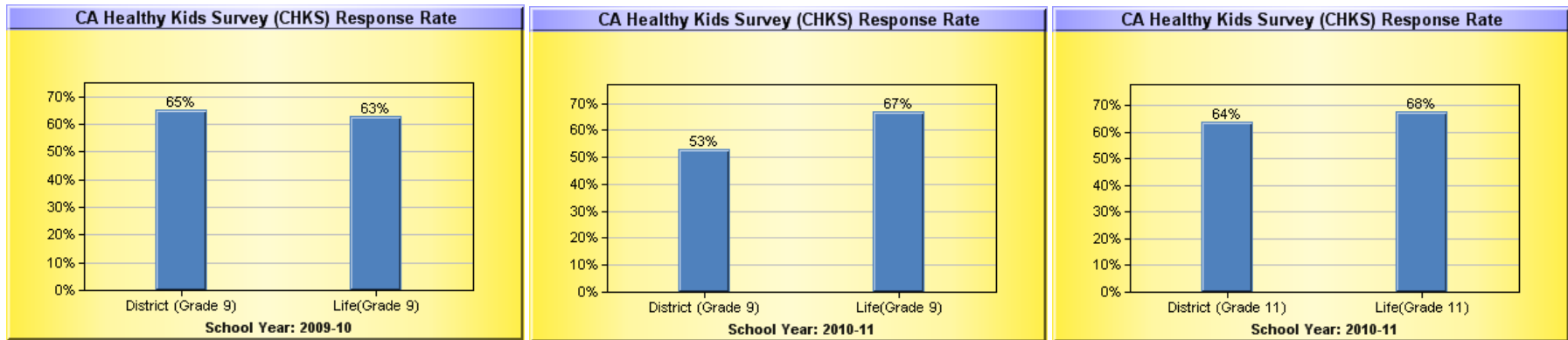
School Quality Standards relevant to this Strategic Priority

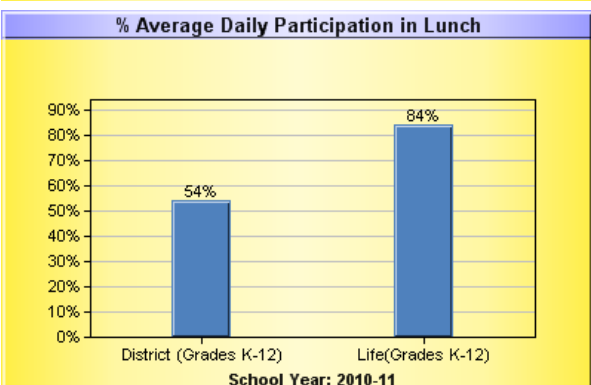
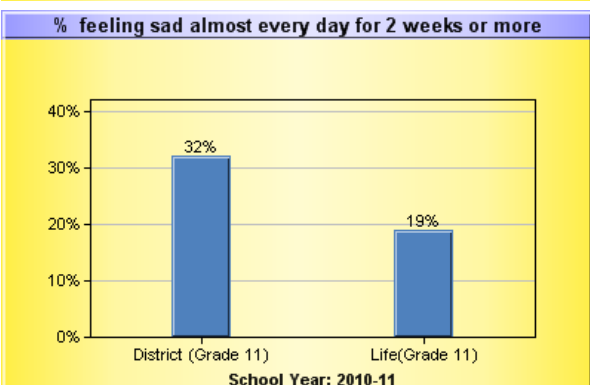
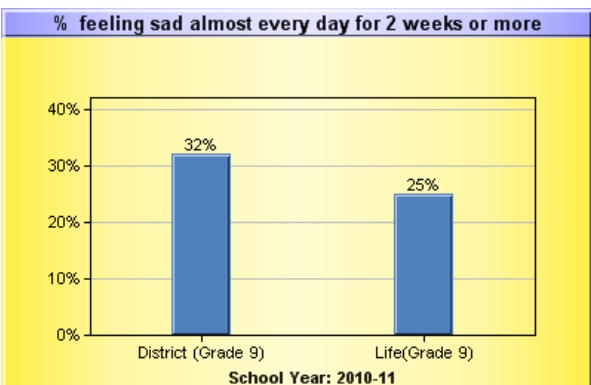
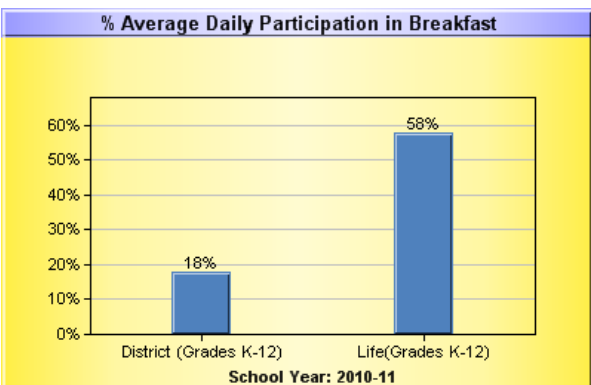
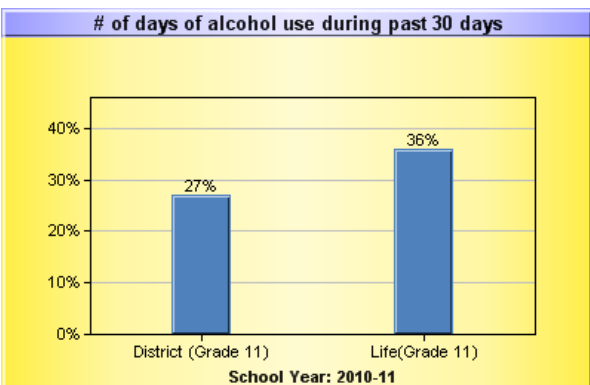
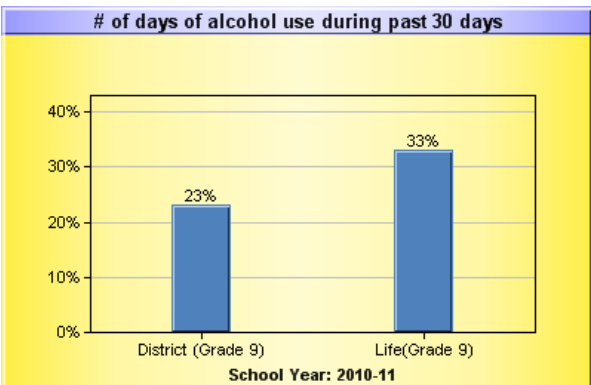
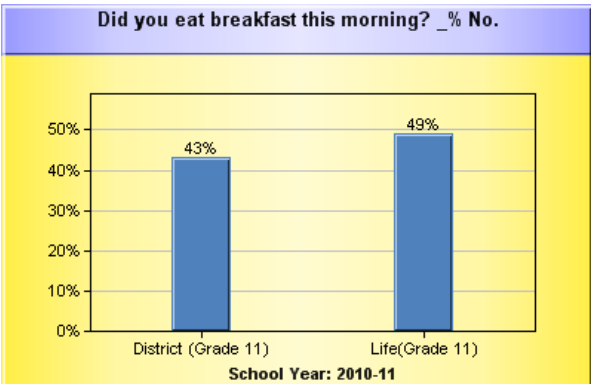
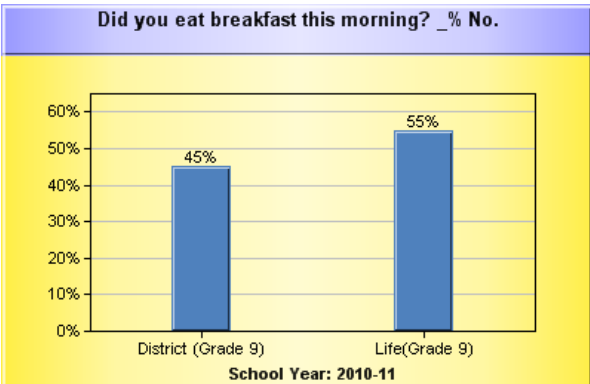
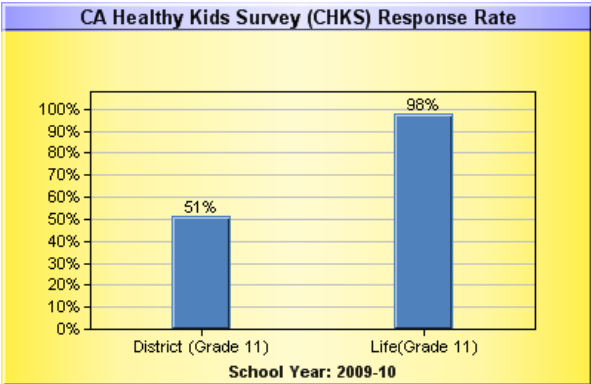
A quality school...

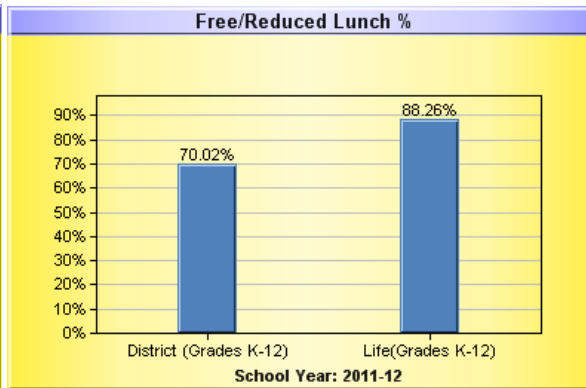
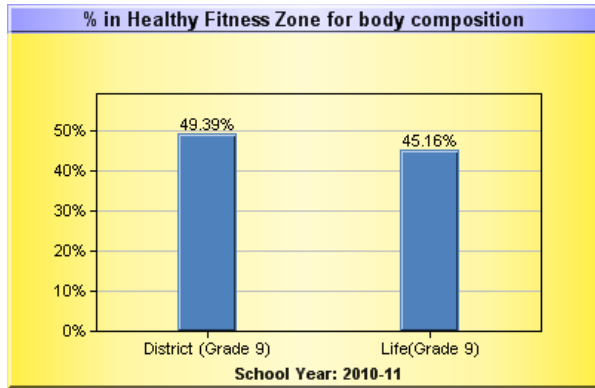
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.







Theory Action

- The Wright Institute will provide counseling supports for Life Academy students to discuss issues that impact their overall school performance.
- The Wright Institute will provide group counseling opportunities for students to support the needs to the school.
- Through a partnership with the Native American Health Center, Life Academy will provide students access to free clinic services that meet the medical, dental and vision needs of our student population.
- OUSD in partnership with Life Academy will build a state of the art science facility that supports the instructional practices and career focus of the school.
- Life Academy will provide staff members with opportunities to lead staff development, reflect on school-wide data, discuss instructional challenges, and participate in decision making through staff retreats and committee structures

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide mental health services, grief counseling, conflict mediation support for all student.	CHKS Survey, Increased GPA for identified students	All Students	2012-13	Principal	3/9/2012	335SQI2B1434	Provide group and individual counseling for all students that have been referred to counseling.	3010-Title I	5825-CONSULTANTS		0	\$16,000.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

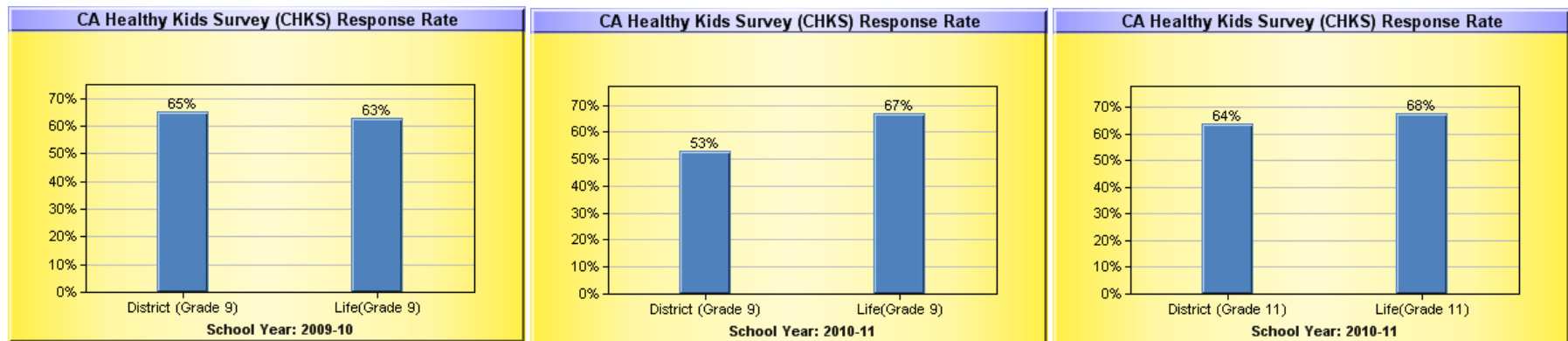
A quality school...

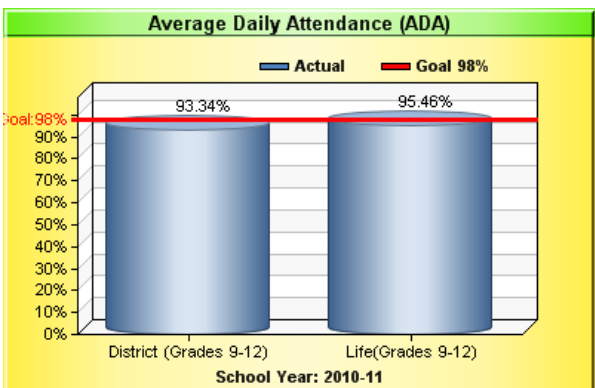
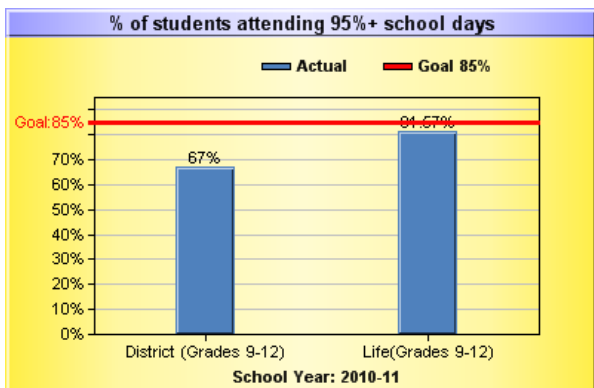
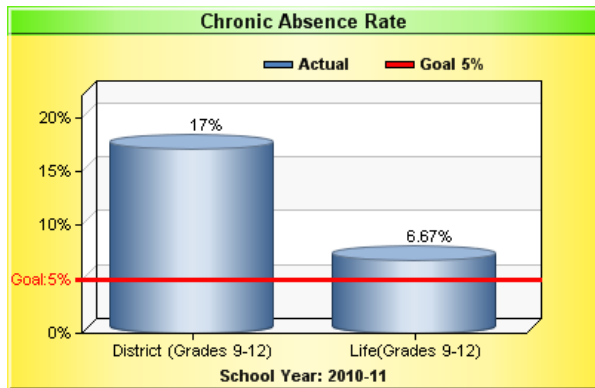
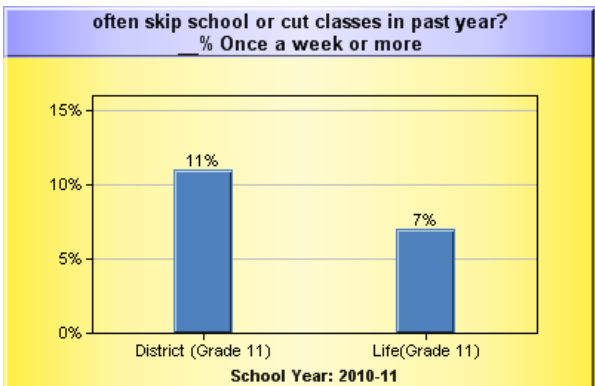
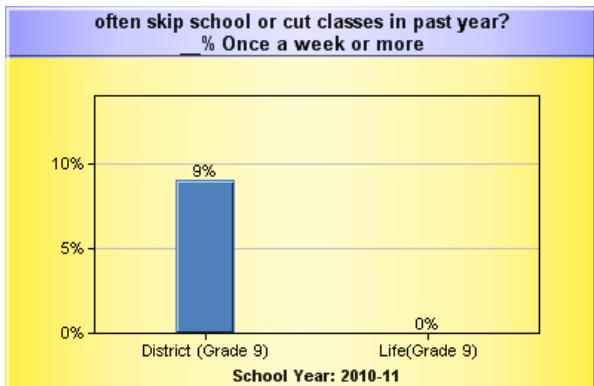
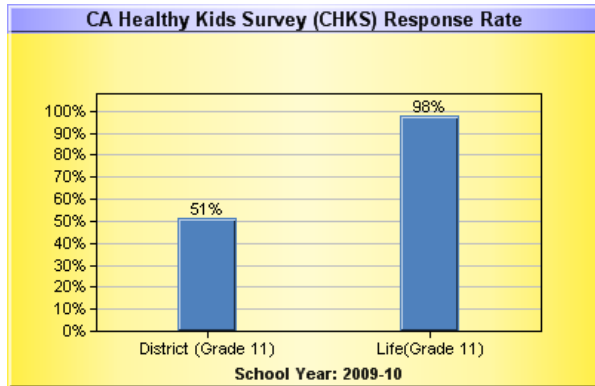
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Theory Action

- Life Academy will implement a tardy policy that holds kids accountable for their actions.

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

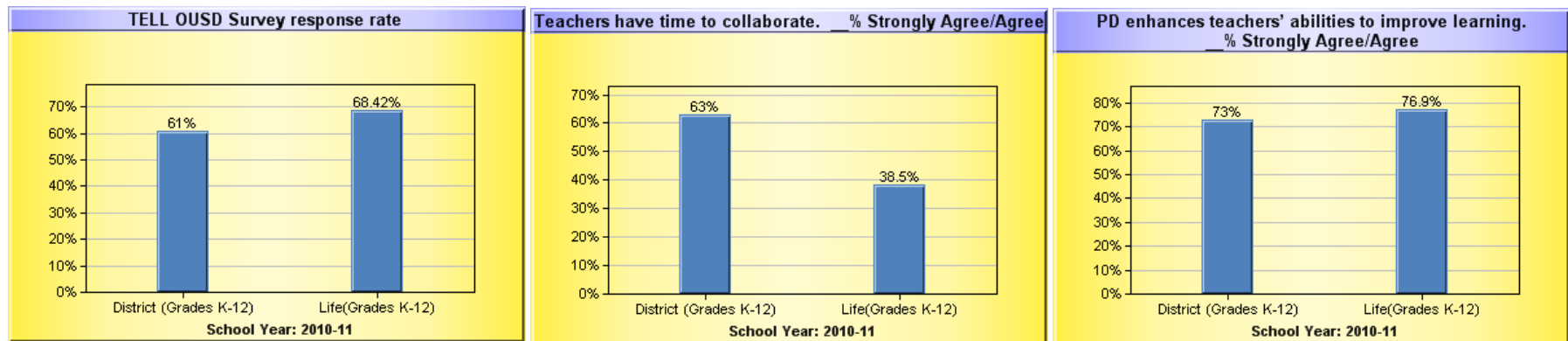
A quality school...

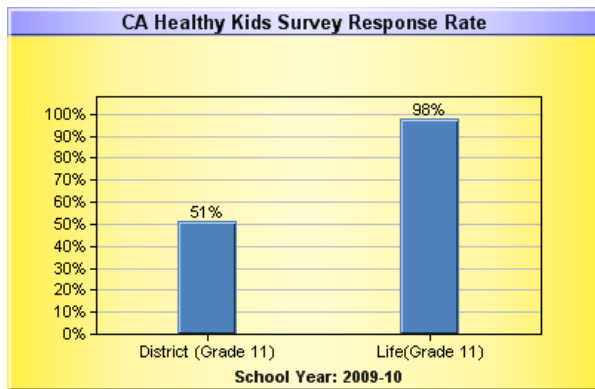
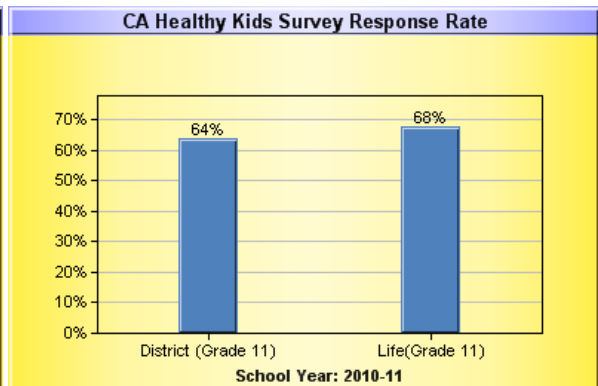
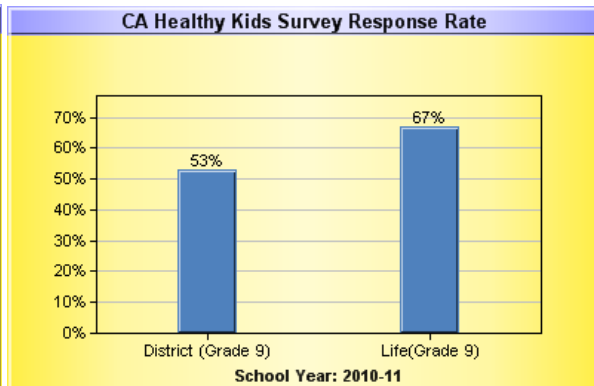
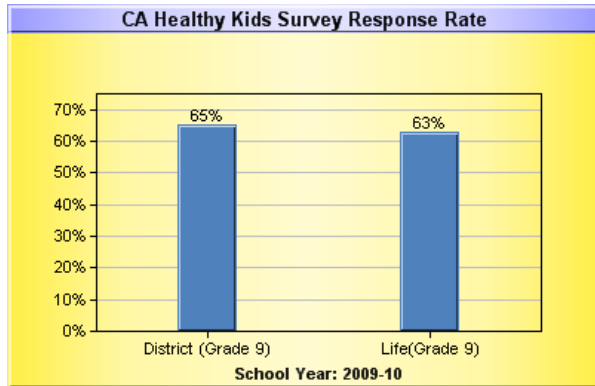
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Theory Action

- Life Academy will provide instructional coaching to all staff through a peer observation system.
- Life Academy teachers will design, plan, and implement professional development that supports the needs of the teachers and students.
- Life Academy teachers will use various protocols to analyze classroom based certification data to inform instructional choices that they make. Departments will support teachers to make effective decisions that support improved student outcomes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide direct feedback and coaching for 1st, 2nd and 3rd year teachers in formative assessment, best practices, and data analysis that align to the Life Academy teaching rubric.	Increased performance on classroom certifications based in CST standards	All Students	2012-13	Principal	3/9/2012	335SQI3A1429	Providing professional development to teachers through weekly coaching and professional development during Wednesday meetings to improve academic performance	3010-Title I		K12TCH1419	0.4	\$30,008.99
Provide direct feedback and coaching for 1st, 2nd and 3rd year teachers in formative assessment, best	Increased performance on classroom	All	2012-13	Principal	3/9/2012	335SQI3A1441	Providing professional development to teachers through weekly coaching and professional	7090-EIA -		K12TCH1419	0.2	\$15,004.50

practices, and data analysis that align to the Life Academy teaching rubric.	certifications based in CST standards	Students					development during Wednesday meetings to improve academic performance	SCE				
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Life Academy

Principal: PRESTON THOMAS

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Life Academy advisors will hold at least 1 student lead family conference to discuss academic performance, progress toward graduation, vision of self, college and career goals, and the development of Life Academy's Habits.
- Alternatives In Action will provide parents with leadership opportunities in the school through the "Parent Academy Program" that is funded by 21st Century.
- Life Academy would like to build the involvement of more parents involved in school community that is lead by the parent leaders in the school. These standing meetings would inform decisions that the school makes and provides greater opportunity.
- Advisories will have 2 parent leaders that will serve as the liaisons for the teachers and the parents. This structures will support greater engagement throughout the school community.
- Create better systems during the school year to communicated with families so that parents are in constantly informed of student academic performance and use planner to communicate.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase parent turn out at school events to create greater buy-in democratic school governance.	CHKS Survey	All Students	2012-13	Principal	3/9/2012	335SQI4A1437	Provide meeting refreshments for parent meetings (eg. SSC, Parent Conference, Local Organizing Committe, Parent Academy, Exhibition Nights, etc)	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,180.85
Increase parent turn out at school events to create greater buy-in	CHKS Survey	All Students	2012-13	Principal	3/9/2012	335SQI4A1438	Provide meeting notifications and Life Academy newsletters so that parents and families are aware of	9901-Title I - Parent	5724-INTERPGM - POSTAGE		0	\$1,000.00

democratic school governance.							ongoing school issues, events, and opportunities for parent involvement.	Participation				
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Life Academy

Principal: PRESTON THOMAS

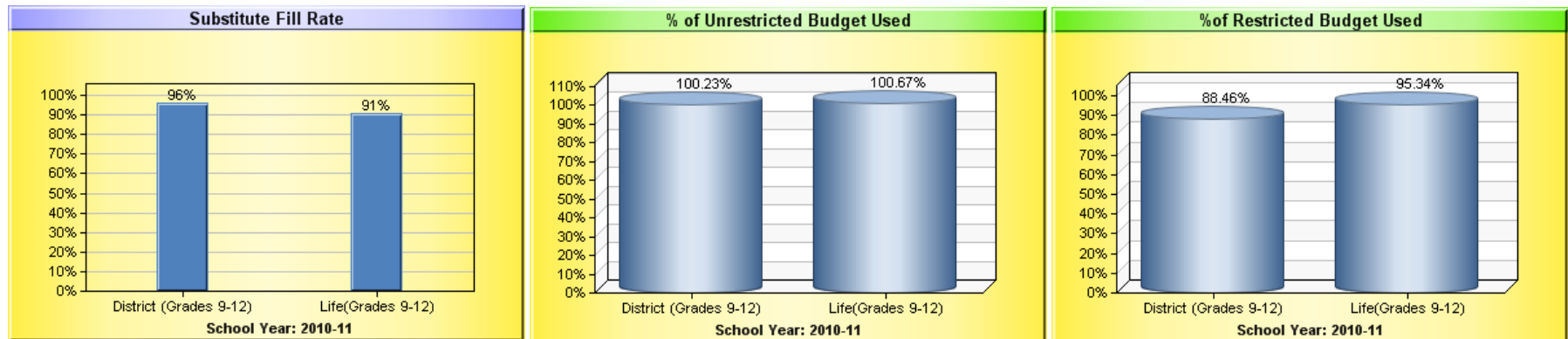
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Theory Action

- Life Academy's leadership bodies will allocate resources to support all student achievement by directing as much resources to the classroom as possible.
- Through its Advisory Board and community partners, Life Academy will continue to strive to bring in additional grants, funding opportunities, partnerships, and internships that support the overall vision and mission of the school.

Type into the gray boxes, then print and sign.

File ID Number: 12-1548
Introduction Date: 3/13/13
Enactment Number: 13-0448
Enactment Date: 3/13/13
By: OA

**ASSURANCES
2012-2013**

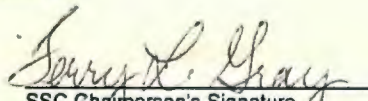
**School Site: Life Academy of Health and Bioscience
Site Number: #335**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

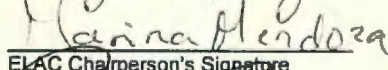
1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 3/23/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/23/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:


SSC Chairperson's Signature

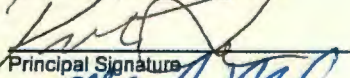
TERRY L. GRAY ✓
SSC Chairperson's Name (printed)

5/22/12
Date


ELAC Chairperson's Signature

Marina Mendoza
ELAC Chairperson's Name (printed)

5/17/12
Date


Principal's Signature

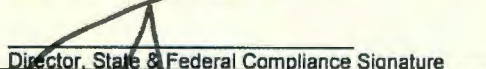
Preston Thomas
Principal's Name (printed)

4/22/12
Date


Executive Officer's Signature

Alison McDonald
Executive Officer's Name (printed)

0-11-12
Date


Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)

Date

David Kakishiba
President, Board of Education


Edgar Rakestraw, Jr., Secre
Board of Educati

School Site Council Membership Roster – High School

School Name: #335-Life Academy

School Year: 2011-12

Chairperson : Terry Gray	Vice Chairperson: Ashley Hunter
Secretary: Raba Sheib	<u>DAC Representative:</u> Juvelyn Macarag

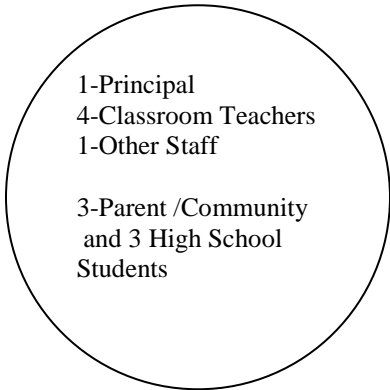
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Preston Thomas	2101 35 th Ave. Oakland, Ca 94601	X				
Terry Gray	1711 E 21 st Street, Oakland, 94606				X	
Rene Soto	1215 40 th Ave., Oakland, 94621				X	
Marina Mendoza	1669 82 nd Ave., Oakland, 94621				X	
Ashley Hunter	2332 21 st Ave, Oakland, 94606					X
Juvelyn Macarag	2735 Kingsland Ave. , Oakland, CA					X
Raba Sbeih	4635 Bond St. Oakland, CA 94601					X
Alicia Garibaldi	2101 35 th Ave. Oakland, Ca 94601			X		
Kimberly Young	2101 35 th Ave. Oakland, Ca 94601		X			
Emily Rigotti	2101 35 th Ave. Oakland, Ca 94601		X			
Renee Marcy	2101 35 th Ave. Oakland, Ca 94601		X			
Claire Crossett	2101 35 th Ave. Oakland, Ca 94601		X			
DAC Representative	Juvelyn Macarag					X
Home Ph.	Email:					

Meeting Schedule	3rd Wednesday of Month, 4:00 in Room 104.
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SSC Legal Requirements:

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



Life Academy of Health and Bioscience

Title I School Parental Involvement Policy 2012 - 2013

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 When necessary, additional classroom teachers will be requested to participate in the conference.

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

Teachers send home Progress Reports at least 1x/marking period. The school semester is divided up into 3 marking periods in order to provide more regular updates on student progress. IN addition, many teachers provide on-line access for parents to be able to review their son/daughter's academic progress in specific classes.

- 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.

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 whose 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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. 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's Signature)

(Date)

Life Academy School Compact

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 dress code.
- 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 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

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

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__.

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.1 The school/district provides the current* district-adopted, standards-aligned English/Reading Language Arts (ERLA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ERLA courses.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ERLA courses. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in the core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
		<p><u>Appropriate Instructional Program Materials</u> All students are <u> </u> assessed, <u> </u> placed, and <u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p><u>Number of Students:</u> 262 <u> </u> All Students. 91 <u> </u> ELs. 25 <u> </u> SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: <u> </u> Core materials are used daily as designed. <u> </u> <input checked="" type="checkbox"/> Ancillary materials are used daily as Designed.</p>					
Documentation		Additional Comments					
	Reading/Language Arts/ELD	<p>Read 180 is used to meet the needs of students daily as an intervention program in English, Language Arts after SRI assessment and determination of appropriate placement. Special modifications and accommodations of curriculum and instruction are made for students with specifications in IEP's.</p>					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	<p>Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in a ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. 	Objective	<i>Fully</i>	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately <u> </u>_x_<u> </u> assessed, <u> </u>_x_<u> </u> placed, and <u> </u>_x_<u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Identify ELD Instructional Program/Materials Used: Read 180 and SRI</p> <p><u>Appropriate Use</u> <u> </u>_X<u> </u> Materials/ ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	<p>Life Academy uses the Read 180 program first to assess students through the SRI, place them into the Read 180 class, and then provide instruction. Additionally, some students are pulled out for specific student intervention based on additional testing in SRI.</p>					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the current SBE-adopted grade four through eight ERLA intensive intervention programs (2008-SBE adoption Programs four and five or 2002 SBE-adoption program materials) or the articulated high school version of these grade four through eight intensive intervention programs. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> • District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program. • The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ERLA standards below the grade six. • Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support. 	Objective	<i>Fully</i>	Substantially	Partially	Minimally												
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			<p><u>Appropriate Instructional Program Materials</u> All students are <u> </u>x<u> </u> assessed, <u> </u>x<u> </u> placed, and <u> </u>x<u> </u> provided appropriate SBE-adopted or articulated versions of instructional program materials.</p> <p>Name(s) of Intensive Intervention Program Used: Read 180 and SRI assessment for English</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 9 <u> 24 </u> Gr.10 <u> 16 </u> All Intensive ELs: Gr. 9 <u> 26 </u> Gr.10 <u> 10 </u> All Intensive SWD's: Gr. 9 <u> 03 </u> Gr. 10 <u> 02 </u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number/% Provided SBE or articulated version Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;">27</td> <td style="text-align: center;">16</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">26</td> <td style="text-align: center;">10</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">03</td> <td style="text-align: center;">02</td> </tr> </tbody> </table> <p><u>Appropriate Use</u> <u> </u>X<u> </u> Materials are used daily as designed.</p>					Number/% Provided SBE or articulated version Intensive Intervention				Grade 9	Grade 10	Total Students	27	16	ELs	26	10
Number/% Provided SBE or articulated version Intensive Intervention																			
	Grade 9	Grade 10																	
Total Students	27	16																	
ELs	26	10																	
SWDs	03	02																	
Documentation		Additional Comments																	
	Reading/Language Arts/ELD	<p>Students are provided intensive intervention in a stand alone Read 180 program that supports student placement in the core English grade nine and grade ten program. In grades nine and ten, there are 12 students that are provided specific interventions as specified in their IEP. Of these, 5 receive intensive intervention in Read 180.</p>																	
District Purchase Date:																			
School Distribution Date:																			
Classroom Distribution Date:																			
Attach publisher PO documentation for sets of classroom core materials.																			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the current SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. <ul style="list-style-type: none"> • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom. 	Objective	<i>Fully</i>	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted instructional program materials. Number of Students: <u> 72 </u> All Students. <u> 29 </u> ELs. <u> 6 </u> SWDs. Appropriate Use Identify all that apply: <u> </u> Core materials are used daily as designed. <u> X </u> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics	There are a variety of materials used in the Algebra class including the core adopted text, CPM, and teacher modified and scaffolded documents.					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
1. Instructional Program	<p>1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>Districts using the 2001 SBE-adoption: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally														
1.5				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%														
Key Components																					
<p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p>																					
<p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 9 <input type="text"/>_20<input type="text"/> Gr. 10 <input type="text"/>_20<input type="text"/> All Intensive ELs: Gr. 9 <input type="text"/>_12<input type="text"/> Gr. 10 <input type="text"/>_11<input type="text"/> All Intensive SWDs: Gr. 9 <input type="text"/>_4<input type="text"/> Gr. 10 <input type="text"/>_4<input type="text"/></p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Grade 9</th> <th style="width: 20%;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td align="center">72</td> <td align="center">20</td> </tr> <tr> <td>ELs</td> <td align="center">22</td> <td align="center">13</td> </tr> <tr> <td>SWDs</td> <td align="center">4</td> <td align="center">4</td> </tr> </tbody> </table>							Number Provided SBE-Algebra Readiness				Grade 9	Grade 10	Total Students	72	20	ELs	22	13	SWDs	4	4
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Documentation		Additional Comments																			
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**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ERLA instructional program. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades nine and ten: One period. 	<p>Full implementation means that the school's master schedule allocates for all ERLA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ERLA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE).</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. 	Objective	<i>Fully</i>	Substantially	Partially	Minimally												
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			<p><u>Appropriate Allocation of Daily Instructional Time</u> _x_ Time is given priority and protected from interruptions.</p> <p>Identify the number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Grade 9</th> <th style="width: 20%; text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">73 minutes</td> <td style="text-align: center;">110 minutes</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">73 minutes</td> <td style="text-align: center;">110 minutes</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">73 minutes</td> <td style="text-align: center;">110 minutes</td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level				Grade 9	Grade 10	All Students	73 minutes	110 minutes	ELs	73 minutes	110 minutes
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Master Schedule:																			
Description of Course Content:																			
Description of Intervention Programs:																			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ERLA using the current district-adopted core ERLA instructional program and ancillary materials. <ul style="list-style-type: none"> Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ERLA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. <ul style="list-style-type: none"> For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			<p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:</p> <table border="1" data-bbox="1430 724 2032 943"> <thead> <tr> <th colspan="3">Number of Students at each grade level</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>27</td> <td>16</td> </tr> <tr> <td>All HP Strategic</td> <td>27</td> <td>16</td> </tr> <tr> <td># of HP Strategic provided 1 additional period</td> <td>27</td> <td>16</td> </tr> </tbody> </table> <table border="1" data-bbox="1430 1003 2018 1325"> <thead> <tr> <th colspan="3">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>Additional time provided all HP Strategic students</td> <td>50 mins.</td> <td>105 min. 2 x wk.</td> </tr> <tr> <td>Additional time provided all HP Strategic ELs</td> <td>50 mins.</td> <td>105 min. 2 x wk.</td> </tr> <tr> <td>Additional time provided all HP Strategic SWDs</td> <td>50 mins.</td> <td>105 min. 2 x wk.</td> </tr> </tbody> </table>					Number of Students at each grade level				Grade 9	Grade 10	All Strategic	27	16	All HP Strategic	27	16	# of HP Strategic provided 1 additional period	27	16	Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students				Grade 9	Grade 10	Additional time provided all HP Strategic students	50 mins.	105 min. 2 x wk.	Additional time provided all HP Strategic ELs	50 mins.	105 min. 2 x wk.
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**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<p>Describe assessment and placement criteria for high priority strategic students. All Students are assessed with SRI and designated HP by scoring 2 or more levels below grade level.</p> <p>Describe differentiated support for students not needing an additional strategic period: All students requiring support are given support in the Read 180 class.</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Master Schedule:			
Description of Course Content:			
Description of Intervention Programs:			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																											
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level. 	<p>Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. <p>Examples of designated ELD courses include:</p> <ul style="list-style-type: none"> A separate period of ELD. ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ERLA intensive intervention program. An ELD strategic support class. College Preparation English with in-class ELD support. 	<table border="1"> <tr> <td>Objective</td> <td>Fully</td> <td>Substantially</td> <td>Partially</td> <td>Minimally</td> </tr> <tr> <td>2.3</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table>	Objective	Fully	Substantially	Partially	Minimally	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Identify all that apply: <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. <input type="checkbox"/> ELD instruction is additional time in schedule.</p> <p>Name of Designated ELD Course(s) by level: Reading Intervention (grades 9 and 10)</p> <p>Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td align="center">2</td> <td align="center">16</td> <td align="center">22</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">9000</td> <td align="center">9000</td> <td align="center">9000</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	2	16	22	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	9000	9000	9000
Objective	Fully	Substantially	Partially	Minimally																										
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Documentation		Additional Comments																												
	Reading/Language Arts/ELD	Additional 17 minutes is added to each of the 9th grade classes to support ELD instruction. Students are not placed in ELD course if they score high enough on diagnostic testing. The schools high rate of success on the CAHSEE exam supports this practice. Life Academy has had the highest EL passing rates of all high schools in Oakland over the past 3 years.																												
Master Schedule:																														
Description of Course Content:																														
Description of Intervention Programs:																														

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Two-hours (or two to three periods). 	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ERLA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002 SBE-adoption program materials are utilized on a daily basis to support the needs of all intensive reading intervention students. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ERLA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ERLA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period. • ELs in the current SBE-adopted or articulated high school version of a Program five intensive intervention will receive embedded ELD instruction as per program design. For ELs, Program five meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Appropriate Allocation of Daily Instructional Time</u>							
__x__ Time is given priority and protected from interruptions.							
Indicate total length (minutes) of blocked periods:							
# of Instructional Minutes at each grade level							
		Grade 9	Grade 10				
All intensive learners		73 mins	110 mins				
Intensive ELs		73 mins	110 mins				
Intensive SWDs		73 mins	110 mins				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Master Schedule:							
Description of Course Content:							
Description of Intervention Programs:							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.												
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> One period – Algebra I. 	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the current SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally								
			2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%								
			<p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> <input type="checkbox"/> ___X___ Time is given priority and protected from interruptions.</p> <p>Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:</p> <table border="1" data-bbox="1430 699 2028 829"> <thead> <tr> <th colspan="2"># of Instructional Minutes for Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>12960</td> </tr> <tr> <td>ELs</td> <td>12960</td> </tr> <tr> <td>SWDs</td> <td>12960</td> </tr> </tbody> </table>					# of Instructional Minutes for Algebra I		All Students	12960	ELs	12960	SWDs	12960
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All Students	12960														
ELs	12960														
SWDs	12960														
Documentation		Additional Comments													
		Mathematics													
Master Schedule:															
Description of Course Content:															
Description of Intervention Programs:															

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted Algebra I core and ancillary materials <ul style="list-style-type: none"> • One period – Additional strategic support linked to a grade-level Algebra I course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • Time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time: <ul style="list-style-type: none"> – For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. <p>• The current SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant</p>	Objective	Fully	Substantially	Partially	<i>Minimal y</i>									
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
<p><u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> amount of strategic instructional time offered for Algebra I.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"># of grade <u>nine/ten</u> strategic students</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">All Strategic</td> <td style="text-align: center;">20</td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;">12</td> </tr> <tr> <td>All HP EL Strategic</td> <td style="text-align: center;">6</td> </tr> <tr> <td>All HP SWD Strategic</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>							# of grade <u>nine/ten</u> strategic students		All Strategic	20	All HP Strategic	12	All HP EL Strategic	6	All HP SWD Strategic	4
# of grade <u>nine/ten</u> strategic students																
All Strategic	20															
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**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

		<p>instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers.</p>	<table border="1"> <thead> <tr> <th colspan="2">Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic</th> </tr> <tr> <th></th> <th>Algebra HP Inst'l Minutes</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td>8160</td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td>8160</td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td>8160</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period: Small class sizes maintained to a 20:1 ratio to support differentiated instruction. Math Mastery skill demonstration to reach all types of learners.</p>	Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic			Algebra HP Inst'l Minutes	Additional time provided to all HP strategic students	8160	Additional time provided to HP EI strategic students	8160	Additional time provided to all HP SWD strategic students	8160
Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic													
	Algebra HP Inst'l Minutes												
Additional time provided to all HP strategic students	8160												
Additional time provided to HP EI strategic students	8160												
Additional time provided to all HP SWD strategic students	8160												
Documentation		Additional Comments											
	Mathematics												
Master Schedule:													
Description of Course Content:													
Description of Intervention Programs:													

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
2. Instructional Time	<p>2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for most recent SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.</p> <ul style="list-style-type: none"> Grade eight: One period of Algebra Readiness daily for identified intervention students. <p>Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use.</p> <ul style="list-style-type: none"> Time is given priority and protected from interruptions. Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. 	Objective	Fully	Substantially	Partially	Minimally										
2.7			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Indicate total number (#) of Minutes for Algebra Readiness period: 3,060</p> <table border="1" data-bbox="1493 737 2060 987"> <thead> <tr> <th colspan="2" data-bbox="1493 737 2060 769"># of Instructional Minutes</th> </tr> <tr> <th data-bbox="1493 769 1776 802"></th> <th data-bbox="1776 769 2060 802">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td data-bbox="1493 802 1776 862">All Intensive Algebra Readiness Learners</td> <td data-bbox="1776 802 2060 862">3,060</td> </tr> <tr> <td data-bbox="1493 862 1776 922">All Intensive Algebra Readiness ELs</td> <td data-bbox="1776 862 2060 922">3,060</td> </tr> <tr> <td data-bbox="1493 922 1776 987">All Intensive Algebra Readiness SWDs</td> <td data-bbox="1776 922 2060 987">3,060</td> </tr> </tbody> </table>	# of Instructional Minutes			Algebra Readiness	All Intensive Algebra Readiness Learners	3,060	All Intensive Algebra Readiness ELs	3,060	All Intensive Algebra Readiness SWDs	3,060
# of Instructional Minutes																	
	Algebra Readiness																
All Intensive Algebra Readiness Learners	3,060																
All Intensive Algebra Readiness ELs	3,060																
All Intensive Algebra Readiness SWDs	3,060																
Documentation		Additional Comments															
		Mathematics															
Master Schedule:																	
Description of Course Content:																	
Description of Intervention Programs:																	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ERLA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ERLA programs by grade level (and by tracks if on a year-round school). All students in the ERLA grade nine and ten receive at least the minimum course of study as described by the publisher.</p> <p>Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ERLA list.</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ERLA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	<i>Minimally</i>
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> <input type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted ERLA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ERLA intensive intervention classrooms with the current SBE-adopted or articulated high school version intensive reading intervention program.</p> <p>Full implementation in state-monitored schools means that the school/district has adopted the current SBE-adopted grade four through eight ERLA intensive intervention programs or the articulated high school version of those intervention program materials.</p> <ul style="list-style-type: none"> Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input type="checkbox"/> x <input type="checkbox"/> Distributed to each grade level. <input type="checkbox"/> x <input type="checkbox"/> Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> <input type="checkbox"/> x <input type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
		Mathematics					
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	<p>Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms.</p> <ul style="list-style-type: none"> The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	Objective	Fully	Substantially	Partially	<i>Minimally</i>
			3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to each grade level. <input type="checkbox"/> Used daily at every grade level. <u>Pacing Guide Use Monitored</u> <input type="checkbox"/> Principal monitors daily use.				
Documentation		Additional Comments					
Mathematics							
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted ERLA basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ERLA and mathematics instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ERLA or intensive reading intervention program or mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE-approved Administrator Training Program (ATP) Provider and complete the SBE-approved Leadership and Support of</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted ERLA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • Current SBE-adopted ERLA core or intensive reading intervention or the current SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research- 	Objective	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Principal</p> <p><input checked="" type="checkbox"/> Training in ERLA.</p> <p><input checked="" type="checkbox"/> Training in Mathematics.</p> <p><input checked="" type="checkbox"/> Structured Practicum.*</p> <p>Vice Principal</p> <p><input type="checkbox"/> Training in ERLA.</p> <p><input type="checkbox"/> Training in Mathematics.</p> <p><input type="checkbox"/> Structured Practicum.*</p> <p>* Refer to suggested practicum activities (See 4.2)</p>				

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	<p>Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<p>based practices to plan and deliver instruction to meet varying student needs.</p>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to 	Objective	Fully	Substantially	Partially	<i>Minimal y</i>
			4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Principal's Professional Development</u> __x__ Completed.</p> <p>Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):</p> <p>The principal has participated in the bi-weekly professional development offered by the district that focuses on overall professional development for the areas noted to the left.</p>							

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		<p>collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p> <ul style="list-style-type: none"> • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			100%__ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District SB 472 Completion Records:							
Contracted Authorized Provider:							
Date of Offerings:							

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Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ERLA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted ERLA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the	<p>Full implementation means that all teachers of ERLA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted ERLA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	<i>Minimally</i>
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Training and Practicum Completed</u>							
Indicate number of teachers at each grade level and number completing training and practicum:							
		Teacher #	40-hour Training	80-hour Structured Practicum*			
Grade 9		2	No	no			
Grade 10		1	No	no			
* Refer to suggested practicum activities.							

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	<p>goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the 	Objective	Fully	Substantially	Partially	<i>Minimally</i>
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Training and Practicum Completed</u> Indicate number of teachers at each grade level and number completing training and practicum:				
		Teacher #	40-hour Training	80-hour Structured Practicum*			
Algebra I		1	No	no			
Algebra Readiness		0	No	No			
* Refer to suggested practicum activities.							

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		<p>effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings :			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ERLA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all grade nine and ten ERLA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ERLA instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of the coaching services on student achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Coaches/Content Experts/Specialists</u> _____ Type of instructional assistance. ___x___ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> ___x___ Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> ___x___ Completed SBE-adopted materials-based training (identify which program[s]). ___x___ Completed English learner Professional Development (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: New teachers are provided expert BTSA coaches to support them in the overall professional development and growth. However, our model of professional development puts the teacher at the center of our professional development and allows for the department to identify, reflect, research, and share best practice identified by this objective.</p>				

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Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of the coaching services on student achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Coaches/ Content Experts/Specialists</u> <input type="checkbox"/> X <input type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> X <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>The district/schools real issue is retraining quality math teachers when surrounding districts are paying teachers an additional \$15,000 per year more. The inequity in pay creates tremendous teacher turnover for the school. Our best strategy is to wok with district staff and the BTSA program to provide quality coaching to new teachers.</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Teachers that are new to the school or new to eaching.</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> X <input type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> X <input type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> X <input type="checkbox"/> Completed ELPD.</p>				

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

			<p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Our site developed professional development focuses on student passage of certifications and requires that teachers reflect on their overall data. The central theory of action is that the teacher is an expert in their area and can solve their own problems through attending conferences, discussing key points with departmental colleagues, and building from the knowledge base at Life Academy.</p>
Documentation		Additional Comments	
	Mathematics		
School Plan for Assistance and Support to Teachers:			
Attach Appropriate Documentation.			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ERLA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and-diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ERLA.</p> <ul style="list-style-type: none"> ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	<i>Minimally</i>
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Ongoing Assessment and Monitoring System</u>							
___x___ District supported electronic data management System.							
___x___ District-wide reporting and analysis of assessment results.							
___x___ School-wide reporting and analysis of assessment results.							
___x___ Timely data from assessments available to and easily accessible by administrators and teachers.							
_____ Common curriculum embedded/formative assessments in use school-wide.							
<u>Training on Accessing and Using Electronic Data System</u>							
___no___ Staff trained on using and accessing data from the electronic data system.							
<p>The district does not support the current data needs of our teachers that support project based Learning and our model of Linked-Learning that has gained recognition locally and throughout the state.</p>							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

			<p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	<i>Substantial</i> <i>y</i>	Partially	Minimally
			7.2	4 100%	3 <i>At least</i> 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Ongoing Assessment and Monitoring System</u></p> <p><input type="checkbox"/> District supported electronic data management system.</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p>This is an area of growth for us as a school community. The data system does not allow us to use the type of data that we feel would support students to accelerate the most.</p> <p><u>Training on Accessing and Using Electronic Data System:</u></p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

			Using Formative Assessments Results <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Mathematics		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
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**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Component							
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ERLA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ERLA, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ERLA content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> <input type="checkbox"/> 4 Number per month. <input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input type="checkbox"/> Meetings are structured, protocols/tools are developed and used. <input type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> <input type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input type="checkbox"/> Designing and improving lessons and instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Frequency and average length of meetings:							
Average attendance:							
Dates of meetings :							
Attach Appropriate Documentation.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted Algebra Readiness and Algebra I programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic. Progress monitoring, including frequent formative and curriculum-embedded. Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs. 	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Scheduled Structured Collaboration Meetings				
			<input checked="" type="checkbox"/> 4 Number per month. <input type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input checked="" type="checkbox"/> Meeting protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.				
			Collaborative Meeting Discussion Content				
			<input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input checked="" type="checkbox"/> Designing and improving lessons and instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
Frequency and Average length of meetings:							
Average Attendance:							
Dates of Meetings :							
Attach Appropriate Documentation.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ERLA and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ERLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							

**Life Academy of Health and Bioscience
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							